Denison Middle School

2017-18 Schoolwide Improvement Plan

Denison Middle School

400 AVENUE A SE, Winter Haven, FL 33880

schools.polk-fl.net/denisonmiddle

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Denison Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Orientation
Each grade will host four parent nights for the parents/guardians to learn about the students academic progress and achievements.
Open House – August 24, 2017 6 – 8:00 pm
Math Night – March 14, 2018
Science Night – October 17, 2017
Literacy Night – TBD
Library Night – TBD
Culture Night – October 5, 2017
CTE, Fine Arts, and Physical Education Night - TBD
Classroom Activities
Survey
PBS Activities
School involvement in community activities
Partner with businesses through Academies
SAC Community
Winter Haven PEP Group
Partnership with Chamber of Commerce
Intramural sports

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

Confidential Student Report Forms
Peer Mediation
Supervision at all times while students are on campus

On-Site School Resource Officer
Social worker
On-site behavior interventionist
Closed Campus
District Bullying Lessons
District Drug and Alcohol Lessons
CHAMPS Implementation schoolwide

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

The use of Champs to set clear expectations for the school and each class.
On-site behavior interventionist to support students and staff
On-site Student Success Coach
On-site Parent Involvement Facilitator
Team based PBIS activities
Administrative classroom walk-throughs (non-evaluative and evaluative)

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

MTSS/RtI
Peer mediation
On-site behavior interventionist to support students and staff.
Social Worker
Parent Involvement Facilitator
Student Success Coach
PBIS
Each student assigned to a team of teachers who create and implement interventions for students and also provide a "family" type nurturing environment

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension:
-Attendance Secretary monitors attendance
- Alert social worker if there is an attendance issue
- Meetings are scheduled between parent and social worker to address attendance concern
- Contracts are created and followed to reduce future absences
•One or more suspensions, whether in school or out of school
- Discipline staff monitor suspensions
- Parental involvement is requested
- MTSS is used
- Code of Conduct is followed
•Course failure in English Language Arts or mathematics
- Guidance monitors failures
- Interventions are put into place
•A Level 1 score on the statewide, standardized assessments in English Language Arts or

mathematics
- ELA:
- 90 min. block of Reading instruction
- Follow district-wide reading program
- Utilize Reading Interventionist to address specific issues
- Math:
- Scheduled in a Regular Math class and, if available, an intensive Math class. If they do not have an intensive Math class the Math interventionist will be in their regular math class at least once a week working small groups or one on one.
- Use suggested district resources (TenMarks, etc...)

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

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

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

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

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

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

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension:
-Attendance Secretary monitors attendance,
- Alert social worker if there is an attendance issue
- Meetings are scheduled between parent and social worker to address attendance concern
- Contracts are created and followed to reduce future absences
•One or more suspensions, whether in school or out of school
- Discipline staff monitor suspensions
- Parental involvement is requested
- MTSS is used
- Code of Conduct is followed
•Course failure in English Language Arts or mathematics
- Guidance monitors failures
- Interventions are put into place
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- ELA:
- 90 minutes of Reading instruction
- Follow district-wide reading Journey's Voyager program

- Utilize Reading Interventionist to address specific issues
- Math:
- Scheduled in a regular Math class and an intensive Math class
- Utilize Math Interventionist to address students that are not able to be in an intensive math class
- Use suggested district resources
The social worker and behavior interventionist will work with at risk students to increase academic achievement, provide support to the student, and increase motivation.

B. Family and Community Engagement

The school's response to this section may 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/504481.

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.

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

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
Christian, Terri	Principal
Mills-Coleman, Mona	Instructional Coach
Thomas, Curtis	Assistant Principal
Harvard, Drew	Teacher, K-12
Smith, Constance	Assistant Principal
Miranda, Sarah	Assistant Principal
Jones, Sabrina	Teacher, K-12
Jones, Joan	Instructional Technology
Rojas, Jose	Teacher, K-12
Barrow, Kelly	Teacher, K-12
Holby, Anne-Christine	Teacher, K-12
Chlanda, Suzanne	Teacher, K-12
Hawkins, Clarence	Teacher, K-12
Currie, Sharnique	Teacher, K-12
Howard, Niculina	Instructional Coach
Newton, Vivian	School Counselor
Wright, Roneiqua	Attendance/Social Work
Pelt, Patricia	Instructional Coach
Gainer, Bill	Instructional Media

b. Duties

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

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

Assistant Principal, Deans, and Title 1 Facilitator: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/RtI, further assists the principal in the assessment of PS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/RtI plans and activities.

Exceptional Student Education (ESE) Facilitator: Participate in student data collection, integrate core instructional activities/materials/ instruction in tiered interventions; collaborate with general education teachers.

Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk,"

assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Progress monitoring and school-wide behavioral data will drive the implementation of the MTSS and SIP structures though out the school. All leadership, instructional, and support (paraeducators) faculty will be involved though out the implementation. General Education Teachers provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/ instruction with Tier 2/3 activities. PS/RtI Behavior Representatives (PBS) participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; assist with professional development for behavior concerns; assist in facilitation of data-based decision making activities. Guidance Counselors provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. Technology Specialist develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Title I, Part A -Provided services ensure students requiring additional remediation are assisted through after-school programs and/or extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are met.

Title I, Part C-Migrant - The Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D- The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention programs.

Title II- The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in the classrooms will increase the instructional strategies provided to students, and new instructional software will enhance literacy and math skills of struggling students.

Title III- Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless- The district Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Hearth program, funded through Title X, provides support for identified homeless students.

Supplemental Academic Instruction- N/A

Violence Prevention Programs- The school offers a non-violence and anti-drug program to students

that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs N/A

Housing Programs N/A

Head Start N/A

Adult Education N/A

Career and Technical Education
Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Eighth grade students are assessed by the E-PEP to help determine their career interests and form career paths.

Job Training N/A

2. School Advisory Council (SAC)

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

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

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

Review and approve

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

N/A

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

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

3. Literacy Leadership Team (LLT)

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

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

b. Duties

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

School-wide literacy calendar followed by all classes and develop monitoring systems to evaluate the effectiveness of the plan. This includes school-wide reading campaigns like Accelerated Reader and family night activities.

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.

Grade levels are divided by teams and subject. Individual grade levels have team meetings weekly focusing on standards-based lesson planning and lesson delivery.
Each subject area meets daily for two planning periods. One period is for professional development and facilitated by the administration. The second planning session is for teachers and staff to work collaboratively to develop engaging standard based lessons.

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

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

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

Instructional coaches are linked to new teachers in their field to support and sustain the teachers.
The administration has weekly meetings to develop and assist teachers new to the school.
New teachers are paired with a mentor to assist in developing and creating engaging standard based lessons

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

County adopted materials are utilized and monitored for fidelity.

b. Instructional Strategies

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

Data used from sate-wide assessments are used for student placement.
Progress monitoring is used to drive instruction and determine areas of concern for intervention.
Formative assessment is use for grouping in individual classrooms, interventions, and instructional differentiation.

For example: - A student who scored a level one FSA Reading has been placed in 90 minutes of reading instruction. After the STAR assessment is administered, if the same student shows a low level of proficiency in a specific standard, the student would receive remediation from classroom teacher or interventionist.

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

Strategy: Extended School Day
Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
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.*

Each spring 8th grade students are visited by high schools to support the transition into high school.
Each spring 5th grade students are introduced to our CTE pre-academies.

b. College and Career Readiness

*1. Describe the strategies the school uses to advance college and career awareness, which
may include establishing partnerships with business, industry or community organizations.*

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

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

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

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

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

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.

Review of the 16-17 data shows a gap in the performance of SWD and ELL students as compared to their peers. A 27 point gap currently exists in FSA ELA for SWD and a 15 point gap exists for ELL students. For FSA Math a 16 point gap exists for SWD and ELL students. Denison Middle will work to close the gap during the 17-18 school year.

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"Â? 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.

The data supports the need for more support for our ESE and ELL students. While they are assigned a support facilitator, additional focused support is needed. The data suggests that students need more mentoring and guidance, referral of services, and additional support to help students experience lasting success.

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.   Denison Middle will plan and deliver rigorous standards based instruction 80% of the time and develop a system to support and monitor implementation.

G2.   Denison Middle will develop an instructional structure in which 80% or greater of the students are responsible, motivated and highly engaged in the learning environment through CHAMPS, PBIS and MTSS/RtI systems that create a supportive learning environment that is safe and orderly.

G3.   Denison Middle will provide MTSS/RtI supports (Tier 2, Tier 3) for the 20% or less of students not responsible, motivated, and highly engaged in the learning environment to promote a safe and orderly environment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Denison Middle will plan and deliver rigorous standards based instruction 80% of the time and develop a system to support and monitor implementation. `1a`

🔍 G098883

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	61.0
ELA Achievement District Assessment	48.0
ELA/Reading Lowest 25% Gains	56.0
FSA ELA Achievement - SWD	50.0
FSA ELA Achievement - ELL	50.0
Math Gains	55.0
Math Lowest 25% Gains	61.0
FSA Mathematics Achievement	37.0
Algebra I EOC Pass Rate	67.0
Geometry EOC Pass Rate	67.0
FSA Math Achievement - SWD	50.0
FSA Math Achievement - ELL	50.0
Statewide Science Assessment Achievement	43.0
Civics EOC Pass	66.0

Targeted Barriers to Achieving the Goal `3`

- Lack of breadth and depth in teacher capacity.

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

- SBLT (administration, coaches, and teachers)

- Curriculum Maps

- CPALMS

- Technology Coaches

- Test Item Specs

- Computer based progress monitoring (STAR, Achieve 3000, Think Through Math)

- Departmental Collaborative Planning

- Reading and Math Interventionist

Plan to Monitor Progress Toward G1. `8`

Walkthrough data focused on agenda use.

Person Responsible

Constance Smith

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthrough data, notes, agenda reviews

G2. Denison Middle will develop an instructional structure in which 80% or greater of the students are responsible, motivated and highly engaged in the learning environment through CHAMPS, PBIS and MTSS/RtI systems that create a supportive learning environment that is safe and orderly. `1a`

🔍 G098884

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	96.0
Discipline incidents	900.0

Targeted Barriers to Achieving the Goal `3`

- Lack of PD for teachers

- Lack of student knowledge of expectations

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

- CHAMPS

- Behavior Interventionist

- Agenda Planner

- Instructional Television

- Success Coach

- Instructional Coaches and Interventionist

Plan to Monitor Progress Toward G2. `8`

Journey data and weekly walkthrough data will be collected and reviewed. PBIS participation.

Person Responsible

Terri Christian

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthroughs in Journeys, non-evaluative classroom visits; student engagement activities documented in lesson plans, correspondence documenting PBIS activities.

G3. Denison Middle will provide MTSS/RtI supports (Tier 2, Tier 3) for the 20% or less of students not responsible, motivated, and highly engaged in the learning environment to promote a safe and orderly environment. `1a`

🔑 G098885

Targets Supported `1b`

Indicator	Annual Target
Level 1 - All Grades	20.0
Students exhibiting two or more EWS indicators (Total)	10.0

Targeted Barriers to Achieving the Goal `3`

- Established MTSS/RtI system in place

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

- SBLT (administration, coaches, interventionist and teacher leaders)

- CHAMPS

- District MTSS Specialist

- LEA Facilitator

- Behavior Interventionist

- Success Coach

- Parent Involvement Facilitator

- Performance Matters

- EWS

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible

Terri Christian

Schedule

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

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =**
                    Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Denison Middle will plan and deliver rigorous standards based instruction 80% of the time and develop a system to support and monitor implementation. `1`

🔍 G098883

G1.B1 Lack of breadth and depth in teacher capacity. `2`

🔍 B266189

G1.B1.S1 Create a system of checks and balances to insure that rigorous standards based planning and instruction with department and equivalent course teachers is occurring `4`

🔍 S282121

Strategy Rationale

Align with district course pacing guide and state standards for course

Action Step 1 `5`

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

Person Responsible

Terri Christian

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Agendas and notes of weekly department planning meetings, Administrator assigned to a department to facilitate the planning meetings, lesson plans posted in SharePoint Office 365 and in classroom near door. Lesson plan review.

Action Step 2 `5`

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

Person Responsible

Terri Christian

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Coaching logs, emails, meeting notes, classroom walkthroughs

Action Step 3 `5`

Ongoing, differentiated professional development will be provided to support and sustain teachers to be able to effectively plan and deliver lessons that rigorously meet the intent of the standards with student engagement.

Person Responsible

Mona Mills-Coleman

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Walkthroughs, non-evaluative classroom visits, student engagement activities documented in lesson plans, agendas, sign in sheets, follow up activities

Action Step 4 `5`

Provide and or enhance classroom libraries to support rigorous instruction.

Person Responsible

Mona Mills-Coleman

Schedule

Monthly, from 9/25/2017 to 2/2/2018

Evidence of Completion

Books, purchase invoice, receipt logs,

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

Classroom observations focused on rigorous standards based instruction.

Person Responsible

Constance Smith

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Non-evaluative walkthroughs, walkthroughs in Journey, student engagement activities documented in lesson plans.

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

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

Person Responsible

Constance Smith

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Teacher created formative assessments and district assessment tools.

Person Responsible

Constance Smith

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student achievement data

G1.B1.S2 Utilize agenda planners to communicate standards taught in the classroom and facilitate home to school communication. 4

🔑 S282122

Strategy Rationale

Increase family/community involvement.

Action Step 1 5

Distribute agenda planners to all students.

Person Responsible

Constance Smith

Schedule

On 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Checks by teachers to monitor for use of agenda planners.

Person Responsible

Constance Smith

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation in lesson plans and gradebook for agenda checks, walkthrough observations, random agenda checks.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Walkthroughs focused on agenda use.

Person Responsible

Constance Smith

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Increased communication with parents, increased student achievement.

G2. Denison Middle will develop an instructional structure in which 80% or greater of the students are responsible, motivated and highly engaged in the learning environment through CHAMPS, PBIS and MTSS/RtI systems that create a supportive learning environment that is safe and orderly. 1

🔑 G098884

G2.B2 Lack of PD for teachers 2

🔑 B266191

G2.B2.S1 Provide CHAMPS training for teachers at the beginning of the school year and throughout. 4

🔑 S282123

Strategy Rationale

Support effective implementation of CHAMPS among staff and to support a safe learning environment.

Action Step 1 5

Identify team of staff to implement CHAMPS.

Person Responsible

Terri Christian

Schedule

Annually, from 8/3/2017 to 8/3/2018

Evidence of Completion

DMS CHAMPS team.

Action Step 2 5

Implementation of CHAMPS.

Person Responsible

Sarah Miranda

Schedule

Monthly, from 8/10/2017 to 8/10/2017

Evidence of Completion

PD sign in sheets. CHAMPS posters in classrooms, cafeteria, restrooms, hallways. Walkthroughs

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

Posted CHAMPS posters in key areas and classrooms.

Person Responsible

Sarah Miranda

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Posted CHAMPS posters. Use of CHAMPS during classroom walkthroughs.

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

Walkthroughs focused on student engagement.

Person Responsible

Sarah Miranda

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Increased student engagement.

G2.B3 Lack of student knowledge of expectations [2]
🔑 B266192

G2.B3.S1 Utilize CHAMPS posters schoolwide. [4]
🔑 S282124

Strategy Rationale

This will provide a consistent format of expectations inside and outside of the classroom.

> Action Step(s) Missing for Goal #2, Barrier #3, Strategy #1
> Complete one or more action steps for this Strategy or de-
> select it

G3. Denison Middle will provide MTSS/RtI supports (Tier 2, Tier 3) for the 20% or less of students not responsible, motivated, and highly engaged in the learning environment to promote a safe and orderly environment. `1`

🔑 G098885

G3.B2 Established MTSS/RtI system in place `2`

🔑 B266194

G3.B2.S1 Create a system of checks and balances to identify students in need of support, provide needed supports and interventions, and monitor its effectiveness. `4`

🔑 S282129

Strategy Rationale

Align with district mandates.

Action Step 1 `5`

Create and implement a schedule, expectations, and deliverables for the MTSS/RtI meetings.

Person Responsible

Terri Christian

Schedule

Annually, from 8/3/2017 to 5/25/2018

Evidence of Completion

Agendas, notes and sign in sheets of weekly meetings.

Action Step 2 `5`

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

Person Responsible

Kristen Hathcock

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

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

Action Step 3 `5`

    Person Responsible

    Schedule

    Evidence of Completion

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

Evidence of meeting to discuss students and interventions.

    Person Responsible

    Terri Christian

    Schedule

    Weekly, from 8/3/2017 to 5/25/2018

    Evidence of Completion

    Meeting notice, agenda, notes and sign in sheet.

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

MTSS/RtI support provided to students.

    Person Responsible

    Kristen Hathcock

    Schedule

    Weekly, from 8/10/2017 to 5/25/2018

    Evidence of Completion

    Student meeting logs, tutoring sign in sheets, parent contact log

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

SBLT discussions regarding students receiving supports and interventions.

Person Responsible

Terri Christian

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Support logs, agenda, meeting notices, minutes, sign in sheets.

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

Student academic and behavioral data.

Person Responsible

Terri Christian

Schedule

Every 6 Weeks, from 8/15/2016 to 6/9/2017

Evidence of Completion

Increase in student achievement/performance, decrease in disciplinary actions.

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.B2.S1.A3 A380701	[no content entered]		No Start Date		No End Date one-time
G3.B2.S1.MA1 M413123	Student academic and behavioral data.	Christian, Terri	8/15/2016	Increase in student achievement/ performance, decrease in disciplinary actions.	6/9/2017 every-6-weeks
G3.B2.S1.MA5 M413126	SBLT discussions regarding students receiving supports and interventions.	Christian, Terri	8/15/2016	Support logs, agenda, meeting notices, minutes, sign in sheets.	6/9/2017 weekly
G3.MA1 M413127	- Monitoring of lesson plans & provide feedback - Observations - Increase of student achievment...	Christian, Terri	8/15/2016	- Final evaluation of staff to show growth in teacher proficiency - Quantify walk thru data conducted by administrative team to illustrate trends based on standards based instruction, HOT questions, gradual release or 5E lessons (Math & Science) - Provided specific feedback to teachers	6/10/2017 annually
G2.B2.S1.A2 A380696	Implementation of CHAMPS.	Miranda, Sarah	8/10/2017	PD sign in sheets. CHAMPS posters in classrooms, cafeteria, restrooms, hallways. Walkthroughs	8/10/2017 monthly
G1.B1.S1.A4 A380693	Provide and or enhance classroom libraries to support rigorous instruction.	Mills-Coleman, Mona	9/25/2017	Books, purchase invoice, receipt logs,	2/2/2018 monthly
G1.MA1 M413110	Walkthrough data focused on agenda use.	Smith, Constance	8/10/2017	Walkthrough data, notes, agenda reviews	5/25/2018 monthly
G2.MA1 M413113	Journey data and weekly walkthrough data will be collected and reviewed. PBIS participation.	Christian, Terri	8/10/2017	Walkthroughs in Journeys, non-evaluative classroom visits; student engagement activities documented in lesson plans, correspondence documenting PBIS activities.	5/25/2018 monthly
G1.B1.S1.MA1 M413105	Teacher created formative assessments and district assessment tools.	Smith, Constance	8/10/2017	Student achievement data	5/25/2018 monthly
G1.B1.S1.MA1 M413106	Classroom observations focused on rigorous standards based instruction.	Smith, Constance	8/10/2017	Non-evaluative walkthroughs, walkthroughs in Journey, student engagement activities documented in lesson plans.	5/25/2018 weekly
G1.B1.S1.MA2 M413107	Weekly walk through schedule created for classroom observations focusing on the rigorous alignment...	Smith, Constance	8/10/2017		5/25/2018 weekly
G1.B1.S1.A1 A380690	Create and implement a schedule, expectations, and deliverables for the planning sessions.	Christian, Terri	8/10/2017	Agendas and notes of weekly department planning meetings, Administrator assigned to a department to facilitate the planning meetings, lesson plans posted in SharePoint Office 365 and in classroom near door. Lesson plan review.	5/25/2018 weekly
G1.B1.S1.A2 A380691	Create and implement a monitoring system for providing targeted support to teachers with follow up...	Christian, Terri	8/3/2017	Coaching logs, emails, meeting notes, classroom walkthroughs	5/25/2018 weekly
G1.B1.S1.A3 A380692	Ongoing, differentiated professional development will be provided to support and sustain teachers...	Mills-Coleman, Mona	8/3/2017	Walkthroughs, non-evaluative classroom visits, student engagement activities documented in lesson plans, agendas, sign in sheets, follow up activities	5/25/2018 weekly
G2.B2.S1.MA1 M413111	Walkthroughs focused on student engagement.	Miranda, Sarah	8/10/2017	Increased student engagement.	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1 M413112	Posted CHAMPS posters in key areas and classrooms.	Miranda, Sarah	8/10/2017	Posted CHAMPS posters. Use of CHAMPS during classroom walkthroughs.	5/25/2018 weekly
G3.B2.S1.MA1 M413124	Evidence of meeting to discuss students and interventions.	Christian, Terri	8/3/2017	Meeting notice, agenda, notes and sign in sheet.	5/25/2018 weekly
G3.B2.S1.MA4 M413125	MTSS/RtI support provided to students.	Hathcock, Kristen	8/10/2017	Student meeting logs, tutoring sign in sheets, parent contact log	5/25/2018 weekly
G3.B2.S1.A1 A380699	Create and implement a schedule, expectations, and deliverables for the MTSS/RtI meetings.	Christian, Terri	8/3/2017	Agendas, notes and sign in sheets of weekly meetings.	5/25/2018 annually
G3.B2.S1.A2 A380700	Create and implement a monitoring system for providing targeted support to with follow up steps.	Hathcock, Kristen	8/3/2017	A system will be created by the leadership team to identify and deliver needed support.	5/25/2018 weekly
G1.B1.S2.MA1 M413108	Walkthroughs focused on agenda use.	Smith, Constance	8/10/2017	Increased communication with parents, increased student achievement.	5/25/2018 monthly
G1.B1.S2.MA1 M413109	Checks by teachers to monitor for use of agenda planners.	Smith, Constance	8/10/2017	Documentation in lesson plans and gradebook for agenda checks, walkthrough observations, random agenda checks.	5/25/2018 weekly
G1.B1.S2.A1 A380694	Distribute agenda planners to all students.	Smith, Constance	8/10/2017		5/25/2018 one-time
G2.B2.S1.A1 A380695	Identify team of staff to implement CHAMPS.	Christian, Terri	8/3/2017	DMS CHAMPS team.	8/3/2018 annually

V. Professional Development Opportunities

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

G1. Denison Middle will plan and deliver rigorous standards based instruction 80% of the time and develop a system to support and monitor implementation.

G1.B1 Lack of breadth and depth in teacher capacity.

G1.B1.S1 Create a system of checks and balances to insure that rigorous standards based planning and instruction with department and equivalent course teachers is occurring

PD Opportunity 1

Ongoing, differentiated professional development will be provided to support and sustain teachers to be able to effectively plan and deliver lessons that rigorously meet the intent of the standards with student engagement.

Facilitator

Mills-Coleman, Mona

Participants

Teachers

Schedule

Weekly, from 8/3/2017 to 5/25/2018

G2. Denison Middle will develop an instructional structure in which 80% or greater of the students are responsible, motivated and highly engaged in the learning environment through CHAMPS, PBIS and MTSS/RtI systems that create a supportive learning environment that is safe and orderly.

G2.B2 Lack of PD for teachers

G2.B2.S1 Provide CHAMPS training for teachers at the beginning of the school year and throughout.

PD Opportunity 1

Implementation of CHAMPS.

Facilitator

DMS CHAMPS Team

Participants

Staff

Schedule

Monthly, from 8/10/2017 to 8/10/2017

G3. Denison Middle will provide MTSS/RtI supports (Tier 2, Tier 3) for the 20% or less of students not responsible, motivated, and highly engaged in the learning environment to promote a safe and orderly environment.

G3.B2 Established MTSS/RtI system in place

G3.B2.S1 Create a system of checks and balances to identify students in need of support, provide needed supports and interventions, and monitor its effectiveness.

PD Opportunity 1

Create and implement a schedule, expectations, and deliverables for the MTSS/RtI meetings.

Facilitator

Kristen Hathcock

Participants

Staff

Schedule

Annually, from 8/3/2017 to 5/25/2018

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	Create and implement a schedule, expectations, and deliverables for the planning sessions.				$0.00
2	G1.B1.S1.A2	Create and implement a monitoring system for providing targeted support to teachers with follow up steps.				$0.00
3	G1.B1.S1.A3	Ongoing, differentiated professional development will be provided to support and sustain teachers to be able to effectively plan and deliver lessons that rigorously meet the intent of the standards with student engagement.				$24,584.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0491 - Denison Middle School	Title, I Part A		$19,584.00
			Notes: Substitutes for PD - CHAMPS, PBS< RtI			
	6400	510-Supplies	0491 - Denison Middle School	Title, I Part A		$5,000.00
			Notes: Matierals for PD - CHAMPS, PBS< RtI			
4	G1.B1.S1.A4	Provide and or enhance classroom libraries to support rigorous instruction.				$11,636.53
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	330-Travel	0491 - Denison Middle School	Title, I Part A		$7,500.00
			Notes: Field Trip Admission			
	5100	790-Miscellaneous Expenses	0491 - Denison Middle School	Title, I Part A		$2,000.00
			Notes: Field Trip Buses			
	5100	790-Miscellaneous Expenses	0491 - Denison Middle School	Title, I Part A		$2,136.53
			Notes: Classroom library			
5	G1.B1.S2.A1	Distribute agenda planners to all students.				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0491 - Denison Middle School	Title, I Part A		$4,000.00
6	G2.B2.S1.A1	Identify team of staff to implement CHAMPS.				$0.00
7	G2.B2.S1.A2	Implementation of CHAMPS.				$0.00
8	G3.B2.S1.A1	Create and implement a schedule, expectations, and deliverables for the MTSS/RtI meetings.				$0.00

9	G3.B2.S1.A2	**Create and implement a monitoring system for providing targeted support to with follow up steps.**				**$247,465.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0491 - Denison Middle School	Title, I Part A		$15,223.00
			Notes: Extended Learning			
	5900	150-Aides	0491 - Denison Middle School	Title, I Part A		$4,500.00
			Notes: Extended Learning Supplies			
	5100	130-Other Certified Instructional Personnel	0491 - Denison Middle School	Title, I Part A		$134,278.00
			Notes: Math and Reading Interventionist			
	5100	150-Aides	0491 - Denison Middle School	Title, I Part A		$93,464.00
			Notes: Paras and Outreach Facilitator			
10	G3.B2.S1.A3					**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0491 - Denison Middle School	Title, I Part A		$0.00
					Total:	**$287,685.53**