

School District of Osceola County, FL

Denn John Middle School



2019-20 Schoolwide Improvement Plan

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Denn John Middle School

2001 DENN JOHN LN, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Michael Ballone

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (53%) 2016-17: C (53%) 2015-16: C (43%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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..

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Hoyle, Henry	Principal	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.
Bonet, Alexa	Instructional Coach	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.
	School Counselor	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.
Tessler, Lana	Instructional Coach	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.
Dolhon , Sugeily	Assistant Principal	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.
Perkins, Lori	Dean	L.Perkins, 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.
Ortiz, Carlos	Dean	C. Ortiz, 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.
Harrell, Christina	Assistant Principal	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. Will monitor master schedule to ensure student interventions are implemented for Tier 2 and Tier 3 students. Also part of the Literacy Team.

Name	Title	Job Duties and Responsibilities
Lovell, Jessica	School Counselor	J. Lovell, 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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	344	322	328	0	0	0	0	994
Attendance below 90 percent	0	0	0	0	0	0	54	73	47	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	4	4	8	0	0	0	0	16
Course failure in ELA or Math	0	0	0	0	0	0	0	11	15	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	127	147	134	0	0	0	0	408

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	15	55	46	0	0	0	0	116

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

64

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	45%	54%	42%	48%	52%
ELA Learning Gains	40%	48%	54%	52%	51%	54%
ELA Lowest 25th Percentile	28%	42%	47%	44%	39%	44%
Math Achievement	44%	49%	58%	39%	48%	56%
Math Learning Gains	45%	51%	57%	48%	54%	57%
Math Lowest 25th Percentile	37%	47%	51%	39%	49%	50%
Science Achievement	46%	47%	51%	47%	51%	50%
Social Studies Achievement	68%	72%	72%	70%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	344 (0)	322 (0)	328 (0)	994 (0)
Attendance below 90 percent	54 (32)	73 (32)	47 (30)	174 (94)
One or more suspensions	4 (7)	4 (2)	8 (5)	16 (14)
Course failure in ELA or Math	0 (0)	11 (6)	15 (4)	26 (10)
Level 1 on statewide assessment	127 (136)	147 (136)	134 (125)	408 (397)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	29%	48%	-19%	54%	-25%
	2018	40%	46%	-6%	52%	-12%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2019	38%	47%	-9%	52%	-14%
	2018	31%	46%	-15%	51%	-20%
Same Grade Comparison		7%				
Cohort Comparison		-2%				
08	2019	41%	49%	-8%	56%	-15%
	2018	38%	52%	-14%	58%	-20%
Same Grade Comparison		3%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	32%	45%	-13%	55%	-23%
	2018	40%	43%	-3%	52%	-12%
Same Grade Comparison		-8%				
Cohort Comparison						
07	2019	24%	30%	-6%	54%	-30%
	2018	36%	29%	7%	54%	-18%
Same Grade Comparison		-12%				
Cohort Comparison		-16%				
08	2019	44%	47%	-3%	46%	-2%
	2018	18%	43%	-25%	45%	-27%
Same Grade Comparison		26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	36%	42%	-6%	48%	-12%
	2018	33%	42%	-9%	50%	-17%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	67%	33%
2018	97%	68%	29%	65%	32%
Compare		3%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	73%	-6%	71%	-4%
2018	66%	70%	-4%	71%	-5%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	49%	34%	61%	22%
2018	94%	52%	42%	62%	32%
Compare		-11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	44%	51%	57%	38%
2018	100%	39%	61%	56%	44%
Compare		-5%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	12	23	18	14	30	28	12	23			
ELL	22	33	30	33	43	37	25	53	76		
BLK	33	42	17	34	46	39	39	61	80		
HSP	36	41	32	42	44	38	44	69	81		
MUL	45	40		50	27						
WHT	46	33	15	61	53	43	57	70	91		
FRL	34	40	31	41	44	35	42	68	79		
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		
FRL	40	49	43	36	47	38	44	66	90		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	469

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Both the lowest quartile for ELA and Math are areas of low performance. Our ELL sub-group also performed poorly. This was caused by a combination of several small factors including lack of filled staff positions, a lapse in effective PLC planning based on student data, and lack of efficacy in implementing MTSS process for our lowest quartile.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Both ELA and Math lowest quartile showed an 11% decline from the prior year. Math gains also dropped 12% from the prior year. This was caused by a combination of several small factors including lack of filled staff positions, a lapse in effective PLC planning based on student data, and lack of efficacy in implementing MTSS process for our lowest quartile. Staff turnover for math from the prior year had an impact on math scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA achievement (-16%) and ELA lowest quartile earning gains (-19%) were the greatest gaps compared to the state average. This was caused by a combination of several small factors including lack of filled staff positions, a lapse in effective PLC planning based on student data, and lack of

efficacy in implementing MTSS process for our lowest quartile. Staff turnover also contributed with multiple first year teachers in the department.

Which data component showed the most improvement? What new actions did your school take in this area?

Our ESE subgroups showed the greatest improvement with a 6% gain for ELA ESE and an 8% gain for Math ESE. The school stocktake process allowed us to more accurately track and provide intervention for these students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In reviewing the data it appears that the majority of our students who fall under the EWS data are from seventh and 8th grade. Another area of concern is the number of students who scored a level 1 on the statewide assessments with 408 out of our current enrollment of 994.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Learning Gains
2. MATH Learning Gains
3. Lowest Quartile Learning Gains
4. CIVICS pass rate

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Through the process of PLC's we will improve ELA learning gains.
Rationale	Learning gains for ELA were low for all students, dropping over the last two years. This was caused by a combination of several small factors including lack of filled staff positions, a lapse in effective PLC planning based on student data, and lack of efficacy in implementing MTSS process for our lowest quartile.
State the measurable outcome the school plans to achieve	ELA lowest quartile learning gains will improve by 12 percentile points to 40%. ELA gains will improve by 10% to 50%.
Person responsible for monitoring outcome	Lana Tessler (lana.tessler@osceolaschools.net)
Evidence-based Strategy	In order to guide next steps in instruction and to positively guide both students and teachers, research indicates that utilizing data strengthens PLC collaboration and efficacy.
Rationale for Evidence-based Strategy	Interpreting and desegregating student data allows the PLC to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses.
Action Step	
Description	1. The hiring placement, support, and retention of effective and certified teachers in ELA positions.
	2. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.
	3. Teachers will provide Tier 3 instruction based on gaps in literacy foundations: Phonics, phonemic awareness, and fluency. The Literacy Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks as well as District Learning Cycle Visits.
	4. Implementation of grade level Tier 1 Core ELA instruction will focus on providing ELA teachers the necessary district led professional development training, school based administrative support in academics, and assistance with grade level and content specific lesson for all.
	5. The Literacy Coach will develop a professional development/training calendar that will focus on ensuring a shift in teacher instruction that will increase literacy achievement in ESE, ELL, FRL, Hispanic, white, and lowest 25%. These workshops will be led by model teachers, instructional coaches, district coaches, and administrators.
	6. Once an assessment has been taken, teachers will determine individual student needs

based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.

7. After a standard has been assessed, teachers will place student scores in a tracker format in order to ensure student mastery. Teachers will provide interventions as needed during IGNITE time and reassess students to monitor their learning.

8. During PLC's teachers will continue to view and discuss student data and determine appropriate next steps based on individual student needs.

9. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.

10. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. Teachers will provide Tier 3 instruction based on gaps in Literacy content.

11. Through the continuous MTSS cycle, students will be identified for more intensive and direct instruction to assist him/her to meet grade level expectations. Specific students will be identified through support systems and/or program enrollment. Additional support will be provided in assisting with remediation based on acceptance in the ESE and/or ELL programs.

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

#2	
Title	Through the process of PLC's we will improve Math learning gains.
Rationale	Learning gains for 6th and 7th grade math, and lowest quartile decreased. Algebra achievement level decreased. This was caused by a combination of several factors including teaching vacancies and changing teachers mid-year to fit the needs of our students, and the lack of efficacy in implementing MTSS process for our lowest quartile.
State the measurable outcome the school plans to achieve	Our lowest quartile learning gains will increase from 37% to 50%. Our overall math learning gains will increase from 45% to 57%. Algebra I EOC achievement level will increase from 83% to 100%.
Person responsible for monitoring outcome	Alexa Bonet (alex.bonet@osceolaschools.net)
Evidence-based Strategy	Research states PLCs entail whole-staff involvement in a process of reflection upon student data and instructional practice as well as monitoring outcomes for success. PLC's enable teachers to learn continuously via shared planning and critical examination of student data to determine what processes are successful and which not, thereby enhancing student achievement.
Rationale for Evidence-based Strategy	Teacher analysis of student data allows PLCs to identify the needs of individual students as well as the progress and needs of their classes. Students are able to take account if their own learning, teachers are able to analyze the affect of their instruction, and both are able to set measurable goals and identify strengths and weaknesses.
Action Step	
Description	1. Teacher will analyze assessments and determine individual student needs based on student data. Students will then receive interventions in an effort to clarify any misconceptions about a particular strategy.
	2. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker form. Teachers will provide interventions as needed and reassess students to monitor their learning.
	3. During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.
	4. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats. Students will track their own learning through teacher provided success criteria.
	5. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.
	6. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

Teachers will provide Tier 3 instruction based on gaps in mathematics contents.

7. Students that are identified in the MTSS process will be provided additional instruction with a certified instructor that is alongside the Tier 1 Core Math instruction. Intensive and direct instruction will be provided in the necessary components that assist the student.

8. Learning Resource Specialist (LRS), PLCs, and instructional peers, all math teachers shall continue the day to day instruction of all students in math to ensure high levels of mathematical achievement.

9. All math teachers will continue to assess student growth through day to day instruction, formal and informal assessments, diagnostics, and MTSS process, to continue to follow the action plan on increasing student engagement, increasing student comprehension, and increase student achievement.

10. Through the continuous MTSS cycle, students will be identified for more intensive and direct instruction to assist them to meet grade level expectations alongside the Tier 1 Core Math instruction. Specific students will be identified through support systems and/or program enrollment. Additional support will be provided in assisting with remediation based on acceptance in the ESE and/or ELL programs.

Person Responsible	Alexa Bonet (alex.bonet@osceolaschools.net)
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#3

Title	Through the process of PLC's we will improve Science learning gains.
Rationale	While our proficiency for science increased this year to 46%, the school scores are still falling below district and state averages. This was caused by a combination of several factors including lack of filled positions, a continued need to support science content in math and ELA classrooms, and the need to improve the MTSS process for Tier 2 students struggling in this area.

State the measurable outcome the school plans to achieve

Our overall science achievement will increase from 36% to 40%. Our overall Biology pass rate will remain at 100%.

Person responsible for monitoring outcome

Alexa Bonet (alex.bonet@osceolaschools.net)

Evidence-based Strategy

Using student-centered learning based on rigorous standards gives students exposure to high-level thinking, problem solving, and cross-curricular literacy skills. Identification of students' learning profiles allows PLCs to modify student instruction to meet diverse student needs and imbues students with a wide range of skills. This approach allows educators to tailor instruction so students may reach rigorous learning goals.

Rationale for Evidence-based Strategy

A strong foundation in reading and problem-solving will help students achieve across subject areas and will provide a basis in using curriculum based complex texts. Focusing on student learning profiles and needs as PLCs allows teachers to adjust instruction for the needs of diverse learners.

Action Step**Description**

1. The hiring, placement, support, and retention of effective and certified teachers in Science positions. In order to ensure all students are exposed to and taught grade level content to the depth and rigor of all Science standards.
2. Implementation of grade level Tier 1 Core Science instruction will focus on providing all Science teachers the necessary district led professional development training, school based administrative support in academics, and assistance with grade level and content specific lesson for all.
3. Science teachers will meet in their PLCs to collaborate on student academic plans for success and remediation.
4. Through the continuous MTSS cycle, students that are identified in need of more intensive and direct instruction to assist them to meet grade level expectations will have the necessary certified teachers to lead instruction alongside the Tier 1 Core Science instructor. Intensive and direct instruction will be provided in the necessary components that assist the student and are led by the progress or lack of progress of each individual student.
5. Specific students will be identified through support systems and/or program enrollment. Additional support will be provided in assisting with remediation based on acceptance in

the ESE and/or ELL programs.

6. Additional support will be prepared and implemented for all students based on grade level diagnostics, previous year's NGSSS Science assessment scores, school-based classroom assignments, EWS, lowest quartile notification, and the student's ability to learn, comprehend, sustain, and explain the critical content of the lesson.

7. The continuous model will be every stocktake with the input of the ESE and ELL task force.

Person Responsible	Alexa Bonet (alex.bonet@osceolaschools.net)
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#4	
Title	Through the process of PLC's we will create a mindset of post secondary culture for students.
Rationale	Guidance Counselor's will provide post secondary instruction to all students throughout the school year, allowing them to create a plan for post secondary life through the use of MyCareerShines. AVID binders will also be implemented school wide to promote organizational tools used in the post secondary setting. AVID instructional strategies such development of academic skill and organizations skills such as Focused Note Taking.
State the measurable outcome the school plans to achieve	Our student course acceleration will increase by 5%. Student's selection of post secondary choices will also increase by 10% as a result of MyCareerShines for all grade levels.
Person responsible for monitoring outcome	Christina Harrell (christina.harrell@osceolaschools.net)
Evidence-based Strategy	Research indicates PLCs working in collaboration to present rigorous standards-based instruction can foster an environment of high expectations and a collegiate atmosphere. This culture will encourage students toward post secondary education and career planning.
Rationale for Evidence-based Strategy	Higher level learning and a culture of high expectations prepares students for college and career planning. If students are constantly exposed to below grade level expectations, they will be unprepared for post-secondary education options.
Action Step	
	<ol style="list-style-type: none"> 1. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 2. Principal and Assistant Principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. 3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.
Description	<ol style="list-style-type: none"> 4. School City 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. Professional development will be conducted to train staff on the School City platform. 5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. 6. A PLC Guiding Coalition will be formed to oversee the process. 7. District formative assessments will be given every four and a half weeks in all accountability areas.

Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

Person Responsible Christina Harrell (christina.harrell@osceolaschools.net)

#5

Title We will increase access to recreational activities and cultural events for low income students.

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

State the measurable outcome the school plans to achieve

We will increase participation in events by 5%.

Person responsible for monitoring outcome

Lori Perkins (lori.perkins@osceolaschools.net)

1. The PBIS team will provide mentoring 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.

Evidence-based Strategy

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.

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.

Rationale for Evidence-based Strategy

Our school population continues to need exposure to recreational experiences due to income barriers. Additionally, this impacts parent involvement, necessitating additional outreach on behalf of the school to secure family and student involvement in school activities.

Action Step

1. Parent Information nights off campus to promote F.I.R.E. and increase parent involvement and knowledge of academic interventions.

3. Teacher and student incentives to promote a positive culture of F.I.R.E.

Description

4. Monthly PBIS meetings to review discipline data and implement interventions for Tier 2 and Tier 3 behaviors.

5. Student mentoring programs focused on increasing student academic success for Tier 2 and Tier 3 students.

Person Responsible

Lori Perkins (lori.perkins@osceolaschools.net)

#6	
Title	Through the process of PLC's, we will improve learning gains in Civics. Civics.
Rationale	Learning gains for Civic's achievement level decreased to 68% from the district average. This was caused by a combination of factors such as lack of efficacy in implementing reading strategies and planning
State the measurable outcome the school plans to achieve	Civic's learning gains will increase to 72% reaching the district average.
Person responsible for monitoring outcome	Lana Tessler (lana.tessler@osceolaschools.net)
Evidence-based Strategy	Research shows that data usage and knowledge of cross-curricular literacy skills can guide PLCs to instructional shifts that benefit students. Data analysis and analysis of depth of standard helps PLCs collaborate on effective instructional change and implement that change in the classroom to benefit student learning.
Rationale for Evidence-based Strategy	School-wide literacy is essential to student achievement and can be directly linked to improved student performance. By implementing rigorous standards, adjustment of instructional technique, and implementation of literacy skills, PLCs will better prepare students for learning, secondary, and post-secondary options.
Action Step	
Description	1. The hiring placement, support, and retention of effective and certified teachers in Social Studies and Civics positions.
	2. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. Teachers will provide Tier 3 instruction based on gaps in foundation skills and knowledge.
	3. The Literacy Coach will develop a professional development/training calendar that will focus on ensuring a shift in teacher instruction that will increase literacy support for civics and social studies teachers. These sessions will be offered by the literacy coach, high performing teachers, and district personnel.
	4. Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to improve their understanding.
	5. During PLC's, teachers will continue to view student data and determine appropriate next steps based on individual student needs.
	6. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
	7. Students needing additional assistance will receive tutoring or intervention help through IGNITE time and teacher pull-out instruction.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Professional development in the areas of rigor and teaching to the depth of the standard will be offered to all departments.

Customized school based PD will be offered based on analysis of departmental needs. This will include repeated half day PDs to work with data and plan for instructional adjustment.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

Please see Parent 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 school district has added 13 District social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary K-8 schools for support social emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for social-emotional needs. Middle school counselors receive training and suicide awareness. High school presentations are done to recognize signs of a chronic absence and mental illness. A full-time social worker is assigned to each High School.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit the guidance counselors share information about course offerings, School clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle school to high school, each comprehensive high school has a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post High School. Navience software is used at the high school to give students the

opportunity to explore career options and interests.

A DJJ commitment specialist is employed to support students entering / leaving the Juvenile Justice program and a transition plan is created to help any students leaving DJJ and returning to The Home Zone School.

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.

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.

The MTSS Committee meets weekly to discuss and review student academic data, review Tier 2 & 3 students, & ensure that interventions are put in place according to the needs of the students.

Title I, Part A-Funds may be used to support extended learning & 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- 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), & students identified through gifted screening of all second grade Title I students.

Title IV- 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.

Supplemental District guidance counselors, paid through title IV funds, to support Elementary implementation of Project Lead the Way, and course acceleration and College and Career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College oro-tek are offered for students in 7th and 11th grades to learn about career options and potential areas of study.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Through the process of PLC's we will improve ELA learning gains.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	0091 - Denn John Middle School	Title, I Part A		\$2,000.00
2	III.A.	Areas of Focus: Through the process of PLC's we will improve Math learning gains.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	0091 - Denn John Middle School	Title, I Part A		\$2,000.00
3	III.A.	Areas of Focus: Through the process of PLC's we will improve Science learning gains.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	0091 - Denn John Middle School	Title, I Part A		\$2,000.00
4	III.A.	Areas of Focus: Through the process of PLC's we will create a mindset of post secondary culture for students.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0091 - Denn John Middle School	Title, I Part A		\$4,500.00
5	III.A.	Areas of Focus: We will increase access to recreational activities and cultural events for low income students.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		239-Other	0091 - Denn John Middle School	School Improvement Funds		\$4,000.00

6	III.A.	Areas of Focus: Through the process of PLC's, we will improve learning gains in Civics. Civics.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0091 - Denn John Middle School	Title, I Part A		\$3,000.00
Total:						\$17,500.00