

School District of Osceola County, FL

# Denn John Middle School



## 2016-17 Schoolwide Improvement Plan

## Denn John Middle School

2001 DENN JOHN LN, Kissimmee, FL 34744

www.osceolaschools.net

### 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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

### School Grades History

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

*\*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 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 Denn John Middle School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	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.

Mission: Preparing all students for College and Career Readiness through the power of F.I.R.E. (focus, integrity, respect, and engaged in learning.)

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

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

#### 2. School Environment

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

Denn John Middle School learns about our students' cultures and builds relationships among our students and teachers in various capacities:

- We have implemented the Positive Behavior Support program, which focuses on F.I.R.E (Focus, Integrity, Respect, and Engaged in Learning) allowing our staff to recognize students for positive choices they make at any point during the day. The teachers focus on praising students both academically and behaviorally for decisions made in class during the day, building the teacher/ student relationship through conversations focused on successes.
- Cultural events and various other school wide events are held throughout the school year in an effort to promote tolerance and acceptance.
- 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.
- Guidance has created a mentor- mentee program focused on providing support to our at-risk students who show up on our Early Warning System reports. Mentors reach out to their students at least weekly, if not often.
- The AVID program currently has enrolled 64 students that represent a diverse background, however are focused on growing academically and intrinsically as they work towards a common goal for both their secondary and post-secondary goals. During their AVID elective classes, students are able to build a strong classroom community, participate in dialogue about current events, participate in collaborative tutoring sessions, community based projects, and many more collaborative projects.
- The P.B.S. helps build and support a collaborative and positive learning environment between faculty, staff, and students. By providing students with both verbal and non verbal praise in the form of Dragon Dollars, students learn to value their positive and proactive choices. Students may also participate in field trips as a reward.
- 
- DJMS uses other supports that are in place in order to help the school learn about the student's background and culture and help build relationships which include FOCUS demographic info, Guidance Office, MTSS, ESE/ 504, fine arts, athletics and academic clubs.

##### b. 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 maintains supervision posts that are visible during all times when students are not assigned to a classroom (before school, during transitions, lunch, and after school).
- Denn John's use of Kagan Cooperative Learning structures in classrooms greatly increase security and respect as students actively use positive social skills (listening and responding to classmates ideas, taking equal turns, thanking and praising teammates, etc.) when collaborating.
- The counselor and deans 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. The goal is to help students cultivate positive self-esteem and to help them learn proactive conflict-resolution strategies.
- Using the PBS system, students are rewarded for showing respect to anyone on campus at any point during the day by means of Dragon Dollars.
- In addition, DJMS offers many after school clubs and programs focused on promoting a positive school culture and extending learning opportunities outside the classroom (Band, Athletics, Battle of the Books, and various others).

**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.**

Denn John Middle School has adopted the PBS (Positive Behavior Support) program to increase positive student choices and teach the school expectations and 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 are very valuable as they are the only way to attend specific events or purchase special rewards on campus.

- Monthly events are hosted by the PBS committee in order to discuss upcoming events for students to attend by 'purchasing' a ticket with their Dragon Dollars. Data is also reviewed at these meetings in order to address any new or ongoing trends in school wide discipline.
- In classrooms, teachers also offer their own 'store' of supplies or rewards any student can purchase using the Dragon Dollars in addition to what is offered in the PBS School Store (notebook paper, pens, a special seat for the day, etc.) Teachers also act as the disciplinarian and work to correct student behavior in class. Students are provided minor infractions in an effort to address their behavior and reteach the expected behavior. Once a student has collected three minor infractions, they then receive a discipline referral from the teacher where it is addressed by the deans. Guidance is also available to help address the needs of the student and provide support to the deans office regarding any non-disciplinary needs.

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.)

**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.**

The guidance counselor at Denn John strives to provide for the various needs our middle school students may have:

- The school counselor has trained student mediators to help other students in conflict resolution which allows them to intrinsically come up with a solution(s) to the problem they having with another student (s). The students get the opportunity to express their issues and address how it makes them feel. In addition, they sign a contract with the solution, kept in the mediation room for reference if the students need to review their solutions.
- Small group social skills, anger management, and character ed. remediation groups are held by the



school counselor. The counselor is available throughout the day for individual meetings as students require. FIT student needs are also addressed by the school counselor in collaboration with the school social worker.

-Participating on the MTSS Behavior sub-committee, our counselor assist in monitoring and establishing the mentoring program based on EWS data and discipline data. 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.

### 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.

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, = 6th grade -43, 7th grade - 46, 8th grade - 51
- \* One or more suspensions, whether in school or out of school= 6th - 7, 7th - 11, 8th - 9
- \* Students scoring at level 1 on the FSA - 101 - 6th grade, 114 - 7th grade, 113 - 8th grade

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, 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.

#### 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	43	46	51	0	0	0	0	140	
One or more suspensions	0	0	0	0	0	0	7	11	9	0	0	0	0	27	
Course failure in ELA or Math	0	0	0	0	0	0	0	8	7	0	0	0	0	15	
Level 1 on statewide assessment	0	0	0	0	0	0	101	114	113	0	0	0	0	328	

**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	25	28	27	0	0	0	0	80

**c. 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 Coach. Based on student academic and behavioral needs, a variety of supports will be provided: Teacher mentor, Behavioral monitoring charts, and Small Group behavior classes.
  - Students will be invited to before and after school tutoring ( Physical Science Tutoring, Civic's Tutoring, Reading Tutoring, Algebra I, MAC Academy, TeenBiz Time, Rosetta Stone, Math 180, I-Ready, PENDA).
- Teachers are implementing reading and writing strategies across the curriculum in an effort to also meet thier students needs:

**Academics:**

- \* Reading: Students with a Level 1 score in the FSA Reading are receiving Tier 2 intervention in a double block Intensive Language Arts class. Students with a Level 2 score in the FSA Reading are receiving Tier 2 intervention in a single block Intensive Language Arts class.
- Math: The team will gather data from different sources, namely FSA scores (Lowest Quartile),Diagnostic and Screening Assessment (I-Ready), 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 IGNITE intervention time.
- The Positive Behavior Support program will be in full effect as 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. Attendance will also collaborate with district truancy officers to complete E.T.I.T. meetings in an effort to address any concerns that might hinder a student from attending school.
- Students who are suspended meet with the guidance counselor, Dean, and/or Assistant Principal upon returning from any out of school suspensions.
- ESOL and ESE students will be provided with more intervention support during IGNITE intervention time.

**Behavior:**

The team will identify students with challenging behaviors and use appropriate PBS strategies, behavioral contracts, minor infractions, parent conferences, student/teacher meetings, to modify these behaviors, including assigning Mentors, and keeping Behavior Contracts.

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315181>.

## **2. Description**

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

### **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.**

At Denn John, we will hold monthly School Advisory Committee (SAC) meetings the first Tuesday of every month.

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.

## **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
Hoyle, Henry	Principal
Rademacher, Thomas	Assistant Principal
Bonet, Alexa	Instructional Coach
Singh-Tracy, Kavitha	Dean
Wright, Jennifer	School Counselor
Tessler, Lana	Instructional Coach
Dolhon , Sugeily	Assistant Principal

## b. Duties

### ***1. 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.

Administrators will collect instructional practice data through classroom walk-through and observations and will provide guidance and feedback on a continuous basis. Lesson plans will also be reviewed and teachers will be provided feedback on the levels of engagement, rigor planned, and formative assessments within their lessons.

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 and coordinate valuable and continuous professional development based on school, staff, and student needs
- 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

Faculty and Staff:

- Keep ongoing progress monitoring notes in MTSS folder (Formative and Summative Curriculum Assessments, SAT 10, FSA scores, I-Ready Data, work samples)
- Attend weekly 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, academic and behavioral interventions, data collection and analysis within the MTSS framework.

MTSS Team and Guidance Counselor:

- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent information letters
- 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 MTSS meetings 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 review progress monitoring data and create Intervention Schedules for Tier 2 & 3 students throughout the year and modify as needed.
- 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 for ELL students and provide resources for ELL students in MTSS

#### Deans and LRS:

- 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.
- 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).

**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.**

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, I-Ready, 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 YMCA and Saturday school. Our After-school YMCA program is offered Monday through Friday from 2:50 PM-5:00 PM, and on Wednesdays from 1:50 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. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida 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, based on student achievement data, 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 and assistance transitioning to post-secondary education or employment.

#### 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 Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

#### Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

#### Title IX

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.

## 2. School Advisory Council (SAC)

**a. Membership**

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

Name	Stakeholder Group
Hank Hoyle	Principal
Adrian Lugo	Teacher
Jeanne Britton	Parent
Robert Asencio	Parent
Taeja Asencio	Student
Kim Grieb	Business/Community
Jennifer Harmon	Teacher
Trae Simpson	Teacher
Madeline Thomson	Education Support Employee
Lee Wright	Teacher
Sugeily Dolhon	Education Support Employee
Jacqueline Beuiueo	Parent
Onarells Gamboa	Parent
Washington Lopez	Teacher
Michelle Underhill	Teacher
Jennifer Harmon	Teacher

**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**

The SAC reviewed the School Improvement Plan on October 4th 2016 and provided input and feedback in reference to the upcoming year's plan. Additionally, the SAC reviewed and gave input on the 2016-2017 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.

**b. 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.

**c. 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 across all content areas which would include textbooks and other reading materials 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.



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

SAC provided money for students to attend history fair and Kagan Training as well as purchased music stands, Drama supplies, and literature for the Media Center.

**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
Hoyle, Henry	Principal
Dolhon , Sugeily	Assistant Principal
Tessler, Lana	Instructional Coach
Wright, Jennifer	School Counselor

**b. Duties**

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

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 one Literacy Night, an author visit, educating teachers on literacy strategies & building classroom libraries. We will have a 40 book challenge initiative throughout the school and a Pokemon reading challenge to support reading in the media center. 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 IGNITE time and are also encouraged to read during during free time. The LLT provides Dragon Dollars for students caught reading during the day.

Teachers meet during their common planning time with the Literacy Coach to discuss lesson plans, and literacy strategies and goals for the school year. The LLT will assist with the implementing of reading and writing across curriculum, by providing continuous professional development to the staff.

**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.**

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 where teacher discuss academic concerns based on their student data and interventions needed based on the students needs. Math and Literacy coaches assists 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 Math Solutions training represent multi level content areas in order to attain vertical alignment among the teachers when it comes to the implementation of the Math Talk within the different grades.

PD is also offered every other Tuesday in an effort to provide best practices for various disciplinary areas.

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

DJMS uses several strategies in an effort to recruit, retain, and cultivate strong and effective teachers. 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. The PLC Facilitator is assigned to each department and acts as a liaison 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

## **3. 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. We also use our Mentor-Mentee (new teachers) and professional development programs. The Moodle DJMS Family website also provides online help any time, day or night. Several activities are planned: Getting Acquainted, Office 365 In-service, Marzano In-service, visits by Mentors and the PNE, Technology Issues, and Observations. Participation in the PLC's is monitored as well. Mentor training is given during pre-planning with updates are provided as needed throughout the school year.

## **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.**

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 walk-throughs, 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. Intensive reading and intensive language arts will also use the I-Ready Diagnostic and Skills program to provide remedial skill based assistance.

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.

## **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.***

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.

I-Ready provides data to allow us to differentiate and provide intervention to students during IGNITE, 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 program also provides skill paths to remediate skills. The instructional 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 and FSA scores, students were placed in an Intensive Math or Intensive Reading class.

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

ELO tutoring will target the lowest quartile. Teachers will use guidance from the I-ready program 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!

**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:** After School Program

**Minutes added to school year:** 17,910

The school has many extended learning opportunities for the students. In the after school program that we offer remediation & enrichment through the YMCA Program. A portion of the time after school is spent with teachers available for tutoring and another portion of the program is high-interest teacher guided activities.

**Strategy Rationale**

This program is a free after school program that allows students to participate in high interest activities that encourage and support academics and teacher-student relationships.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**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**

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

**Strategy:** After School Program

**Minutes added to school year:**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**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**

Data will be collected through I-ready 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: 1,440**

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.

**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, lana.tessler@osceolaschools.net

**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, I-Ready Testing Results

**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.**

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 also offers a 6th grade Orientation Night in the Spring as well as open house in the Fall in order to provide parents and students with information pertaining to the upcoming school year. Denn John administration and Guidance Counselors also visit all feeder schools to give an overview of curriculum options for incoming 6th graders. Feeder high school guidance departments also visit DJMS to register the incoming 9th grade students and assist in creating their 4 year secondary goals.

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.

**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.**

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 as well as hold AVID Nights in order to promote a college bound atmosphere to both parents and students.

**2. 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 and assists by giving students the skills needed to be successful in post secondary schooling and life. Students set goals and are guided by the AVID teacher in obtaining their goals through their clinicals. Students also visit area colleges in order to make connections with secondary and post secondary schools. We also offer two career exploration classes in an effort to expose students to a career path. 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.

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

DJMS vertically aligns student's needs with our local feeder high schools. 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, which allows for deeper understanding of the material. Language Arts and Social Studies teachers are encouraged to pick unit topics related to C.T.E. Denn John also offers a STEM track where students are offered the opportunity to explore courses offering Introduction to Technology, Robotics and Space & Flight aeronautical concepts.

**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.**

Denn John Middle School provides students with the opportunity to prepare for readiness within the post secondary setting in various ways. A rigorous curriculum is embedded into daily routines and lessons. Students are also challenged to think deeper and make connections to the real world by exposing them to real world scenarios and problem solving opportunities. DJMS also offers Algebra 1 classes in 8th grad to students who display high school readiness as well as Physical Science. Algebra Nation (from UCF) program is also used and incorporated within the Algebra classes.

AVID classes invite speakers/presenters from various background to come and speak to our students on post secondary options and means to achieve a post secondary degree. Students are also exposed to various learning strategies such as the use of Cornell notes, which is a practice used throughout the school by all teachers, in an effort to prepare students for post secondary.

## 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.** Denn John Middle School will effectively and efficiently support staff in the understanding and the implementation of the standards, depth of the standards, and authentic student engagement through planning, collaboration, and professional development.
- G2.** Reduce discipline issues by creating a positive school culture resulting in increased student engagement.

## 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.** Denn John Middle School will effectively and efficiently support staff in the understanding and the implementation of the standards, depth of the standards, and authentic student engagement through planning, collaboration, and professional development. 1a

G085415

### Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	40.0
FCAT 2.0 Science Proficiency	40.0
Civics EOC Pass	60.0
ELA/Reading Gains	50.0
Math Gains	40.0

### Targeted Barriers to Achieving the Goal 3

- Inconsistency of teacher knowledge regarding depth of standards.
- Inconsistency in creating and administering rigorous common assessments.
- Instructional practices are not impacted as a result of student data.
- Teachers lack understanding of cooperative learning opportunities to help authentically engage students in learning.

### Resources Available to Help Reduce or Eliminate the Barriers 2

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

### 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

Henry Hoyle

#### Schedule

Quarterly, from 8/10/2016 to 5/30/2017

#### Evidence of Completion

Scores on items #8-18 will increase.

**G2. Reduce discipline issues by creating a positive school culture resulting in increased student engagement.** 1a

 G085416

### Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1800.0

### Targeted Barriers to Achieving the Goal 3

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

### Resources Available to Help Reduce or Eliminate the Barriers 2

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

### Plan to Monitor Progress Toward G2. 8

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

#### Person Responsible

Thomas Rademacher

#### Schedule

Weekly, from 8/10/2016 to 5/30/2017

#### Evidence of Completion

Minutes/agenda from meeting

### Plan to Monitor Progress Toward G2. 8

Referrals will be monitored quarterly.

#### Person Responsible

Sugeily Dolhon

#### Schedule

Quarterly, from 8/10/2016 to 5/30/2017

#### 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Denn John Middle School will effectively and efficiently support staff in the understanding and the implementation of the standards, depth of the standards, and authentic student engagement through planning, collaboration, and professional development. 1

G085415

**G1.B1** Inconsistency of teacher knowledge regarding depth of standards. 2

B227176

**G1.B1.S1** Using Florida standards, PLC teams will unpack standards for depth and understanding. PLCs will develop scales for essential standards to measure student understanding and promote teacher and student self assessment. 4

S239683

### Strategy Rationale

Unpacking the standards will allow for deeper teacher understanding of curriculum and learning goals as well as visible metrics for measuring student growth.

### Action Step 1 5

PLCs will work to choose essential standards and unpack standards for meaning

#### Person Responsible

Henry Hoyle

#### Schedule

Monthly, from 8/3/2016 to 5/31/2017

#### Evidence of Completion

Department PLCs will submit essential standards quarterly. Unpacking of standards will be indicated in PLC minutes/notes

### Action Step 2 5

PLCs will submit mission statements, norms, and SMART goals for their teams to ensure common understanding and goals between PLC members.

#### Person Responsible

Henry Hoyle

#### Schedule

On 8/12/2016

#### Evidence of Completion

PLC leads will submit the above information to H. Hoyle and coaches.

### Action Step 3 5

PLCs will meet weekly to discuss current data, needs, and interventions.

**Person Responsible**

Henry Hoyle

**Schedule**

Weekly, from 8/3/2016 to 5/31/2017

***Evidence of Completion***

PLC minutes and notes

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

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

**Person Responsible**

Sugeily Dolhon

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

***Evidence of Completion***

PLC norms, essential standards, common assessments, and observations

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

PLC teams will meet weekly to address student's needs and discuss instructional strategies.

**Person Responsible**

Sugeily Dolhon

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

***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**

Lana Tessler

**Schedule**

Quarterly, from 8/10/2016 to 5/30/2017

***Evidence of Completion***

Dates of common assessment administration become consistent and regular.

**G1.B2** Inconsistency in creating and administering rigorous common assessments. **2**

 B227177

**G1.B2.S1** Teachers will work in PLCs to create needed common assessments (formative or summative). Professional development will be offered on creation and use of common assessments. Administrative monitoring will ensure that common assessments measure learning to the depth of the standard. **4**

 S239684

**Strategy Rationale**

Teachers will need to collaboratively focus on creation of common assessments. Effective common assessments will assist teachers in identifying student needs.

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

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

**Person Responsible**

Henry Hoyle

**Schedule**

Monthly, from 8/3/2016 to 5/31/2017

***Evidence of Completion***

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

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

Teachers will use common assessment data to identify students who require intervention or enrichment opportunities on essential standards. Intervention/enrichment will be given during homeroom and during class stations.

**Person Responsible**

Lana Tessler

**Schedule**

Weekly, from 8/3/2016 to 5/31/2017

***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**

Thomas Rademacher

**Schedule**

Weekly, from 8/3/2016 to 5/31/2017

***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**

Thomas Rademacher

**Schedule**

Quarterly, from 8/10/2016 to 9/27/2016

***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**

Henry Hoyle

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

***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

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

**Person Responsible**

Thomas Rademacher

**Schedule**

Quarterly, from 8/10/2016 to 5/30/2017

***Evidence of Completion***

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

**G1.B3** Instructional practices are not impacted as a result of student data. **2**

 B227178

**G1.B3.S1** Professional development will be provided to teachers for developing action plans based on data. Coach mentoring and guidance will be given to PLCs in identifying data, analysis of data, and development of strategies to address student strengths and weaknesses. **4**

 S239685

**Strategy Rationale**

Teachers have large amounts of data that they are not proficient in analyzing. Support will be provided for initial analysis and meaning as well as how to develop instructional strategies based upon that data.

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

Professional development will be provided to staff on use of data analysis for planning instructional modification and completing action research.

**Person Responsible**

Lana Tessler

**Schedule**

Monthly, from 8/3/2016 to 5/31/2017

***Evidence of Completion***

Professional development rosters and presentations, PLC minutes as applicable

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

Academic coaches will engage in coaching cycle and modeling with teachers in need of support

**Person Responsible**

Lana Tessler

**Schedule**

Weekly, from 8/3/2016 to 5/31/2017

***Evidence of Completion***

Coaching logs, observational coaching notes, lesson plans as applicable

**G1.B4** Teachers lack understanding of cooperative learning opportunities to help authentically engage students in learning. **2**

 B227179

**G1.B4.S1** Teachers will be given focus strategies for student collaborative work and to support authentic engagement. Professional development will focus on naturally using these activities to support learning and engagement in the classroom. **4**

 S239686

### **Strategy Rationale**

Teachers need to incorporate collaborative learning in the classroom in order to improve student engagement and learning.

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

Professional development sessions to teach the use of collaborative learning strategies vs "group work," effective use of collaborative learning, and integration of collaborative learning structures

#### **Person Responsible**

Lana Tessler

#### **Schedule**

Monthly, from 8/3/2016 to 5/31/2017

#### **Evidence of Completion**

Professional development rosters, presentation notes, evidence of collaborative structures in walk throughs, Kagan coaching notes

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

Professional development and modeling of cross-curricular structures to improve student learning and retention in all core subjects

#### **Person Responsible**

Lana Tessler

#### **Schedule**

Weekly, from 8/3/2016 to 5/31/2017

#### **Evidence of Completion**

Coaching notes, observational notes, professional development rosters, lesson plans as applicable

**G2.** Reduce discipline issues by creating a positive school culture resulting in increased student engagement.

1

 G085416

**G2.B1** There are struggles to consistently implement behavioral interventions in relation to PBS in an effort to build positive student behaviors and habits. 2

 B227180

**G2.B1.S1** Positive Behavior Supports (PBS) will be used with fidelity. Professional development will be given in using PBS and the rational behind PBS. 4

 S239687

### 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

Henry Hoyle

#### Schedule

On 5/30/2017

#### Evidence of Completion

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

## Action Step 2 5

Established PBS team creates and implements professional development for classroom management strategies.

Create and implement calendar of events.

Meeting facilitated by PBS Coach

### **Person Responsible**

Kavitha Singh-Tracy

### **Schedule**

On 8/31/2016

### **Evidence of Completion**

PBS Action Plan will be turned in with dates for initial PBS reward events. PD logs and registers

## 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
- 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, OCSA performances, plays, dress-down days, and various other school based incentives geared toward student engagement, etc.)
- Monthly in-house activities: Breakfast with admin, drawings, and awards

### **Person Responsible**

Kavitha Singh-Tracy

### **Schedule**

Monthly, from 8/3/2016 to 5/30/2017

### **Evidence of Completion**

Posters showing the year's planned events, reduction of student discipline

#### Action Step 4 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
- Teacher drawings

##### **Person Responsible**

Kavitha Singh-Tracy

##### **Schedule**

Quarterly, from 8/3/2016 to 5/30/2017

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

PowerPoint and binder information sheet Tracking list of who wins drawings

#### Action Step 5 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 IGNITE cover each area's expectations.

##### **Person Responsible**

Kavitha Singh-Tracy

##### **Schedule**

Monthly, from 8/3/2016 to 5/30/2017

##### **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**

On 5/30/2017

**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**

Quarterly, from 8/3/2016 to 5/30/2017

**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

 B227181

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

 S239688

### 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 faculty meetings and break-out sessions created by the leadership team to model appropriate use.

#### Person Responsible

Henry Hoyle

#### Schedule

On 5/30/2017

#### 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

Henry Hoyle

#### Schedule

On 8/31/2016

#### Evidence of Completion

Lesson plans provided to teachers by administrative staff - K. Tracy

### Action Step 3 5

Quarterly cooperative learning coaching will be provided and available to all classroom instructors

**Person Responsible**

Lana Tessler

**Schedule**

Quarterly, from 8/3/2016 to 5/30/2017

***Evidence of Completion***

Coaching logs & reflections

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

Lesson plans will be monitored for cooperative learning strategies

**Person Responsible**

Henry Hoyle

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

***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**

Sugeily Dolhon

**Schedule**













Quarterly, from 8/10/2016 to 5/30/2017

***Evidence of Completion***

Referrals will decrease.

## 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.B1.S1.A2 A310351	PLCs will submit mission statements, norms, and SMART goals for their teams to ensure common...	Hoyle, Henry	8/3/2016	PLC leads will submit the above information to H. Hoyle and coaches.	8/12/2016 one-time
G2.B1.S1.A2 A310361	Established PBS team creates and implements professional development for classroom management...	Singh-Tracy, Kavitha	8/3/2016	PBS Action Plan will be turned in with dates for initial PBS reward events. PD logs and registers	8/31/2016 one-time
G2.B2.S1.A2 A310366	Beginning of school lesson plans to introduce expectations are provided. Cooperative Learning...	Hoyle, Henry	8/3/2016	Lesson plans provided to teachers by administrative staff - K. Tracy	8/31/2016 one-time
G1.B2.S1.MA1 M317977	Attendance in Intervention period classes change as students need.	Rademacher, Thomas	8/10/2016	Attendance changes to Intervention Period are evident.	9/27/2016 quarterly
G1.MA1 M317979	The self-assessment of the Critical Issues will be repeated at the beginning of each quarter and...	Hoyle, Henry	8/10/2016	Scores on items #8-18 will increase.	5/30/2017 quarterly
G2.MA1 M317984	MTSS Behavior meetings will reflect on referral and out of school suspension notices.	Rademacher, Thomas	8/10/2016	Minutes/agenda from meeting	5/30/2017 weekly
G2.MA2 M317985	Referrals will be monitored quarterly.	Dolhon , Sugeily	8/10/2016	Discipline referrals will decrease from the previous year.	5/30/2017 quarterly
G1.B1.S1.MA1 M317973	Common assessments will be given to students a minimum of once per quarter for each PLC.	Tessler, Lana	8/10/2016	Dates of common assessment administration become consistent and regular.	5/30/2017 quarterly
G1.B1.S1.MA1 M317974	. Administrators will attend meetings and collect deliverables assigned to PLC's.	Dolhon , Sugeily	8/10/2016	PLC norms, essential standards, common assessments, and observations	5/30/2017 weekly
G1.B1.S1.MA4 M317975	PLC teams will meet weekly to address student's needs and discuss instructional strategies.	Dolhon , Sugeily	8/10/2016		5/30/2017 weekly
G1.B2.S1.MA1 M317976	FSA Data will show growth of students in the Reading & Math Intervention groups	Rademacher, Thomas	8/10/2016	FSA data will show growth of students receiving intervention at a level that is above their predicted average growth line.	5/30/2017 quarterly
G1.B2.S1.MA4 M317978	Walk-throughs will be conducted by the Admin team	Hoyle, Henry	8/10/2016	Observations will see focused lessons that change based on student needs in the group.	5/30/2017 weekly
G2.B1.S1.MA1 M317980	Number of discipline referrals	Singh-Tracy, Kavitha	8/3/2016	Discipline referrals will be decreased in comparison to last year & out of school suspensions will be reduced from last year.	5/30/2017 quarterly
G2.B1.S1.MA1 M317981	#1 - Take attendance at each PBS event - monthly/quarterly #2 - Count DD turned in and set a...	Singh-Tracy, Kavitha	8/3/2016	#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.	5/30/2017 one-time
G2.B1.S1.A1 A310360	Establish PBS team and layout framework for the program. Sign-in sheet at PBS break-out session....	Hoyle, Henry	8/3/2016	SIP Action Plan with steps, fidelity plan and effectiveness plan PBS Team list	5/30/2017 one-time
G2.B1.S1.A3 A310362	Plan Ways to Spend Dragon Dollars (DD): - School store available for DD usage - All teachers will...	Singh-Tracy, Kavitha	8/3/2016	Posters showing the year's planned events, reduction of student discipline	5/30/2017 monthly
G2.B1.S1.A4 A310363	Increase DD being given to students: - Teachers informed how to use DD (pre-planning) - Morning...	Singh-Tracy, Kavitha	8/3/2016	PowerPoint and binder information sheet Tracking list of who wins drawings	5/30/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A5  A310364	Expectations are established for all areas in the school - Common classroom rules: FIRE is...	Singh-Tracy, Kavitha	8/3/2016	Posters visible in each area First week of school lesson plans	5/30/2017 monthly
G2.B2.S1.MA1  M317982	Decrease in referrals as the year progresses.	Dolhon , Sugeily	8/10/2016	Referrals will decrease.	5/30/2017 quarterly
G2.B2.S1.MA1  M317983	Lesson plans will be monitored for cooperative learning strategies	Hoyle, Henry	8/10/2016	Lesson plans will have structures and emails responding to teachers' plans.	5/30/2017 weekly
G2.B2.S1.A1  A310365	Cooperative Learning Strategies will be used in faculty meetings and break-out sessions created by...	Hoyle, Henry	8/3/2016	Minutes & slides from trainings.	5/30/2017 one-time
G2.B2.S1.A3  A310367	Quarterly cooperative learning coaching will be provided and available to all classroom instructors	Tessler, Lana	8/3/2016	Coaching logs & reflections	5/30/2017 quarterly
G1.B1.S1.A1  A310350	PLCs will work to choose essential standards and unpack standards for meaning	Hoyle, Henry	8/3/2016	Department PLCs will submit essential standards quarterly. Unpacking of standards will be indicated in PLC minutes/notes	5/31/2017 monthly
G1.B1.S1.A3  A310352	PLCs will meet weekly to discuss current data, needs, and interventions.	Hoyle, Henry	8/3/2016	PLC minutes and notes	5/31/2017 weekly
G1.B2.S1.A1  A310353	Continue to support PLCs through the Action Steps for Barrier 1.	Hoyle, Henry	8/3/2016	See Action Plan for Goal #1, Barrier #1.	5/31/2017 monthly
G1.B2.S1.A2  A310354	Teachers will use common assessment data to identify students who require intervention or...	Tessler, Lana	8/3/2016	Intervention activities attendance will change based on recent common assessments & lesson plans will reflect organization of students to provide re-teaching.	5/31/2017 weekly
G1.B2.S1.A3  A310355	MTSS Team creates an action plan to strengthen Intervention Period lessons and expectations.	Rademacher, Thomas	8/3/2016	Step by step comprehensive plan for intervention period program- Tier 2 support & Tier 1 activities during Intervention period.	5/31/2017 weekly
G1.B3.S1.A1  A310356	Professional development will be provided to staff on use of data analysis for planning...	Tessler, Lana	8/3/2016	Professional development rosters and presentations, PLC minutes as applicable	5/31/2017 monthly
G1.B3.S1.A2  A310357	Academic coaches will engage in coaching cycle and modeling with teachers in need of support	Tessler, Lana	8/3/2016	Coaching logs, observational coaching notes, lesson plans as applicable	5/31/2017 weekly
G1.B4.S1.A1  A310358	Professional development sessions to teach the use of collaborative learning strategies vs "group...	Tessler, Lana	8/3/2016	Professional development rosters, presentation notes, evidence of collaborative structures in walk throughs, Kagan coaching notes	5/31/2017 monthly
G1.B4.S1.A2  A310359	Professional development and modeling of cross-curricular structures to improve student learning...	Tessler, Lana	8/3/2016	Coaching notes, observational notes, professional development rosters, lesson plans as applicable	5/31/2017 weekly

## V. Professional Development Opportunities

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

**G1.** Denn John Middle School will effectively and efficiently support staff in the understanding and the implementation of the standards, depth of the standards, and authentic student engagement through planning, collaboration, and professional development.

**G1.B1** Inconsistency of teacher knowledge regarding depth of standards.

**G1.B1.S1** Using Florida standards, PLC teams will unpack standards for depth and understanding. PLCs will develop scales for essential standards to measure student understanding and promote teacher and student self assessment.

### PD Opportunity 1

PLCs will work to choose essential standards and unpack standards for meaning

#### Facilitator

Tessler, Bonet

#### Participants

Teachers by department and grade level

#### Schedule

Monthly, from 8/3/2016 to 5/31/2017

**G1.B3** Instructional practices are not impacted as a result of student data.

**G1.B3.S1** Professional development will be provided to teachers for developing action plans based on data. Coach mentoring and guidance will be given to PLCs in identifying data, analysis of data, and development of strategies to address student strengths and weaknesses.

### PD Opportunity 1

Professional development will be provided to staff on use of data analysis for planning instructional modification and completing action research.

#### Facilitator

L. Tessler

#### Participants

Teachers, Staff

#### Schedule

Monthly, from 8/3/2016 to 5/31/2017

**G1.B4** Teachers lack understanding of cooperative learning opportunities to help authentically engage students in learning.

**G1.B4.S1** Teachers will be given focus strategies for student collaborative work and to support authentic engagement. Professional development will focus on naturally using these activities to support learning and engagement in the classroom.

### **PD Opportunity 1**

Professional development sessions to teach the use of collaborative learning strategies vs "group work," effective use of collaborative learning, and integration of collaborative learning structures

#### **Facilitator**

Tessler, Lugo, Kagan Coaches

#### **Participants**

Staff, Teachers

#### **Schedule**

Monthly, from 8/3/2016 to 5/31/2017

### **PD Opportunity 2**

Professional development and modeling of cross-curricular structures to improve student learning and retention in all core subjects

#### **Facilitator**

Tessler, Bonet

#### **Participants**

Staff, Teachers

#### **Schedule**

Weekly, from 8/3/2016 to 5/31/2017

**G2. Reduce discipline issues by creating a positive school culture resulting in increased student engagement.**

**G2.B1** There are struggles to consistently implement behavioral interventions in relation to PBS in an effort to build positive student behaviors and habits.

**G2.B1.S1** Positive Behavior Supports (PBS) will be used with fidelity. Professional development will be given in using PBS and the rationale behind PBS.

**PD Opportunity 1**

Established PBS team creates and implements professional development for classroom management strategies. Create and implement calendar of events. Meeting facilitated by PBS Coach

**Facilitator**

Kavitha Tracy (singhkav@k12.fl.us)

**Participants**

Faculty and Staff

**Schedule**

On 8/31/2016

**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 faculty meetings and break-out sessions created by the leadership team to model appropriate use.

**Facilitator**

Lugo, Ramos, Colon - Kagan Coaches

**Participants**

On site professional development will be offered as well as ongoing coaching and modeling of cooperative learning strategies

**Schedule**

On 5/30/2017



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	PLCs will work to choose essential standards and unpack standards for meaning				\$0.00
2	G1.B1.S1.A2	PLCs will submit mission statements, norms, and SMART goals for their teams to ensure common understanding and goals between PLC members.				\$0.00
3	G1.B1.S1.A3	PLCs will meet weekly to discuss current data, needs, and interventions.				\$0.00
4	G1.B2.S1.A1	Continue to support PLCs through the Action Steps for Barrier 1.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3376		0091 - Denn John Middle School	Title I, Part A		\$0.00
5	G1.B2.S1.A2	Teachers will use common assessment data to identify students who require intervention or enrichment opportunities on essential standards. Intervention/enrichment will be given during homeroom and during class stations.				\$0.00
6	G1.B2.S1.A3	MTSS Team creates an action plan to strengthen Intervention Period lessons and expectations.				\$0.00
7	G1.B3.S1.A1	Professional development will be provided to staff on use of data analysis for planning instructional modification and completing action research.				\$0.00
8	G1.B3.S1.A2	Academic coaches will engage in coaching cycle and modeling with teachers in need of support				\$0.00
9	G1.B4.S1.A1	Professional development sessions to teach the use of collaborative learning strategies vs "group work," effective use of collaborative learning, and integration of collaborative learning structures				\$0.00
10	G1.B4.S1.A2	Professional development and modeling of cross-curricular structures to improve student learning and retention in all core subjects				\$0.00
11	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
12	G2.B1.S1.A2	Established PBS team creates and implements professional development for classroom management strategies. Create and implement calendar of events. Meeting facilitated by PBS Coach				\$0.00
13	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 - 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, OCSA performances, plays, dress-down days, and various other school based incentives geared toward student engagement, etc.) - Monthly in-house activities: Breakfast with admin, drawings, and awards				\$1,786.24
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

**Osceola - 0091 - Denn John Middle School - 2016-17 SIP**  
*Denn John Middle School*

	0000		0091 - Denn John Middle School	General Fund		\$1,786.24
14	G2.B1.S1.A4	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 - Teacher drawings				\$0.00
15	G2.B1.S1.A5	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 IGNITE cover each area's expectations.				\$0.00
16	G2.B2.S1.A1	Cooperative Learning Strategies will be used in faculty meetings and break-out sessions created by the leadership team to model appropriate use.				\$0.00
17	G2.B2.S1.A2	Beginning of school lesson plans to introduce expectations are provided. Cooperative Learning structures will be integrated.				\$0.00
18	G2.B2.S1.A3	Quarterly cooperative learning coaching will be provided and available to all classroom instructors				\$0.00
Total:						\$1,786.24