School District of Osceola County, FL

Denn John Middle School

2018-19 Schoolwide Improvement Plan

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Denn John Middle School

2001 DENN JOHN LN, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	89%

School Grades History

Year	**2017-18**	**2016-17**	**2015-16**	**2014-15**
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.)

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Hoyle, Henry	Principal
Bonet, Alexa	Instructional Coach
Wright, Jennifer	School Counselor
Tessler, Lana	Instructional Coach
Dolhon , Sugeily	Assistant Principal
Underhill, Michelle	Dean
Augustine, Teresia	Dean

Duties

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

H. Hoyle, Principal- Will monitor school stocktake, will monitor the SIP and receive monthly reports and give feedback. Will also set the school climate and goals and monitor through regular discussion with staff and monitor academic and discipline data for progress toward SIP goals. Also part of the Literacy Team.

S. Dolhon, Assistant Principal - Will monitor school stocktake, will monitor the SIP and receive monthly reports and give feedback. Will set the school climate and goals and monitor through regular discussion with staff. Will monitor academic and discipline data for progress toward SIP goals. Also part of the Literacy Team.

C. Harrell, Assistant Principal - Will monitor school stocktake, will monitor the SIP and receive monthly reports and give feedback. Will set the school climate and goals and monitor through regular discussion with staff. Will monitor academic and discipline data for progress toward SIP goals. Also part of the Literacy Team.

A. Bonet, Instructional Coach - Will monitor teacher instructional fidelity and effectiveness through regular monitoring of student data. Will facilitate the PLC process with teachers and provide guidance and support for instructional needs. Will support teachers in the classroom through coaching cycle use, non-evaluative observation and mentoring.

L, Tessler, Instructional Coach - Will monitor teacher instructional fidelity and effectiveness through regular monitoring of student data. Will facilitate the PLC process with teachers and provide guidance and support for instructional needs Will support teachers in the classroom through coaching cycle use, non-evaluative observation and mentoring.Will provide staff wide PD on needed areas of improvement and provide staff-wide PD on literacy strategy use in all content areas. Also part of the Literacy Team.

J, Wright, Guidance Counselor - Will provide support for staff and students in areas of mental health and behavior. Will assist in monitoring of student data for MTSS needs behaviorally and academically.

L. Guzman, Guidance Counselor- Will provide support for students receiving 504 services, students identified as F.I.T., and will provide interventions for students who are truant to school.

M. Underhill, Dean - Will provide support for staff and students in area of discipline and classroom management. Will assist in monitoring student data for discipline and providing feedback and support for teachers to reduce school and classroom disciplinary incidents.

T. Augustine, Dean - Will provide support for staff and students in area of discipline and classroom management. Will assist in monitoring student data for discipline and providing feedback and support for teachers to reduce school and classroom disciplinary incidents.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	32	32	30	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	7	2	5	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	6	4	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	136	136	125	0	0	0	0	397

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	18	22	21	0	0	0	0	61

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 9/10/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Language arts scores decreased in the 2017-2018 school year, performing at the lowest level. This disrupts a three year trend of growth in this area.

Which data component showed the greatest decline from prior year?

Language arts scores decreased in the 2017-2018 school year, performing at the lowest level. ELA growth decreased from 52% in 16-17 to 42% in 17-18. Similarly, proficiency decreased from 42% to 39% and lowest quartile gains decreased from 44% to 39%

Which data component had the biggest gap when compared to the state average?

ELA achievement had the largest gap compared to the state at 14% below the state average.

Which data component showed the most improvement? Is this a trend?

Math achievement and growth had the largest improvement, continuing a three year trend of improved math gains and proficiency.

Describe the actions or changes that led to the improvement in this area.

Continued work with PLCs on data analysis, Tier 2 and Tier 3 intervention and teacher and administrative attention to the PLC process. Additionally, math continues to have few turnovers in position at the school, leading to a stable and experienced department.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	39%	47%	53%	40%	50%	52%
ELA Learning Gains	42%	51%	54%	46%	53%	53%
ELA Lowest 25th Percentile	39%	42%	47%	39%	44%	45%
Math Achievement	46%	49%	58%	31%	45%	55%
Math Learning Gains	57%	55%	57%	37%	49%	55%
Math Lowest 25th Percentile	48%	52%	51%	37%	44%	47%
Science Achievement	42%	48%	52%	37%	47%	50%
Social Studies Achievement	68%	75%	72%	75%	81%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	32 (43)	32 (46)	30 (51)	94 (140)
One or more suspensions	7 (7)	2 (11)	5 (9)	14 (27)
Course failure in ELA or Math	0 (0)	6 (8)	4 (7)	10 (15)
Level 1 on statewide assessment	136 (101)	136 (114)	125 (113)	397 (328)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	40%	46%	-6%	52%	-12%
	2017	40%	47%	-7%	52%	-12%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	31%	46%	-15%	51%	-20%
	2017	35%	49%	-14%	52%	-17%
Same Grade Comparison		-4%				
Cohort Comparison		-9%				
08	2018	38%	52%	-14%	58%	-20%
	2017	42%	48%	-6%	55%	-13%
Same Grade Comparison		-4%				
Cohort Comparison		3%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	40%	43%	-3%	52%	-12%
	2017	28%	41%	-13%	51%	-23%
Same Grade Comparison		12%				
Cohort Comparison						
07	2018	36%	29%	7%	54%	-18%
	2017	31%	28%	3%	53%	-22%
Same Grade Comparison		5%				
Cohort Comparison		8%				
08	2018	18%	43%	-25%	45%	-27%
	2017	22%	47%	-25%	46%	-24%
Same Grade Comparison		-4%				
Cohort Comparison		-13%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	33%	42%	-9%	50%	-17%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	97%	68%	29%	65%	32%
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	66%	70%	-4%	71%	-5%
2017	68%	74%	-6%	69%	-1%
Compare		-2%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	94%	52%	42%	62%	32%
2017	99%	46%	53%	60%	39%
Compare		-5%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	100%	39%	61%	56%	44%
2017	0%	43%	-43%	53%	-53%
Compare		100%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	32	33	13	40	43	24	38			
ELL	21	35	33	28	48	49	18	45			
ASN	67	50		75	83						
BLK	31	45	50	37	52	42	32	71	100		
HSP	38	40	40	45	57	49	42	65	97		
MUL	33	55		58	45						
WHT	46	44	22	52	58	53	49	78	84		
FRL	39	42	39	45	56	48	42	69	95		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	23	26	5	22	21	4	17			
ELL	19	48	52	20	38	28	9	31			
BLK	27	31	24	26	36	26	33	56			
HSP	42	55	49	39	48	43	46	69	91		
WHT	57	56	46	53	61	21	66	91	95		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	40	49	43	36	47	38	44	66	90		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Through collaboration in PLCs, we will increase student achievement in Language Arts and Reading.
Rationale	Coach was pulled in too many directions in prior year and lack of experienced/certified teachers was a detriment to growth in ELA proficiency and growth. Content areas outside of ELA need strategies to better support literacy in the content area classroom.
Intended Outcome	Coaching and professional development opportunities in the ELA area will improve student understanding of literacy skills across all content areas and improve student achievement and student growth by 10%.
Point Person	Lana Tessler (lana.tessler@osceolaschools.net)

Action Step	
Description	Action step 1: Increase ELA coaching opportunities in the classroom to support teachers in the ELA department and content areas. Literacy Coach will be responsible for weekly coaching opportunities in classrooms and with PLCs to target areas of instructional need. Person responsible - Tessler Lana, Literacy Coach

Action step 2: Increase tier 2 interventions based on student data and change instructional strategies as needed. Coach will be responsible for conferencing with leadership team and PLCs to review student data on a monthly basis based on I-ready and formative assessments. This data will be used to structure interventions for students at the tier 2 level and recommend students to tier 3 as necessary. Person responsible - Tessler Lana, Literacy Coach

Action step 3: Implement additional PLC collaborative opportunities and professional development to support interventions and enrichment opportunities for all students. Literacy coach will enact quarterly coaching cycles with a majority of department members to target collaboration, data review and usage, and instructional strategies. Person responsible - Tessler Lana, Literacy Coach

Action step 4: Implement additional professional development to increase literacy strategy use in the content areas. Literacy Coach will hold biweekly professional development based on identified instructional needs for literacy in the content area. Areas of need are established both by PLC request and administrative and leadership observation. Professional development will target literacy in the content area. As needed, district assistance will be requested for subject area support. Person Responsible - Tessler, Lana, Literacy Coach; Dolhon, Sugheily, Assistant Principal.

Action step 5: ELL Task force will work with literacy coach to provide PD to PLCs based on student data and needs of ELL students. The ELL task force will identify and work with identified students who are struggling due to language barriers to provide remediation and academic assistance via homeroom and small group teacher remediation. Person Responsible - Cruz, Maria, ESOL compliance; Tessler, Lana, Literacy Coach |
| **Person Responsible** | Lana Tessler (lana.tessler@osceolaschools.net) |

Plan to Monitor Effectiveness	
Description	1. School Stocktake Model will take place monthly to report progress to the Principal.
2. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

3. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress through the School Stocktake Model.
4. Quarterly monitoring of coaching cycles for instructional needs will occur with the Literacy Coach and Principal.
5. Literacy Coach and PLC lead will monitor monthly formative assessment data to adjust instruction with PLCs.
6. Literacy Coach and Principal will monitor weekly lesson plans for adherence to curriculum maps and established standards.
7. Weekly monitoring of classroom instruction with all ELA staff by Literacy Coach.

Person Responsible	Lana Tessler (lana.tessler@osceolaschools.net)

Activity #2	
Title	Through collaboration in PLC's, we will increase student achievement for Math.
Rationale	We have received numerous new students due to rezoning and enrollment and have new teachers on staff that will need support.
Intended Outcome	Students will continue the trend of showing an increase in growth and proficiency in FSA Math scores.
Point Person	Alexa Bonet (alexa.bonet@osceolaschools.net)
Action Step	
Description	Action Step 1. Increase differentiation of instructional strategies as it relates to number sense. Persons responsible - Bonet, Alexa, Math Coach. Action Step 2. Common formative assessments will be reformated to ensure alignments with FSA and state standards. Persons responsible - Bonet, Alexa, Math Coach. Action Step 3. ELL Task force will work with math coach to provide PD to PLCs based on student data and needs of ELL students. The ELL task force will identify and work with identified students who are struggling due to language barriers to provide remediation and academic assistance via homeroom and small group teacher remediation. Person Responsible - Cruz, Maria, ESOL compliance; Bonet, Alexa, Math Coach.
Person Responsible	Alexa Bonet (alexa.bonet@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Monthly monitoring of formative assessment data to adjust instruction in PLCs. Weekly monitoring of lesson plans for adherence to curriculum maps and established standards. Weekly monitoring of classroom instruction with regular coaching cycles with all Math staff by instructional coach.
Person Responsible	Alexa Bonet (alexa.bonet@osceolaschools.net)

Activity #3	
Title	We will focus on building PLC collaborative teams and supporting PLCs in improving effectiveness
Rationale	Highly functioning PLCs have a high effect size on student achievement. With many new and inexperienced teachers, teachers lack the knowledge to effectively collaborate in PLCs and to adjust instructions based on data. Further, lack of PLC supervision from coaches and administrative team in the prior school year has lessened regular PLC effectiveness.
Intended Outcome	All academic subgroups will increase by at least 3%. PLCs will continue to meet weekly and will be regularly monitored for effectiveness by instructional coaches, PLC Lead, and administration. Instructional coaches and PLC lead will provide support and guidance for PLCs to further develop their analysis and planning skills in order to more effectively adjust instruction. All PLC groups will raise their seven stages level by a minimum of one level.
Point Person	Lana Tessler (lana.tessler@osceolaschools.net)
Action Step	
Description	Action Step 1. PLCs will meet six times monthly in a combination of early release Wednesday's and planning periods as determined by the PLC groups. PLCs will meet for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. - Persons responsible - Simpson, Latrecia, PLC Lead;Tessler, Lana, Literacy Coach; Bonet, Alexa; Math Coach. Action Step 2. PLCs will receive monthly instruction on establishing tier 2 interventions based on formative assessments. GradeCam will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. District formative assessments will be given every four and a half weeks in all accountability areas. - Persons responsible - Simpson, Latrecia, PLC Lead; Tessler, Lana, Literacy Coach; Bonet, Alexa, Math Coach Action Step 3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes, use of proficiency scales and the instructional framework. See school professional development schedule for specific workshop times and dates. Persons responsible -Simpson, Latrecia, PLC Lead; Tessler, Lana. Literacy Coach; Bonet, Alexa, Math Coach Action Step 4. Content area PLCs will receive monthly PD and attendance from instructional coaches and administrative staff - Persons responsible - Simpson, Latrecia, PLC Lead; Tessler, Lana, Literacy Coach; Bonet, Alexa, Math Coach Action Step 5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. Persons responsible - Simpson, Latrecia, PLC Lead; Tessler, Lana, Literacy Coach; Bonet, Alexa, Math Coach Action Step 6. Proposed school based PD for year (Calendar to be updated via stock take meetings as necessary) August 29– Marzano's Instructional Map Overview and scales (completed) September 12 – Repeat: Marzano's Instructional Map Overview and Scales (completed) October 17– Kagan class structures October 31 – Academic Vocabulary: Effective vocabulary instruction

November 7 – Text Marking and Mapping– Literacy Skills for the content area
November 28 - Formative assessment data – what do I do with all these numbers?
December 12 - Scaffolded Questioning – great for all students
January 16 – Graphic Organizers to promote text understanding
February 6 - Quick Writes to promote text understanding
February 20 - Practicing elaboration for deeper understanding
March 6 – Outline skills for text unpacking
May 23 – Data and you: Looking at trends for your planning next year
Persons responsible - Simpson, Latrecia, PLC Lead; Tessler, Lana, Literacy Coach; Bonet, Alexa, Math Coach

Action Step 7. ELL Task force will work with coaches to provide PD to PLCs based on student data and needs of ELL students. The ELL task force will identify and work with identified students who are struggling due to language barriers to provide remediation and academic assistance via homeroom and small group teacher remediation. Person Responsible - Cruz, Maria, ESOL compliance; Tessler, Lana, Literacy Coach; Bonet, Alexa, Math Coach.

Person Responsible	Lana Tessler (lana.tessler@osceolaschools.net)

Plan to Monitor Effectiveness

Description	1. School Stocktake Model will take place monthly to report progress to the Principal on this area of focus. 2. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Principal will share and update Chief of Staff and Assistant Superintendents once a quarter on progress in this area of focus through the School Stocktake Model. 4. Weekly attendance of PLCs by instructional coaches and administrators 5. Weekly monitoring of PLC minutes for support and compliance by instructional coaches and administrators. 6. Monthly assessment and adjustment of Professional Development calendar by instructional coaches, PLC lead, and leadership team to meet needs.
Person Responsible	Sugeily Dolhon (sugeily.dolhon@osceolaschools.net)

Activity #4	
Title	We will create a positive school culture and climate through the use of the PBIS system
Rationale	Continued use and emphasis of PBIS has reduced discipline incidents in the school in the last three years. New incoming staff and students will require additional PBIS training for staff and emphasis for our incoming students to increase buy-in.
Intended Outcome	Teachers will continue to use PBIS as part of classroom management and students and staff will participate in the PBIS program with fidelity. We will reduce discipline incidents by 5%.
Point Person	Michelle Underhill (michelle.underhill@osceolaschools.net)

Action Step	
Description	1. The PBIS team will provide mentorship opportunities for teachers and staff to appropriately use the PBIS system. Mentorship and professional development will be provided quarterly to teachers needing support for how to effectively use PBIS in the classroom to promote positive behavior. Person Responsible - Underhill, Michelle, Dean; Augustine, Teresia, Dean

2. The PBIS team will provide incentive opportunities for students. Weekly incentives will be offered for students through use of school based rewards. Quarterly events will be arranged for each grade level to support use of the PBIS system. Person responsible - Underhill, Michelle, Dean; Augustine, Teresia, Dean.

3. The PBIS team will meet monthly to monitor usage of the PBIS system through discipline data and to plan events that will support student interest. Person responsible - Underhill, Michelle, Dean; Augustine, Teresia, Dean. |
| **Person Responsible** | Michelle Underhill (michelle.underhill@osceolaschools.net) |

Plan to Monitor Effectiveness	
Description	1. School Stocktake Model will take place monthly to report progress to the Principal on this area.
2. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
3. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in this area through the School Stocktake Model.
4. Discipline data will be monitored bi-monthly by the Leadership Team to ensure effectiveness.
5. Discipline data will be monitored monthly by the PBIS team to ensure effectiveness to review discipline trends and provide interventions.
6.. PBIS Attendance will be monitored quarterly by the PBIS team to ensure student buy-in
Person Responsible	Michelle Underhill (michelle.underhill@osceolaschools.net)

Activity #5	
Title	Increase access to recreational, arts, and cultural experiences for low income students and families and increase parent involvement.
Rationale	Our school population continues to need exposure to recreational and cultural experiences due to income barriers. Additionally, this impacts parent involvement, necessitating additional outreach on behalf of the school to secure family involvement in school activities.
Intended Outcome	We will increase attendance at after-school and family oriented events by 3%
Point Person	Jennifer Wright (wrightje@osceola.k12.fl.us)

Action Step	
Description	Action Step 1. In order to better advertise school parent events, we will notify parents through Remind and social media of school events prior to events occurring. Ongoing action step. Person Responsible - Wright, Jenifer, Guidance Counselor Action Step 2. All staff will regularly encourage parent participation and student participation in after-school events. Ongoing action step. Person Responsible - Wright, Jenifer, Guidance Counselor. Action Step 3. Staff will use phone and meeting logs to track parent contact with staff. Ongoing action step. Person Responsible - Aponte, Gueisha, Guidance Secretary Action Step 4. Presenters will ensure that parent events are informative and accessible to families.Bi-lingual support will be provided for Spanish Speaking families. Ongoing action step. Person Responsible - Cruz, Maria, ESOL specialist. Action step 5. Leadership team will ensure that all parent events have a chosen coordinator for organization and contact. To be completed first quarter.. Person Responsible - Dolhon, Sugheily, Assistant Principal. Lovett, Crystal, Title 1 Compliance
Person Responsible	Jennifer Wright (wrightje@osceola.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. School Stocktake Model will take place monthly to report progress to the Principal in this area. 2. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in this area of focus through the School Stocktake Model. 4. Quarterly review of all parent night activities for attendance and success by PBIS Team and Title 1 Compliance 5. Quarterly monitoring of staff contact to parents for academic and behavior concerns by PBIS Team and Deans.
Person Responsible	Christina Harrell (christina.harrell@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See Parental Involvement Plan

PFEP Link

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

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.

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.

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,Tier 2, and Tier 3 student needs.School-wide data from 2018 school year suggested additional attention to be given to our Tier 1 academic systems&Tier 2 behavioral interventions. We participate in a problem solving process by identifying our target & goals and implement strategies and barriers to our targets.Through this strategy, we;re identified to overcome the barriers identified .
* Instructional coaches are responsible to meet with their Math&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, &TeenBiz to identify student needs and guide their intervention curriculum.The PBIS Coach brings data regarding referrals and student participation in school-wide incentive programs to PBIS meetings.Based on trends and students identified as not reaching our behavioral target, the team will recommend students to the Tier 2 Behavioral MTSS committee.
* Students can obtain tutoring throughout the school year:after school ELO tutoring,YMCA & Saturday school.Our YMCA program is offered five days a week. An Academic Saturday School will be offered twice a month.Any student failing a course is recommended for Academic Saturday School.A grade recovery program is implemented throughout the year to assist students who fail a class during the year.Dean and the guidance counselor coordinate bullying conferences for students who are exhibiting bullying behaviors and provide interventions.The SRO will facilitate 3 informational sessions: Bullying,Teen Dating &Sexting.

Title I, Part A-Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant-When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D-When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II-Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III-The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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

Title IV-The Student Support and Academic Enrichment (SSAE) program is intended to help to:
1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX-To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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.

Part V: Budget

Total:	**$15,700.00**