

Denn John Middle School



2017-18 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)	2016-17 Title I School	2016-17 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	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Denn John Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 PBIS 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 PBIS (Positive Behavior Intervention 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 PBIS 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 PBIS 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 PBIS 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. Students are aware that they can speak with any staff member as all staff are considered mentors to students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/461578>.

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 by 3 % this year.

We will set up and use Remind, IRIS/School Messenger call out, school marquee, newsletters and flyers 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

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
Wright, Jennifer	School Counselor
Tessler, Lana	Instructional Coach
Dolhon , Sugeily	Assistant Principal
Underhill, Michelle	Dean

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

Dean 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.
- Dean and the guidance counselor coordinate bullying conferences for students who are exhibiting bullying behaviors and provide interventions accordingly.
- 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
Taeja Asencio	Student
Kim Grieb	Business/Community
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
Joyce Conyers	Parent
Kimberly Corcoran	Parent
Evelyn Montalvo	Parent
Lorilanae Cheng	Teacher
Dawn Niebauer	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed the School Improvement Plan on September 22, 2017 for the 2017-2018 school year 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 2016-2017 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 on October 3, 2017 for the 2017-2018 school year. 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 and funds for educational recreational events 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 and parents for literature and guest speakers on literacy 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 Dragon 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 morning 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Tessler, Lana, lana.tessler@osceolaschools.net

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  **S123456** = Quick Key


Strategic Goals Summary

- G1.** Provide access to recreation, arts, and cultural experiences for low income students and families in our community to foster the building of relationships and understanding among diverse groups
- G2.** If staff collaborates through PLCs in the understanding and implementation of rigorous standards based instruction, teaching to the depth of the standard, providing authentic student engagement opportunities, and data-based student enrichment and intervention opportunities, then we will see an increase in effective instruction and student achievement.
- G3.** If we continue to focus on implementation of PBIS and continue to create a a positive school culture, then we will increase student engagement and high levels of learning while reducing classroom distractions resulting in improved student achievement.

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. Provide access to recreation, arts, and cultural experiences for low income students and families in our community to foster the building of relationships and understanding among diverse groups **1a**

 **G095430**

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	2258.0

Targeted Barriers to Achieving the Goal **3**

- Students are unable to participate in outside cultural and educational events due to financial strain.

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

- Internal School and SAC support in order to ensure that students are provided equability in regards to outside school functions.

G2. If staff collaborates through PLCs in the understanding and implementation of rigorous standards based instruction, teaching to the depth of the standard, providing authentic student engagement opportunities, and data-based student enrichment and intervention opportunities, then we will see an increase in effective instruction and student achievement. **1a**

 G095431

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - SWD	28.0
FSA ELA Achievement - ELL	58.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	47.0
Civics EOC Pass	73.0
FSA Math Achievement - SWD	26.0
Math Gains	51.0
FSA Math Achievement - ELL	41.0
Math Lowest 25% Gains	42.0
Algebra I EOC Pass Rate	100.0
FSAA Science Achievement	50.0
FSA Mathematics Achievement	42.0

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, academic coaches, deans, District coaches; PLCs

Plan to Monitor Progress Toward G2. **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 8/10/2017 to 6/3/2018

Evidence of Completion

Scores on items #8-18 will increase.

G3. If we continue to focus on implementation of PBIS and continue to create a positive school culture, then we will increase student engagement and high levels of learning while reducing classroom distractions resulting in improved student achievement. 1a

G095432

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	2258.0

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.
- Parents struggle to understand the PBIS system and its benefit and effects on students.
- Students lack understanding of how the PBIS system works and the incentives that they can receive.
- Budget cuts pose a challenge to fully funding PBIS rewards and initiatives school-wide

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Thomas Rademacher

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Minutes/agenda from meeting

Plan to Monitor Progress Toward G3. 8

Referrals will be monitored quarterly.

Person Responsible

Sugeily Dolhon

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

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. Provide access to recreation, arts, and cultural experiences for low income students and families in our community to foster the building of relationships and understanding among diverse groups **1**

 G095430

G1.B1 Students are unable to participate in outside cultural and educational events due to financial strain.

2

 B256930

G1.B1.S1 By providing the opportunity to access outside recreation, arts, and cultural experiences for low income students and families our goal is to foster the building of relationships and understanding among diverse groups within our community. **4**

 S271812

Strategy Rationale

The purpose of this is to restrict barriers for students from financial strain and allow them the opportunity for increased cultural and academic learning opportunities.

Action Step 1 **5**

Staff and Admin will collaborate with SAC and school shareholders in securing financial assistance in order to assist low-income students and remove barriers from cultural and academic opportunities.

Person Responsible

Henry Hoyle

Schedule

Monthly, from 8/10/2017 to 6/30/2018

Evidence of Completion

Financial support from school shareholders

Action Step 2 **5**

Staff and Admin will collaborate with SAC and school shareholders in securing financial assistance in order to assist low-income students and remove barriers from cultural and academic opportunities.

Person Responsible

Henry Hoyle

Schedule

Monthly, from 8/10/2017 to 6/30/2018

Evidence of Completion

Financial support from school shareholders

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

School shareholders and Administration will ensure that funds are provided for supporting students opportunities in an effort to increase cultural educational opportunities.

Person Responsible

Henry Hoyle

Schedule

Monthly, from 8/10/2017 to 6/30/2018

Evidence of Completion

Increased student participation in events geared towards increasing learning opportunities in academic and cultural events.

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

School discipline data will be collected and reviewed quarterly to ensure monitoring and adjust as needed.

Person Responsible

Sugeily Dolhon


Schedule

Quarterly, from 8/10/2017 to 5/31/2018


Evidence of Completion

Student discipline data, student grades

G2. If staff collaborates through PLCs in the understanding and implementation of rigorous standards based instruction, teaching to the depth of the standard, providing authentic student engagement opportunities, and data-based student enrichment and intervention opportunities, then we will see an increase in effective instruction and student achievement. **1**

 G095431

G2.B1 Inconsistency of teacher knowledge regarding depth of standards. **2**

 B256931

G2.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**

 S271813

Strategy Rationale

Unpacking the standards through scale creation 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 8/3/2017 to 5/31/2018

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 8/13/2018

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 8/3/2017 to 5/31/2018

Evidence of Completion

PLC minutes and notes

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

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

Person Responsible

Sugeily Dolhon

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC norms, essential standards, common assessments, and observations

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

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

Person Responsible

Sugeily Dolhon

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC minutes and formative data

Plan to Monitor Effectiveness of Implementation of G2.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 8/10/2017 to 5/31/2018

Evidence of Completion

Dates of common assessment administration become consistent and regular, common assessment data is analyzed and given in PLC meetings

G2.B2 Inconsistency in creating and administering rigorous common assessments. **2** B256932

G2.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 and in writing standards based assessments. Administrative monitoring will ensure that common assessments measure learning to the depth of the standard. **4**

 S271814**Strategy Rationale**

Teachers will need to collaboratively focus on creation of common assessments based off current student data. Effective common assessments will assist teachers in identifying student needs and modifying instruction.

Action Step 1 **5**

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

Person Responsible

Henry Hoyle

Schedule

Monthly, from 8/3/2017 to 5/31/2018

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 8/3/2017 to 5/31/2018

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 and to monitor correct response and placement of students.

Person Responsible

Thomas Rademacher

Schedule

Weekly, from 8/3/2017 to 5/31/2018

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 G2.B2.S1 6

Attendance in Intervention period classes change as students needs change.

Person Responsible

Thomas Rademacher

Schedule

Quarterly, from 8/10/2017 to 9/27/2018

Evidence of Completion

Attendance changes to Intervention Period are evident.

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

Walk-throughs will be conducted by the Admin team

Person Responsible

Henry Hoyle

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

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

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

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

Person Responsible

Thomas Rademacher

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

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

G2.B3 Instructional practices are not impacted as a result of student data. **2**

 B256933

G2.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**

 S271815

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 8/3/2017 to 5/31/2018

Evidence of Completion

Professional development rosters and presentations, PLC minutes as applicable, student data

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 8/3/2017 to 5/31/2018

Evidence of Completion

Coaching logs, observational coaching notes, lesson plans as applicable

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will monitor PLC minutes and lesson plans for analysis of data and subsequent intervention and extension plans.

Person Responsible

Thomas Rademacher

Schedule

On 5/31/2018

Evidence of Completion

PLC minutes, lesson plans, student data reports from I-ready

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data will be recorded and observed to ensure growth and understanding for students in remediation/extension.

Person Responsible

Lana Tessler


Schedule

On 5/31/2018

Evidence of Completion

Student growth reports, I-ready data, Teenbiz data, common assessment data

G2.B4 Teachers lack understanding of cooperative learning opportunities to help authentically engage students in learning. **2**

 B256934

G2.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**

 S271816

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 8/3/2017 to 5/31/2018

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 8/3/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrators and coaches will observe for use of collaborative learning strategies in the classroom. PLCs will plan for the use of collaborative strategies in planning which is then reviewed by coaches and administration.

Person Responsible

Sugeily Dolhon

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans, observations, walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

An increase in student learning and growth in scores will result from more engaged and involved students.

Person Responsible

Thomas Rademacher

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Common assessments, I-ready reports, formative assessments

G2.B4.S2 Teachers will work collaboratively in PLCs to plan and discuss viable collaborative strategies for students based on the instructional framework. 4

 S271817

Strategy Rationale

Planning collaborative structures will ensure that students are engaged in critical content and that teachers have a basic understanding and implementation of collaborative strategies in the classroom setting.

Action Step 1 5

PLCs will select collaborative strategies that best suit their instructional setting based on Kagan structures and the instructional framework

Person Responsible

Lana Tessler

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC minutes, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Coaches and administrators will collaborate with PLCs to ensure that collaborative learning strategies are present in instructional planning.

Person Responsible

Thomas Rademacher

Schedule

Weekly, from 8/10/2017 to 8/31/2018

Evidence of Completion

lesson plans, PLC minutes

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

FSA data and progress monitoring data will show growth based on more engaged student population.

Person Responsible

Thomas Rademacher


Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

formative assessment and common assessment data, I-ready reports, FSA data

G3. If we continue to focus on implementation of PBIS and continue to create a a positive school culture, then we will increase student engagement and high levels of learning while reducing classroom distractions resulting in improved student achievement. **1**

 G095432

G3.B1 There are struggles to consistently implement behavioral interventions in relation to PBS in an effort to build positive student behaviors and habits. **2**

 B256935

G3.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**

 S271818

Strategy Rationale

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

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 5/30/2018

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

Sugeily Dolhon

Schedule

On 8/31/2018

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

Sugeily Dolhon

Schedule

Monthly, from 8/3/2017 to 5/31/2018

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

Sugeily Dolhon

Schedule

Quarterly, from 8/3/2017 to 5/30/2018

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

Michelle Underhill

Schedule

Monthly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Posters visible in each area

Plan to Monitor Fidelity of Implementation of G3.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

Sugeily Dolhon

Schedule

Monthly, from 8/3/2017 to 5/30/2018

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 G3.B1.S1 7

Number of discipline referrals

Person Responsible

Sugeily Dolhon

Schedule

Quarterly, from 8/3/2017 to 5/30/2018

Evidence of Completion

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

G3.B1.S2 Ongoing professional development and reminders will support staff in remaining consistent with PBIS initiatives. 4

 S271819

Strategy Rationale

Staff needs support and reasoning for PBIS buy-in, but also additional training to clarify the purpose and usage of PBIS. Lastly, busy schedules can often subsume PBIS support so reminders and professional development will keep PBIS as a focus throughout the school year.

Action Step 1 5

Weekly reminders to hand out PBIS dollars for specific, supported behaviors.

Person Responsible

Sugeily Dolhon

Schedule

Weekly, from 8/10/2017 to 8/31/2017

Evidence of Completion

Email copies

Action Step 2 5

Ongoing professional development led by PBIS team and successful PBIS teachers to improve buy-in and adherence to the PBIS initiative

Person Responsible

Sugeily Dolhon

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PD rosters and presentations, sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration will monitor for continued usage of PBIS initiatives from the staff via attendance in PD and usage of reward dollars and tiered discipline system

Person Responsible

Sugeily Dolhon

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Dragon dollar usage tracking, PD rosters, discipline reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

The number of discipline referrals will be reduced due to successful implementation and continued usage of the PBIS program.

Person Responsible

Sugeily Dolhon

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Discipline reports

G3.B1.S3 Teachers with higher levels of discipline incidences will receive mentoring in PBIS initiatives and classroom management. 4

 S271820

Strategy Rationale

New or struggling teachers need support to successfully implement classroom management and PBIS behaviors into their classrooms in order to best support students.

Action Step 1 5

Identify teachers with classroom management concerns, either through volunteering or by examining referral data.

Person Responsible

Sugeily Dolhon

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Discipline reports

Action Step 2 5

Provide PD and coaching cycle for teachers struggling with PBIS implementation and classroom management

Person Responsible

Lana Tessler

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Coaching cycle notes

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Administration and coaches will watch for use of PBIS and classroom management strategies in struggling classrooms.

Person Responsible

Sugeily Dolhon

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

observation notes, coaching cycle notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Discipline incidents will decrease as PBIS and classroom management strategies are incorporated into classrooms.

Person Responsible

Sugeily Dolhon


Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Discipline reports

G3.B2 There are struggles to consistently implement Cooperative Learning structures to increase student engagement in academics. 2

 B256936

G3.B2.S1 Cooperative Learning Strategies will be used with fidelity. 4

 S271821

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

Monthly, from 8/3/2017 to 5/30/2018

Evidence of Completion

Minutes & slides from trainings.

Action Step 2 5

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

Person Responsible

Lana Tessler

Schedule

Quarterly, from 8/3/2017 to 5/30/2018

Evidence of Completion

Coaching logs & reflections

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Lesson plans will be monitored for cooperative learning strategies

Person Responsible

Henry Hoyle

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Decrease in referrals as the year progresses.

Person Responsible

Sugeily Dolhon

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Referrals will decrease.

G3.B3 Parents struggle to understand the PBIS system and its benefit and effects on students. **2**

 B256937

G3.B3.S1 Share information with parents on PBIS system. **4**

 S271822

Strategy Rationale

Parents need more information about the in-school PBIS program to support students in positive behaviors.

Action Step 1 **5**

Send emails and fliers home to inform parents about the PBIS system and the benefit for students.

Person Responsible

Sugeily Dolhon

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

fliers, email communication.

Action Step 2 **5**

Updated parents on current PBIS initiatives and discipline information at SAC meetings.

Person Responsible

Sugeily Dolhon

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

SAC minutes, discipline reports

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Keep record of regular parent communications to ensure that parents remain informed.

Person Responsible

Sugeily Dolhon

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Emails, fliers, SAC minutes

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Decrease in discipline incidents should result from more parent awareness and involvement.

Person Responsible

Sugeily Dolhon

Schedule


Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Discipline reports

G3.B4 Students lack understanding of how the PBIS system works and the incentives that they can receive.

2

 B256938

G3.B4.S1 Increase student awareness of PBIS, how to receive rewards, and what incentives can be gained by participation in the PBIS system. 4

 S271823

Strategy Rationale

Students who understand the rewards and incentives offered by PBIS will be more likely to engage in positive behavior choices.

Action Step 1 5

Increase use of fliers and announcements to inform students of PBIS initiatives

Person Responsible

Sugeily Dolhon

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

fliers and posters

Action Step 2 5

Increase use of morning announcements and lunchroom announcements to relay PBIS incentive information to students.

Person Responsible

Henry Hoyle

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

fliers, announcement notes, weekly update notes

Action Step 3 5

Increase teacher announcements in class of PBIS initiatives

Person Responsible

Sugeily Dolhon

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

teacher fliers and posters, walkthroughs and observations for PBIS materials in classrooms

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administration will monitor for implementation of PBIS advertisement in the school and classroom setting.

Person Responsible

Sugeily Dolhon

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Walk throughs, observations, fliers

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Discipline incidents will decrease as students gain more incentive to participate in positive behavior initiatives

Person Responsible


Sugeily Dolhon

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Discipline reports

G3.B5 Budget cuts pose a challenge to fully funding PBIS rewards and initiatives school-wide **2** B256939**G3.B5.S1** Internal fundraising and business partner liaisons will help overcome funding shortages for holding PBS events. **4** S271824**Strategy Rationale**

Due to decreased funding, the title I budget that provided additional assistance with our PBIS initiatives is reduced this year. We will use student fundraising and assistance from business partners to fund activities and rewards for PBIS activities.

Action Step 1 **5**

Identify low cost or free incentives that can be used to reward students in the PBIS system.

Person Responsible

Madeline Thompson

Schedule

Monthly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Emails, PBIS committee planning minutes

Action Step 2 **5**

Identify and increase internal funding opportunities in the school

Person Responsible

Sugeily Dolhon

Schedule

Monthly, from 8/3/2017 to 5/31/2018

Evidence of Completion

PBIS committee planning minutes, fundraiser fliers

Action Step 3 5

Make contact with business partners to secure funding and donations for PBIS rewards

Person Responsible

Madeline Thompson

Schedule

Monthly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Emails, PBIS minutes

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Keep record of all fundraising efforts and communication with business partners for PBIS initiatives

Person Responsible

Madeline Thompson

Schedule

Monthly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Emails, fliers, PBIS minutes

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Discipline incidents will decrease as students gain more incentive to participate in positive behavior initiatives

Person Responsible

Sugeily Dolhon

Schedule




















Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion








Discipline reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S2.A1 A364490	Weekly reminders to hand out PBIS dollars for specific, supported behaviors.	Dolhon , Sugeily	8/10/2017	Email copies	8/31/2017 weekly
G3.MA1 M390026	MTSS Behavior meetings will reflect on referral and out of school suspension notices.	Rademacher, Thomas	8/10/2017	Minutes/agenda from meeting	5/30/2018 weekly
G3.MA2 M390027	Referrals will be monitored quarterly.	Dolhon , Sugeily	8/10/2017	Discipline referrals will decrease from the previous year.	5/30/2018 quarterly
G2.B2.S1.MA1 M390002	FSA and Progress monitor Data will show growth of students in the Reading & Math Intervention groups	Rademacher, Thomas	8/10/2017	FSA and progress monitor data will show growth of students receiving intervention at a level that is above their predicted average growth line.	5/30/2018 quarterly
G2.B2.S1.MA4 M390004	Walk-throughs will be conducted by the Admin team	Hoyle, Henry	8/10/2017	Observations will see focused lessons that change based on student needs in the group.	5/30/2018 weekly
G3.B1.S1.MA1 M390012	Number of discipline referrals	Dolhon , Sugeily	8/3/2017	Discipline referrals will be decreased in comparison to last year & out of school suspensions will be reduced from last year.	5/30/2018 quarterly
G3.B1.S1.MA1 M390013	#1 - Take attendance at each PBS event - monthly/quarterly #2 - Count DD turned in and set a...	Dolhon , Sugeily	8/3/2017	#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.	5/30/2018 monthly
G3.B1.S1.A1 A364485	Establish PBS team and layout framework for the program. Sign-in sheet at PBS break-out session....	Hoyle, Henry	8/3/2017	SIP Action Plan with steps, fidelity plan and effectiveness plan PBS Team list	5/30/2018 one-time
G3.B1.S1.A4 A364488	Increase DD being given to students: - Teachers informed how to use DD (pre-planning) - Morning...	Dolhon , Sugeily	8/3/2017	PowerPoint and binder information sheet Tracking list of who wins drawings	5/30/2018 quarterly
G3.B2.S1.MA1 M390018	Decrease in referrals as the year progresses.	Dolhon , Sugeily	8/10/2017	Referrals will decrease.	5/30/2018 quarterly
G3.B2.S1.MA1 M390019	Lesson plans will be monitored for cooperative learning strategies	Hoyle, Henry	8/10/2017	Lesson plans will have structures and emails responding to teachers' plans.	5/30/2018 weekly
G3.B2.S1.A1 A364494	Cooperative Learning Strategies will be used in faculty meetings and break-out sessions created by...	Hoyle, Henry	8/3/2017	Minutes & slides from trainings.	5/30/2018 monthly
G3.B2.S1.A2 A364495	Quarterly cooperative learning coaching will be provided and available to all classroom instructors	Tessler, Lana	8/3/2017	Coaching logs & reflections	5/30/2018 quarterly
G1.B1.S1.MA1 M389997	School discipline data will be collected and reviewed quarterly to ensure monitoring and adjust as...	Dolhon , Sugeily	8/10/2017	Student discipline data, student grades	5/31/2018 quarterly
G2.B1.S1.MA1 M389999	Common assessments will be given to students a minimum of once per quarter for each PLC.	Tessler, Lana	8/10/2017	Dates of common assessment administration become consistent and regular, common assessment data is analyzed and given in PLC meetings	5/31/2018 quarterly
G2.B1.S1.MA1 M390000	. Administrators will attend meetings and collect deliverables assigned to PLC's.	Dolhon , Sugeily	8/10/2017	PLC norms, essential standards, common assessments, and observations	5/31/2018 weekly
G2.B1.S1.MA4 M390001	PLC teams will meet weekly to address student's needs and discuss instructional strategies.	Dolhon , Sugeily	8/10/2017	PLC minutes and formative data	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1  A364474	PLCs will work to choose essential standards and unpack standards for meaning	Hoyle, Henry	8/3/2017	Department PLCs will submit essential standards quarterly. Unpacking of standards will be indicated in PLC minutes/notes	5/31/2018 monthly
G2.B1.S1.A3  A364476	PLCs will meet weekly to discuss current data, needs, and interventions.	Hoyle, Henry	8/3/2017	PLC minutes and notes	5/31/2018 weekly
G2.B2.S1.A1  A364477	Continue to support PLCs through the Action Steps for Barrier 1.	Hoyle, Henry	8/3/2017	See Action Plan for Goal #1, Barrier #1.	5/31/2018 monthly
G2.B2.S1.A2  A364478	Teachers will use common assessment data to identify students who require intervention or...	Tessler, Lana	8/3/2017	Intervention activities attendance will change based on recent common assessments & lesson plans will reflect organization of students to provide re-teaching.	5/31/2018 weekly
G2.B2.S1.A3  A364479	MTSS Team creates an action plan to strengthen Intervention Period lessons and expectations and to...	Rademacher, Thomas	8/3/2017	Step by step comprehensive plan for intervention period program- Tier 2 support & Tier 1 activities during Intervention period.	5/31/2018 weekly
G2.B3.S1.MA1  M390005	Data will be recorded and observed to ensure growth and understanding for students in...	Tessler, Lana	8/7/2017	Student growth reports, I-ready data, Teenbiz data, common assessment data	5/31/2018 one-time
G2.B3.S1.MA1  M390006	Administrators will monitor PLC minutes and lesson plans for analysis of data and subsequent...	Rademacher, Thomas	8/7/2017	PLC minutes, lesson plans, student data reports from I-ready	5/31/2018 one-time
G2.B3.S1.A1  A364480	Professional development will be provided to staff on use of data analysis for planning...	Tessler, Lana	8/3/2017	Professional development rosters and presentations, PLC minutes as applicable, student data	5/31/2018 monthly
G2.B3.S1.A2  A364481	Academic coaches will engage in coaching cycle and modeling with teachers in need of support	Tessler, Lana	8/3/2017	Coaching logs, observational coaching notes, lesson plans as applicable	5/31/2018 weekly
G2.B4.S1.MA1  M390007	An increase in student learning and growth in scores will result from more engaged and involved...	Rademacher, Thomas	8/10/2017	Common assessments, I-ready reports, formative assessments	5/31/2018 quarterly
G2.B4.S1.MA1  M390008	Administrators and coaches will observe for use of collaborative learning strategies in the...	Dolhon , Sugeily	8/10/2017	Lesson plans, observations, walkthroughs	5/31/2018 weekly
G2.B4.S1.A1  A364482	Professional development sessions to teach the use of collaborative learning strategies vs "group...	Tessler, Lana	8/3/2017	Professional development rosters, presentation notes, evidence of collaborative structures in walk throughs, Kagan coaching notes	5/31/2018 monthly
G2.B4.S1.A2  A364483	Professional development and modeling of cross-curricular structures to improve student learning...	Tessler, Lana	8/3/2017	Coaching notes, observational notes, professional development rosters, lesson plans as applicable	5/31/2018 weekly
G3.B1.S1.A3  A364487	Plan Ways to Spend Dragon Dollars (DD): - School store available for DD usage - All teachers will...	Dolhon , Sugeily	8/3/2017	Posters showing the year's planned events, reduction of student discipline	5/31/2018 monthly
G3.B1.S1.A5  A364489	Expectations are established for all areas in the school - Common classroom rules: FIRE is...	Underhill, Michelle	8/3/2017	Posters visible in each area	5/31/2018 monthly
G3.B3.S1.MA1  M390020	Decrease in discipline incidents should result from more parent awareness and involvement.	Dolhon , Sugeily	8/10/2017	Discipline reports	5/31/2018 quarterly
G3.B3.S1.MA1  M390021	Keep record of regular parent communications to ensure that parents remain informed.	Dolhon , Sugeily	8/10/2017	Emails, fliers, SAC minutes	5/31/2018 monthly
G3.B3.S1.A1  A364496	Send emails and fliers home to inform parents about the PBIS system and the benefit for students.	Dolhon , Sugeily	8/10/2017	fliers, email communication.	5/31/2018 quarterly
G3.B3.S1.A2  A364497	Updated parents on current PBIS initiatives and discipline information at SAC meetings.	Dolhon , Sugeily	8/10/2017	SAC minutes, discipline reports	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.MA1 M390022	Discipline incidents will decrease as students gain more incentive to participate in positive...	Dolhon , Sugeily	8/10/2017	Discipline reports	5/31/2018 quarterly
G3.B4.S1.MA1 M390023	Administration will monitor for implementation of PBIS advertisement in the school and classroom...	Dolhon , Sugeily	8/10/2017	Walk throughs, observations, fliers	5/31/2018 monthly
G3.B4.S1.A1 A364498	Increase use of fliers and announcements to inform students of PBIS initiatives	Dolhon , Sugeily	8/10/2017	fliers and posters	5/31/2018 monthly
G3.B4.S1.A2 A364499	Increase use of morning announcements and lunchroom announcements to relay PBIS incentive...	Hoyle, Henry	8/10/2017	fliers, announcement notes, weekly update notes	5/31/2018 monthly
G3.B4.S1.A3 A364500	Increase teacher announcements in class of PBIS initiatives	Dolhon , Sugeily	8/10/2017	teacher fliers and posters, walkthroughs and observations for PBIS materials in classrooms	5/31/2018 monthly
G3.B5.S1.MA1 M390024	Discipline incidents will decrease as students gain more incentive to participate in positive...	Dolhon , Sugeily	8/10/2017	Discipline reports	5/31/2018 quarterly
G3.B5.S1.MA1 M390025	Keep record of all fundraising efforts and communication with business partners for PBIS initiatives	Thompson, Madeline	8/3/2017	Emails, fliers, PBIS minutes	5/31/2018 monthly
G3.B5.S1.A1 A364501	Identify low cost or free incentives that can be used to reward students in the PBIS system.	Thompson, Madeline	8/3/2017	Emails, PBIS committee planning minutes	5/31/2018 monthly
G3.B5.S1.A2 A364502	Identify and increase internal funding opportunities in the school	Dolhon , Sugeily	8/3/2017	PBIS committee planning minutes, fundraiser fliers	5/31/2018 monthly
G3.B5.S1.A3 A364503	Make contact with business partners to secure funding and donations for PBIS rewards	Thompson, Madeline	8/3/2017	Emails, PBIS minutes	5/31/2018 monthly
G2.B4.S2.MA1 M390009	FSA data and progress monitoring data will show growth based on more engaged student population.	Rademacher, Thomas	8/10/2017	formative assessment and common assessment data, I-ready reports, FSA data	5/31/2018 quarterly
G2.B4.S2.A1 A364484	PLCs will select collaborative strategies that best suit their instructional setting based on Kagan...	Tessler, Lana	8/10/2017	PLC minutes, lesson plans	5/31/2018 weekly
G3.B1.S2.MA1 M390014	The number of discipline referrals will be reduced due to successful implementation and continued...	Dolhon , Sugeily	8/10/2017	Discipline reports	5/31/2018 quarterly
G3.B1.S2.MA1 M390015	Administration will monitor for continued usage of PBIS initiatives from the staff via attendance...	Dolhon , Sugeily	8/10/2017	Dragon dollar usage tracking, PD rosters, discipline reports	5/31/2018 quarterly
G3.B1.S2.A2 A364491	Ongoing professional development led by PBIS team and successful PBIS teachers to improve buy-in...	Dolhon , Sugeily	8/10/2017	PD rosters and presentations, sign in sheets	5/31/2018 quarterly
G3.B1.S3.MA1 M390016	Discipline incidents will decrease as PBIS and classroom management strategies are incorporated...	Dolhon , Sugeily	8/10/2017	Discipline reports	5/31/2018 quarterly
G3.B1.S3.MA1 M390017	Administration and coaches will watch for use of PBIS and classroom management strategies in...	Dolhon , Sugeily	8/10/2017	observation notes, coaching cycle notes	5/31/2018 monthly
G3.B1.S3.A1 A364492	Identify teachers with classroom management concerns, either through volunteering or by examining...	Dolhon , Sugeily	8/10/2017	Discipline reports	5/31/2018 monthly
G3.B1.S3.A2 A364493	Provide PD and coaching cycle for teachers struggling with PBIS implementation and classroom...	Tessler, Lana	8/10/2017	Coaching cycle notes	5/31/2018 monthly
G2.MA1 M390011	The self-assessment of the Critical Issues will be repeated at the beginning of each quarter and...	Hoyle, Henry	8/10/2017	Scores on items #8-18 will increase.	6/3/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1  M389998	School shareholders and Administration will ensure that funds are provided for supporting students...	Hoyle, Henry	8/10/2017	Increased student participation in events geared towards increasing learning opportunities in academic and cultural events.	6/30/2018 monthly
G1.B1.S1.A1  A364472	Staff and Admin will collaborate with SAC and school shareholders in securing financial assistance...	Hoyle, Henry	8/10/2017	Financial support from school shareholders	6/30/2018 monthly
G1.B1.S1.A2  A364473	Staff and Admin will collaborate with SAC and school shareholders in securing financial assistance...	Hoyle, Henry	8/10/2017	Financial support from school shareholders	6/30/2018 monthly
G2.B1.S1.A2  A364475	PLCs will submit mission statements, norms, and SMART goals for their teams to ensure common...	Hoyle, Henry	8/3/2017	PLC leads will submit the above information to H. Hoyle and coaches.	8/13/2018 one-time
G3.B1.S1.A2  A364486	Established PBS team creates and implements professional development for classroom management...	Dolhon , Sugeily	8/3/2017	PBS Action Plan will be turned in with dates for initial PBS reward events. PD logs and registers	8/31/2018 one-time
G2.B4.S2.MA1  M390010	Coaches and administrators will collaborate with PLCs to ensure that collaborative learning...	Rademacher, Thomas	8/10/2017	lesson plans, PLC minutes	8/31/2018 weekly
G2.B2.S1.MA1  M390003	Attendance in Intervention period classes change as students needs change.	Rademacher, Thomas	8/10/2017	Attendance changes to Intervention Period are evident.	9/27/2018 quarterly

V. Professional Development Opportunities

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

G2. If staff collaborates through PLCs in the understanding and implementation of rigorous standards based instruction, teaching to the depth of the standard, providing authentic student engagement opportunities, and data-based student enrichment and intervention opportunities, then we will see an increase in effective instruction and student achievement.

G2.B1 Inconsistency of teacher knowledge regarding depth of standards.

G2.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 8/3/2017 to 5/31/2018

G2.B3 Instructional practices are not impacted as a result of student data.

G2.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 8/3/2017 to 5/31/2018

G2.B4 Teachers lack understanding of cooperative learning opportunities to help authentically engage students in learning.

G2.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 8/3/2017 to 5/31/2018

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 8/3/2017 to 5/31/2018

G3. If we continue to focus on implementation of PBIS and continue to create a a positive school culture, then we will increase student engagement and high levels of learning while reducing classroom distractions resulting in improved student achievement.

G3.B1 There are struggles to consistently implement behavioral interventions in relation to PBS in an effort to build positive student behaviors and habits.

G3.B1.S1 Positive Behavior Supports (PBS) will be used with fidelity. Professional development will be given in using PBS and the rational 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

Dolhon, Sugeily

Participants

Faculty and Staff

Schedule

On 8/31/2018

G3.B1.S2 Ongoing professional development and reminders will support staff in remaining consistent with PBIS initiatives.

PD Opportunity 1

Ongoing professional development led by PBIS team and successful PBIS teachers to improve buy-in and adherence to the PBIS initiative

Facilitator

Dolhon, Sugeily, Tessler, Lana

Participants

Staff and teachers

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

G3.B1.S3 Teachers with higher levels of discipline incidences will receive mentoring in PBIS initiatives and classroom management.

PD Opportunity 1

Provide PD and coaching cycle for teachers struggling with PBIS implementation and classroom management

Facilitator

Tessler, Lana

Participants

Staff, teachers, academic coaches

Schedule

Monthly, from 8/10/2017 to 5/31/2018

G3.B2 There are struggles to consistently implement Cooperative Learning structures to increase student engagement in academics.

G3.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

Monthly, from 8/3/2017 to 5/30/2018

PD Opportunity 2

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

Facilitator

Tessler, Lana, Dolhon, Sugeily, Kagan coaches

Participants

Staff, faculty

Schedule

Quarterly, from 8/3/2017 to 5/30/2018

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	Staff and Admin will collaborate with SAC and school shareholders in securing financial assistance in order to assist low-income students and remove barriers from cultural and academic opportunities.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000		0091 - Denn John Middle School			\$2,500.00
2	G1.B1.S1.A2	Staff and Admin will collaborate with SAC and school shareholders in securing financial assistance in order to assist low-income students and remove barriers from cultural and academic opportunities.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000		0091 - Denn John Middle School			\$1,000.00
3	G2.B1.S1.A1	PLCs will work to choose essential standards and unpack standards for meaning				\$0.00
4	G2.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
5	G2.B1.S1.A3	PLCs will meet weekly to discuss current data, needs, and interventions.				\$0.00
6	G2.B2.S1.A1	Continue to support PLCs through the Action Steps for Barrier 1.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376		0091 - Denn John Middle School	Title I, Part A		\$0.00
7	G2.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
8	G2.B2.S1.A3	MTSS Team creates an action plan to strengthen Intervention Period lessons and expectations and to monitor correct response and placement of students.				\$0.00
9	G2.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
10	G2.B3.S1.A2	Academic coaches will engage in coaching cycle and modeling with teachers in need of support				\$0.00
11	G2.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
12	G2.B4.S1.A2	Professional development and modeling of cross-curricular structures to improve student learning and retention in all core subjects				\$0.00

13	G2.B4.S2.A1	PLCs will select collaborative strategies that best suit their instructional setting based on Kagan structures and the instructional framework				\$0.00
14	G3.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
15	G3.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
16	G3.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				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000		0091 - Denn John Middle School	General Fund		\$500.00
17	G3.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
18	G3.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
19	G3.B1.S2.A1	Weekly reminders to hand out PBIS dollars for specific, supported behaviors.				\$0.00
20	G3.B1.S2.A2	Ongoing professional development led by PBIS team and successful PBIS teachers to improve buy-in and adherence to the PBIS initiative				\$0.00
21	G3.B1.S3.A1	Identify teachers with classroom management concerns, either through volunteering or by examining referral data.				\$0.00
22	G3.B1.S3.A2	Provide PD and coaching cycle for teachers struggling with PBIS implementation and classroom management				\$0.00
23	G3.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
24	G3.B2.S1.A2	Quarterly cooperative learning coaching will be provided and available to all classroom instructors				\$0.00
25	G3.B3.S1.A1	Send emails and fliers home to inform parents about the PBIS system and the benefit for students.				\$0.00
26	G3.B3.S1.A2	Updated parents on current PBIS initiatives and discipline information at SAC meetings.				\$0.00

27	G3.B4.S1.A1	Increase use of fliers and announcements to inform students of PBIS initiatives	\$0.00
28	G3.B4.S1.A2	Increase use of morning announcements and lunchroom announcements to relay PBIS incentive information to students.	\$0.00
29	G3.B4.S1.A3	Increase teacher announcements in class of PBIS initiatives	\$0.00
30	G3.B5.S1.A1	Identify low cost or free incentives that can be used to reward students in the PBIS system.	\$0.00
31	G3.B5.S1.A2	Identify and increase internal funding opportunities in the school	\$0.00
32	G3.B5.S1.A3	Make contact with business partners to secure funding and donations for PBIS rewards	\$0.00
Total:			\$4,000.00