

Denison Middle School



2019-20 Schoolwide Improvement Plan

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Denison Middle School

400 AVENUE A SE, Winter Haven, FL 33880

schools.polk-fl.net/denisonmiddle

Demographics

Principal: Terri Christian

Start Date for this Principal: 7/24/2015

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* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (45%) 2016-17: C (42%) 2015-16: D (39%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&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 Polk 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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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SIP Authority

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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.

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

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/or careers

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
Christian, Terri	Principal	<p>Common Planning (Science, Electives and CTE)</p> <p>Instructional Materials</p> <p>Finance (Budget and Internal Accounts)</p> <p>Supplies and Equipment</p> <p>Faculty Committees</p> <p>Student Activities/Awards</p> <p>Campus Supervision</p> <p>Fund Raisers</p> <p>Technology</p> <p>Staffing and Personnel</p> <p>Instructional Observations & Assessments</p> <p>School Advisory Council/School Improvement Plan</p> <p>Staff Development</p> <p>School Plant Management</p> <p>Plan and coordinate school-wide Professional Development</p> <p>Coordinate Training in Learning Communities</p> <p>Plan and coordinate regular Student/Teacher recognition</p> <p>SBLT</p>
Mills-Coleman, Mona	Instructional Coach	<p>Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</p> <p>Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</p> <p>Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</p> <p>Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</p> <p>Help teachers understand state and district mandates and how these mandates support student achievement.</p> <p>Provide support for school-based professional development to build the school's training capacity.</p> <p>Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> <p>Provide follow-up support at the school level for district professional development in assigned content area.</p>

Name	Title	Job Duties and Responsibilities
		<p>Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</p> <p>Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</p> <p>Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</p> <p>All other duties as assigned by the principal.</p>
Thomas, Curtis	Assistant Principal	<p>Common Planning (ELA and Reading)</p> <p>Discipline Director</p> <p>Discipline Plan</p> <p>School Plant Management</p> <p>Maintenance (work orders)</p> <p>Use of Facilities</p> <p>Custodial Staff, Services, and Supplies</p> <p>Energy Conservation</p> <p>Disaster Plans</p> <p>Property Records-Inventory</p> <p>Campus Supervision, Supervision of School Activities</p> <p>Duty Assignments</p> <p>Safety and Security</p> <p>Lesson Plan Review and Feedback</p> <p>Emergency Plans</p> <p>Drills and Drill Reporting</p> <p>Extra-Curricular Activities</p> <p>Instructional Observations & Assessments</p> <p>Non-Instructional Observations & Assessments-Secretaries</p> <p>Alternative Ed Programs</p> <p>Front Office Secretaries</p> <p>Safety Committee</p> <p>Additional duties as assigned by Principal</p>
Smith, Constance	Assistant Principal	<p>Common Planning (Math)</p> <p>Master Schedule</p> <p>Scheduling of Students</p> <p>Substitute Teachers</p> <p>Interns</p>

Name	Title	Job Duties and Responsibilities
		<p>Automated Grade Reporting Educational Research Staff Development & In-service Records Guidance Supervisor Instructional Materials Selection Beginning Teacher Requirements Instructional Observations & Assessments FTE Accounting Lesson Plan Review and Feedback Grade Distributions Grade/Credit Recovery Coordinator of Standardized Testing Non-Instructional Observations & Assessments- Paras Campus Supervision Plan Parent Nights/Open House/Title I/Family Nights (Events) Curriculum Committee Additional Duties as assigned by Principal</p>
Howard, Niculina	Other	<p>Monitor compliance of IEP completion and reevaluations Monitor compliance with ESE discipline procedures Develop, train, and assist staff in implementing programs Assist teachers in meeting student needs Work with Guidance office in areas related to ESE Work with teachers in providing least restrictive environment</p>
Kundu, Monali	Instructional Coach	<p>Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</p> <p>Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</p> <p>Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</p> <p>Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</p> <p>Help teachers understand state and district mandates and how these mandates support student achievement.</p> <p>Provide support for school-based professional development to build the school's training capacity.</p>

Name	Title	Job Duties and Responsibilities
		<p>Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> <p>Provide follow-up support at the school level for district professional development in assigned content area.</p> <p>Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</p> <p>Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</p> <p>Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</p> <p>All other duties as assigned by the principal.</p>
Cheatom, Lisa	Dean	<p>Common Planning (ELA and Reading)</p> <p>Discipline</p> <p>Campus Supervision</p> <p>Discipline Reports</p> <p>PBIS Implementation</p> <p>Work Extra-Curricular Activities</p> <p>Work Detail</p> <p>Coordinate and develop student clubs</p> <p>Mentor New teachers</p> <p>Health Coordinator</p> <p>United Way Coordinator</p> <p>Faculty Activities Committee</p> <p>Additional Duties as assigned by Principal</p>
Wilson, Marte	Assistant Principal	<p>Common Planning (Social Studies, Electives and CTE)</p> <p>Discipline</p> <p>Campus Supervision</p> <p>Lesson Plan Review and Feedback</p> <p>Key Distribution</p> <p>Substitute Key Sign In/Out</p> <p>Discipline Reports</p> <p>PBIS Team Leader</p> <p>Extra-Curricular Activities</p>

Name	Title	Job Duties and Responsibilities
		<p>Coordinate and serve as a liaison for the Pre-Academies</p> <p>Transportation</p> <p>Mentor New teachers</p> <p>Student Concerns Committee</p> <p>Additional Duties as assigned by Principal</p>
		<p>Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</p> <p>Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</p> <p>Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</p> <p>Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</p> <p>Help teachers understand state and district mandates and how these mandates support student achievement.</p>
Wilson, Charlene	Instructional Coach	<p>Provide support for school-based professional development to build the school's training capacity.</p> <p>Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> <p>Provide follow-up support at the school level for district professional development in assigned content area.</p> <p>Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</p> <p>Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</p> <p>Perform other responsibilities as assigned to support the implementation of</p>

Name	Title	Job Duties and Responsibilities
		standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
		All other duties as assigned by the principal.

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	234	217	307	0	0	0	0	758
Attendance below 90 percent	0	0	0	0	0	0	38	56	48	0	0	0	0	142
One or more suspensions	0	0	0	0	0	0	10	15	9	0	0	0	0	34
Course failure in ELA or Math	0	0	0	0	0	0	5	21	21	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	0	0	0	95	106	186	0	0	0	0	387

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	31	46	51	0	0	0	0	128

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	57	58	82	0	0	0	0	197
Students retained two or more times	0	0	0	0	0	0	3	5	8	0	0	0	0	16

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

52

Date this data was collected or last updated

Wednesday 7/24/2019

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	32%	48%	54%	35%	48%	52%
ELA Learning Gains	40%	52%	54%	48%	51%	54%
ELA Lowest 25th Percentile	42%	48%	47%	43%	43%	44%
Math Achievement	31%	50%	58%	24%	47%	56%
Math Learning Gains	38%	50%	57%	42%	50%	57%
Math Lowest 25th Percentile	37%	48%	51%	48%	46%	50%
Science Achievement	28%	44%	51%	30%	44%	50%
Social Studies Achievement	43%	72%	72%	53%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	234 (0)	217 (0)	307 (0)	758 (0)
Attendance below 90 percent	38 (0)	56 (0)	48 (0)	142 (0)
One or more suspensions	10 (0)	15 (0)	9 (0)	34 (0)
Course failure in ELA or Math	5 (0)	21 (0)	21 (0)	47 (0)
Level 1 on statewide assessment	95 (0)	106 (0)	186 (0)	387 (0)

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	30%	48%	-18%	54%	-24%
	2018	29%	41%	-12%	52%	-23%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	27%	42%	-15%	52%	-25%
	2018	25%	42%	-17%	51%	-26%
Same Grade Comparison		2%				
Cohort Comparison		-2%				
08	2019	31%	48%	-17%	56%	-25%
	2018	40%	49%	-9%	58%	-18%
Same Grade Comparison		-9%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	32%	47%	-15%	55%	-23%
	2018	22%	40%	-18%	52%	-30%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	25%	39%	-14%	54%	-29%
	2018	27%	40%	-13%	54%	-27%
Same Grade Comparison		-2%				
Cohort Comparison		3%				
08	2019	19%	35%	-16%	46%	-27%
	2018	23%	34%	-11%	45%	-22%
Same Grade Comparison		-4%				

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	25%	41%	-16%	48%	-23%
	2018	30%	42%	-12%	50%	-20%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	70%	-27%	71%	-28%
2018	71%	84%	-13%	71%	0%
Compare		-28%			

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	65%	50%	15%	61%	4%
2018	88%	60%	28%	62%	26%
Compare		-23%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	53%	40%	57%	36%
2018	0%	41%	-41%	56%	-56%
Compare		93%			

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	19	36	38	19	35	33	17	21			
ELL	9	31	37	14	34	34		58			
BLK	22	35	41	21	32	24	14	36	53		
HSP	30	41	43	28	38	39	30	43	74		
MUL	46	42		46	50						
WHT	45	45	42	46	44	70	40	48	72		
FRL	26	36	41	25	33	35	19	41	55		
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	17	35	29	15	43	40	14	60			
ELL	15	33	33	17	34	36		60			
ASN		70			60						
BLK	22	35	37	21	42	45	19	56	94		
HSP	29	39	33	30	44	41	29	54	73		
MUL	50			33							
WHT	46	46	34	44	49	38	43	93	72		
FRL	30	40	38	28	43	40	25	66	73		
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	14	41	40	10	35	38	17	40			
ELL	18	41	45	6	43	59		25			
BLK	24	37	35	14	40	44	22	38	42		
HSP	33	52	52	24	38	56	31	54	67		
MUL	62	58		50	64						
WHT	44	53	44	32	45	47	36	65	46		
FRL	30	46	43	20	39	46	22	53	48		

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)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	32
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	50
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Science showed the lowest performance. Science scored 28% which was a 3% decrease from the prior year. Contributing factors for the year were 4 of the 6 Science teachers were new. The School-Based Science Coach was new to the position and school this year as well.

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

Civics showed the greatest decline. The score in 2018 was 72% and declined 29% to a 43%. A contributing factor for the year was a change in the PCPS pupil progression scheduling plan. During the 2017-18 school year, the plan placed only ELA proficient students in Advanced Civics in seventh grade. In 2018-19, all level 1 and 2 eighth grade students were placed in regular Civics and ELA proficient students in seventh grade in Advanced Civics. Another factor was the resignation of a veteran Civics teacher in January. The district discontinued support for the Social Studies department. The district personnel was reassigned and not replaced for the remainder of the year.

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.

In comparison to the 2018 State proficiency average, Math proficiency in 2019 shows the greatest gap. The gap is 27% lower than the state average of 58%. A continuous turnover in math department staff was a contributing factor. The department had a total of 11 positions, seven of the teachers were new teachers, three of the new teachers resigned midyear, only one of these positions was filled with a certified teacher, the other were filled with long-term substitutes. The School-Based Math Coach

was new to the position, as well as the school this year and the support of a District-Math Coach was not assigned to the school for second semester.

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

ELA Bottom-Quartile shows the most improvement increasing from 35% (2018) to 42% (2019). Contributing factors are the changes we made to the process we used for data-chats, an increase in participation in the Accelerated Reader Program due to competitions and incentives for students, and the implementation of ELA Focus groups.

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

One area of concern is to reduce the number of disciplinary referrals for students who score a level 1 on FSA Reading and Math.

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

1. Classroom Management /Discipline support in all content areas
2. Fully Certified Staffed School
3. Rigorous instruction resulting in proficiency in all content areas
4. Professional development to support rigorous instruction.
5. MTSS and Rtl support for students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science
Rationale	The Science component showed the lowest performance. There was a 3% decrease from the prior year.
State the measurable outcome the school plans to achieve	Denison Middle School will increase Science proficiency to 48% overall for the 19-20 school year by providing support for all subgroups to close the achievement gaps and improve equity.
Person responsible for monitoring outcome	Terri Christian (terri.christian@polk-fl.net)
Evidence-based Strategy	Learning Sciences International strategies will be utilized to achieve rigorous classroom instruction for all students.
Rationale for Evidence-based Strategy	Learning Sciences International is built on Dr. Marzano's model of instruction that fosters essential teaching skills and strategies. These strategies are grounded in research conducted throughout the United States. These strategies will increase rigor for all within the classroom leading to increased performance for subgroups and a more equitable learning environment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide ongoing professional development for teachers on LSI strategies by LSI facilitators, school-based coaches, and administrative staff. Coaching supplies will be required to support LSI implementation. 2. Increase student cognitive engagement by providing cognitively complex tasks through the Orlando Science Center quarterly and Vernier Science probe labs. 3. Helps students to interact with Science content through the use of Gizmos on Ipads and laptops. 4. Provide actionable feedback for Science teachers through lesson planning, walkthroughs, and peer rigor walks. 5. Support classroom instruction by providing after-school tutoring. Tutoring will be provided by classroom teachers. Teachers will receive instructional supplies to include ink necessary to increase student mastery of standards. Provide tutoring for ELL students to increase proficiency. 6. Develop a cohesive system for collecting and analyzing data to understand, address and close achievement gaps for subgroups. 7. Provide diverse, culturally relevant learning experiences for students.
Person Responsible	Monali Kundu (monali.kundu@polk-fl.net)

#2	
Title	Mathematics
Rationale	Math proficiency showed the greatest gap compared to the state average. There is a 27% gap when compared to the state average.
State the measurable outcome the school plans to achieve	Denison Middle School will increase Math learning gains to 50% overall for the 19-20 school year by providing support for all subgroups to close the achievement gaps and improve equity.
Person responsible for monitoring outcome	Constance Smith (constance.smith@polk-fl.net)
Evidence-based Strategy	Learning Sciences International strategies will be utilized to achieve rigorous classroom instruction for all students.
Rationale for Evidence-based Strategy	Learning Sciences International is built on Dr. Marzano's model of instruction that fosters essential teaching skills and strategies. These strategies are grounded in research conducted throughout the United States. These strategies will increase rigor for all within the classroom leading to increased performance for subgroups and a more equitable learning environment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide ongoing professional development for teachers on LSI strategies by LSI facilitators, coaches, and administrative staff. Coaching supplies will be required to support LSI implementation. 2. Help students to interact with Math content through the use of laptops and ipads to support classroom instruction. 3. Help students to interact with Math content through the use of Gizmos and calculators. 4. Provide actionable feedback for Math teachers through lesson planning, walkthroughs, and peer rigor walks. 5. Help students process content by printing resource materials (FAIM) to support rigorous instruction. 6. Teachers will provide after-school tutoring focused on identified standards where student performance dictates a need for increased student mastery. 7. Provide student support through push-in and/or pull out support by the Math interventionist. Support provided is determined by progress monitoring data like STAR and quarterly assessments. 8. Through special activity requests, teachers and administrators will attend the LSI Summer conference to increase professional knowledge and strengthen LSI implementation. 9. Develop a cohesive system for collecting and analyzing data to understand, address and close achievement gaps for Hispanic students. 10. Provide diverse, culturally relevant learning experiences for students.
Person Responsible	Charlene Wilson (charlene.wilson@polk-fl.net)

#3	
Title	ELA
Rationale	ELA Bottom Quartile data showed the most improvement, increasing 7% to 42%. This is an area the school will continue to strengthen during the 19-20 school year.
State the measurable outcome the school plans to achieve	Denison Middle School will increase ELA bottom quartile gains to 50% overall during the 19-20 school year by providing support for all subgroups to close the achievement gap and improve equity.
Person responsible for monitoring outcome	Curtis Thomas (curtis.thomasjr@polk-fl.net)
Evidence-based Strategy	Learning Sciences International strategies will be utilized to achieve rigorous classroom instruction for all students.
Rationale for Evidence-based Strategy	Learning Sciences International is built on Dr. Marzano's model of instruction that fosters essential teaching skills and strategies. These strategies are grounded in research conducted throughout the United States. These strategies will increase rigor for all within the classroom leading to increased performance for subgroups and a more equitable learning environment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide ongoing professional development for ELA teachers on LSI strategies by LSI facilitators, school based coaches and administrators. Coaching supplies will be required to support implementation. A teacher professional library will be utilized to support teacher growth and development. 2. Help students practice skills, strategies, and processes through the purchase of library books to sustain AR participation. 3. Help students to interact with ELA content through the use of Ipads and laptops. Resource materials will be printed to help students process content. 4. Engage parents in student learning through quarterly mailings of student progress on STAR testing. 5. Provide actionable feedback for ELA teachers through lesson planning, walkthroughs, and peer rigor walks. 6. Help SWD process content by implementing Learning Strategies curriculum from SPDG focused on ELA. 7. Support classroom instruction by providing after-school tutoring. Classroom teachers will provide tutoring. Teachers will receive instructional supplies to include ink necessary to increase student mastery of standards. 8. Provide student support through push-in and/or pull out support by the Reading interventionist. Support provided is determined by progress monitoring data like STAR and quarterly assessments. 9. Provide professional development for Reading teachers utilizing Achieve 3000. Substitute teachers are utilized to cover classes while teacher participate in this professional development. Student performance will be monitored weekly by classroom teachers utilizing this program. A parent engagement night will be held to engage parents in the utilization of the program. 10. Provide field experiences and transportation like Theatre Winter Haven, Legoland, etc to support literacy instruction.

11. Develop a cohesive system for collecting and analyzing data to understand, address and close achievement gaps for subgroups.
12. Provide diverse, culturally relevant learning experiences for students.

Person Responsible Mona Mills-Coleman (mona.millscoleman@polk-fl.net)

#4

Title Social Studies

Rationale The Civics component showed the greatest decline of 29% from 72% in 2018 to 43% in 2019.

State the measurable outcome the school plans to achieve Denison Middle School will increase Civics proficiency to 66% overall during the 19-20 school year by providing support for all subgroups to close the achievement gap and improve equity.

Person responsible for monitoring outcome Marte Wilson (marte.wilson@polk-fl.net)

Evidence-based Strategy Learning Sciences International strategies will be utilized to achieve rigorous classroom instruction for all students.

Rationale for Evidence-based Strategy Learning Sciences International is built on Dr. Marzano's model of instruction that fosters essential teaching skills and strategies. These strategies are grounded in research conducted throughout the United States. These strategies will increase rigor for all within the classroom leading to increased performance for subgroups and a more equitable learning environment.

Action Step

Description

1. Help students practice skills, strategies, and processes through the purchase of library books to support Civics education.
2. Provide ongoing professional development for Social Studies teachers on LSI strategies by LSI facilitators, school-based coaches and administrators. Coaching supplies will be required to support implementation. A teacher professional library will be utilized to support teacher growth and development.
3. Help students to interact with Civics content using iPads and laptops. Resource materials will be printed to help students process content.
4. Provide actionable feedback for Social Studies teachers through lesson planning, walkthroughs, and peer rigor walks.
5. Support classroom instruction by providing after-school tutoring. Classroom teachers will provide tutoring. Teachers will receive instructional supplies to include ink necessary to increase student mastery of standards.
6. Develop a cohesive system for collecting and analyzing data to understand, address and close achievement gaps for African American students.
7. Provide diverse, culturally relevant learning experiences for students.

Person Responsible Mona Mills-Coleman (mona.millscoleman@polk-fl.net)

#5	
Title	Discipline
Rationale	There was an increase in student disciplinary incidents to 3,288 for the 18-19 school year compared to 2,713 incidents during the 17-18 school year. It is essential that the right conditions for learning are in place for rigorous instruction to take place.
State the measurable outcome the school plans to achieve	Denison Middle School will reduce disciplinary referrals by 50% during the 19-20 school year.
Person responsible for monitoring outcome	Curtis Thomas (curtis.thomasjr@polk-fl.net)
Evidence-based Strategy	Learning Sciences International strategies will be utilized to achieve rigorous classroom instruction through monitoring the learning environment for all students.
Rationale for Evidence-based Strategy	Learning Sciences International is built on Dr. Marzano's model of instruction that fosters essential teaching skills and strategies. These strategies are grounded in research conducted throughout the United States. These strategies will increase rigor by setting the conditions leading to increased performance for subgroups and a more equitable learning environment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide ongoing professional development for teachers on LSI strategies by LSI facilitators, school-based coaches and administrators. Coaching supplies will be required to support implementation. A teacher professional library will be utilized to support teacher growth and development. 2. Help students practice established rules and procedures and celebrate student progress through positive behavior support cards. 3. Monitor student behavior utilizing schoolwide PBIS system and celebrate student success. 4. Help SWD practice skills, strategies, and processes through SPDG learning strategies curriculum. 5. Provide actionable feedback for all teachers through walkthroughs, data review and peer rigor walks. 6. Monitor student disciplinary incidents entered in RtI:B and Focus. The PBIS committee will develop strategies and interventions to reduce undesirable behavior and increase desirable behaviors. 7. Develop a cohesive system for collecting and analyzing discipline data to understand, address and decrease discipline disparities between African American students and other races.
Person Responsible	Marte Wilson (marte.wilson@polk-fl.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).

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 attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

- Champs
- PBIS
- Mentoring Programs

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

- Middle school parent event for incoming 6th graders
- 8th graders visiting/touring high schools
- High school parent event for incoming 9th graders
- Career Academies
- WE3 Expo

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.

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their

zoned school.

- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.

- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

- o Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school's SIP.

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

- Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students to connect to real world experiences.

- Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning.

Part V: Budget

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

1	III.A.	Areas of Focus: Science				\$319,641.40
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0491 - Denison Middle School	UniSIG		\$148,000.00
<i>Notes: Recruitment/Retention Stipends</i>						
	5100	130-Other Certified Instructional Personnel	0491 - Denison Middle School	UniSIG		\$12,000.00
<i>Notes: Recruitment/Retention Stipends</i>						
	5100	150-Aides	0491 - Denison Middle School	UniSIG		\$3,000.00
<i>Notes: Recruitment/Retention Stipends</i>						
	5100	220-Social Security	0491 - Denison Middle School	UniSIG		\$12,469.50
<i>Notes: Recruitment/Retention Stipends</i>						
	5100	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$309.70

			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	120-Classroom Teachers	0491 - Denison Middle School	UniSIG		\$32,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	150-Aides	0491 - Denison Middle School	UniSIG		\$7,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	220-Social Security	0491 - Denison Middle School	UniSIG		\$2,983.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$74.10
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	130-Other Certified Instructional Personnel	0491 - Denison Middle School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	220-Social Security	0491 - Denison Middle School	UniSIG		\$612.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$15.20
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	130-Other Certified Instructional Personnel	0491 - Denison Middle School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	220-Social Security	0491 - Denison Middle School	UniSIG		\$306.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$7.60
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	130-Other Certified Instructional Personnel	0491 - Denison Middle School	UniSIG		\$12,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	220-Social Security	0491 - Denison Middle School	UniSIG		\$918.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$22.80
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	110-Administrators	0491 - Denison Middle School	UniSIG		\$16,000.00

			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	160-Other Support Personnel	0491 - Denison Middle School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	220-Social Security	0491 - Denison Middle School	UniSIG		\$1,530.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$38.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	644-Computer Hardware Non-Capitalized	0491 - Denison Middle School	UniSIG		\$20,800.00
			<i>Notes: Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 25 laptops</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0491 - Denison Middle School	UniSIG		\$1,264.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 1 laptop cart</i>			
	5100	644-Computer Hardware Non-Capitalized	0491 - Denison Middle School	UniSIG		\$9,880.00
			<i>Notes: Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 25 iPads</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0491 - Denison Middle School	UniSIG		\$1,618.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 1 iPad Cart</i>			
	5100	519-Technology-Related Supplies	0491 - Denison Middle School	UniSIG		\$950.00
			<i>Notes: Technology-Related Supplies Technology-Related Supplies - 25 iPad cases</i>			
	5100	644-Computer Hardware Non-Capitalized	0491 - Denison Middle School	UniSIG		\$929.00
			<i>Notes: Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 1 iPad Pro</i>			
	5100	519-Technology-Related Supplies	0491 - Denison Middle School	UniSIG		\$150.00
			<i>Notes: Technology-Related Supplies Technology-Related Supplies - 1 iPad Pro case</i>			
	5100	519-Technology-Related Supplies	0491 - Denison Middle School	UniSIG		\$150.00
			<i>Notes: Technology-Related Supplies Technology-Related Supplies - 1 Apple TV</i>			
	5100	510-Supplies	0491 - Denison Middle School	UniSIG		\$4,566.00
			<i>Notes: Instructional supplies - Vernier Science Probe Lab Stations</i>			

	5100	369-Technology-Related Rentals	0491 - Denison Middle School	UniSIG		\$48.00
			<i>Notes: Technology-Related Rentals Technology-Related Rentals - of educational software and online subscriptions - Vernier Site License</i>			
	5100	369-Technology-Related Rentals	0491 - Denison Middle School	UniSIG		\$5,000.00
			<i>Notes: Technology-Related Rentals Technology-Related Rentals - of educational software and online subscriptions - Gizmos - math and science</i>			
	5100	310-Professional and Technical Services	0491 - Denison Middle School	UniSIG		\$9,000.00
			<i>Notes: Professional and Technical Services - 3 instructional sessions w/ Orlando Science Center</i>			
2	III.A.	Areas of Focus: Mathematics				\$6,917.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0491 - Denison Middle School	UniSIG		\$4,917.00
			<i>Notes: Instructional Supplies - calculators</i>			
	5100	390-Other Purchased Services	0491 - Denison Middle School	UniSIG		\$2,000.00
			<i>Notes: Printing Services - FAIM materials</i>			
3	III.A.	Areas of Focus: ELA				\$39,878.03
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6200	610-Library Books	0491 - Denison Middle School	UniSIG		\$19,541.03
			<i>Notes: Library Books Library Books - Supplemental media materials and books - Level books, science books, music books</i>			
	6150	370-Communications	0491 - Denison Middle School	UniSIG		\$1,837.00
			<i>Notes: Postage</i>			
	5100	510-Supplies	0491 - Denison Middle School	UniSIG		\$5,000.00
			<i>Notes: Supplies - Instructional - paper, markers, post its, composition notebooks, binders, folders</i>			
	5100	519-Technology-Related Supplies	0491 - Denison Middle School	UniSIG		\$4,000.00
			<i>Notes: Technology-Related Supplies - ink</i>			
	6400	510-Supplies	0491 - Denison Middle School	UniSIG		\$3,500.00
			<i>Notes: Coach Supplies - Instructional - paper, markers, post its, composition notebooks, binders, folders,</i>			
	6400	519-Technology-Related Supplies	0491 - Denison Middle School	UniSIG		\$3,000.00
			<i>Notes: Technology-Coach Related Supplies - ink</i>			
	6400	510-Supplies	0491 - Denison Middle School	UniSIG		\$2,500.00

			<i>Notes: Coach Instructional Supplies - PD books</i>			
	6400	369-Technology-Related Rentals	0491 - Denison Middle School	UniSIG		\$500.00
			<i>Notes: Technology-Related Rentals - of educational software and online subscriptions - Educational periodical subscription for teachers</i>			
4	III.A.	Areas of Focus: Social Studies				\$0.00
5	III.A.	Areas of Focus: Discipline				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	370-Communications	0491 - Denison Middle School	UniSIG		\$1,000.00
			<i>Notes: Positive Behavior Support Cards - Printing Services</i>			
Total:						\$379,230.50