School District of Osceola County, FL

Denn John Middle School

2020-21 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: 6/1/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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)	**2019-20 Title I School**	**2019-20 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	91%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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. Other responsibilities include: Budget, non-classroom instructional evaluations, ELA/ Reading and ESE administrator, SAC administrator, Title I administrator, Threat Assessment.
Bonet, Alexa	Instructional Coach	A. Bonet, Instructional Coach (math and science)- 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. Other responsibilities: Math Olympiad, Pi Night, and STEM Night.
Cruz, Evelyn	School Counselor	E. Cruz, Guidance Counselor - Will provide support for staff and students in areas of mental health and behavior. Is assigned students (m-z) for counseling case load, bullying prevention, Post OSS counseling, career choices, AXIS placement, Duke/Osceola Tip, FIT students, Dean club cards
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. Other responsibilities: Surveys, Literacy Night, Professional Development.
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. Will monitor master schedule to ensure student interventions are implemented for TIer 2 and Tier 3 students. Also part of the Literacy Team. Other responsibilities are: school enrollment, SAI Programs, Grad recovery, social studies/ elective administrator, 6th grade orientation, MTSS, and AVID.
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. Other responsibilities: bullying, transportation, MTSS, ESE development, mentor programs, Saturday School, PBIS, school pictures.

Name	Title	Job Duties and Responsibilities
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. Other responsibilities: bullying, detention, YMCA coordinator, testing coordinator, safety drills, facilities.
Perlaza, Dania	Assistant Principal	D. Perlaza, 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. Other responsibilities: professional development, supervision coverage, facilities, discipline, math/science administrator, crisis/emergency management plan, summer programs, promotion/AP/retention letters, testing administrator, social media, drills reports (fire, tornado, lockdown)
Churchill-Friend , Margaret	School Counselor	M. Churchill, Guidance Counselor- Will provide support for staff and students in areas of mental health and behavior. Is assigned students (a-l) for counseling case load, bullying prevention, post OSS counseling, Threat assessments, bullying prevention, HS credit letters, 504, career choices, Disney Dreamer and Doer, Dean's club cards, AB &B honor roll
Cruz, Maria	Other	M. Cruz, Program Specialist- will assist the leadership team and staff in meeting the needs of our ESOL students. Responsibilities are: ESOL compliance, multicultural events, ESOL grants, ESOL task force
Rychert, Tia	Other	T. Rychert, RCS will assist the leadership team and staff in meeting the needs of our ESE students. Responsibilities are: ESE compliance, assisting ESE staff, monitor ESE coverage.
Hernandez Portilla, Gisselle	Other	Ms. Shurte, Reading Interventionist, MTSS academic/behavior Coach and tier 3 interventionist

Demographic Information

Principal start date
Monday 6/1/2015, Michael Ballone

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
19

Total number of teacher positions allocated to the school
72

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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Support Tier	
ESSA Status	TS&I
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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	319	323	315	0	0	0	0	957
Attendance below 90 percent	0	0	0	0	0	0	64	77	80	0	0	0	0	221
One or more suspensions	0	0	0	0	0	0	43	36	47	0	0	0	0	126
Course failure in ELA	0	0	0	0	0	0	0	9	12	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	107	131	111	0	0	0	0	349
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	49	62	60	0	0	0	0	171

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	3	4	8	0	0	0	0	15

Date this data was collected or last updated

Tuesday 6/9/2020

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	
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	

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	
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	

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**	
	(0)	(0)	(0)	0 (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.

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%				
Cohort Comparison		8%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	36%	42%	-6%	48%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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			

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
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
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%	2
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%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0

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%	0

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%	0

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. 6th grade was a particular area of concern for ELA. 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. Additionally, lack of consistent PBIS use contributed to student behavior concerns which translated to low academic performance.

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?

In reviewing the data it appears that the majority of our students who fall under the EWS data are from 7th 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
5. ESSA Data for SWD and ELL

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Learning gains for 6th and 7th grade math, lowest quartile decreased, and 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. Another factor was the lack of efficacy in implementing MTSS process of our lowest quartile.
Measurable Outcome:	Our lowest quartile learning gains will increase from 37% to 50%. Our overall math learning gains will increase from 45% to 57%. Math achievement will increase from 44% to 47%. Algebra I EOC achievement level will increase from 83% to 100%. Geometry EOC achievement level will increase from 95% to 100%.
Person responsible for monitoring outcome:	Alexa Bonet (alexa.bonet@osceolaschools.net)
Evidence-based Strategy:	PLC's will analysis student data to identify the needs of individual students as well as the progress and needs of their classes. Based on these result students that are in need of extra help will be placed in an intervention class to get the help they need.
Rationale for 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. PLCs enable teachers to learn continuously via shared planning and critical examination of student data to determine what processes are successful and which are not, thereby enhancing student achievement (Defour,Defour, Eaker, May, Matto 2006).

Action Steps to Implement

1. Math teachers will follow Tier 2 Intervention plans during Ignite period to close learning gaps of identified students. Ignite period will be fluid, based on student data. Tier 3 Intervention will be provided to students who are not being successful.

Person Responsible	Alexa Bonet (alexa.bonet@osceolaschools.net)

2.Data Analysis will be the driving force or all the decisions that are taken through PLCs and Stocktakes. All teachers will attend a Data Analysis PD. Teachers will analyze assessments and determine individual student needs based on student data. Teachers will provide interventions as needed and reassess students to monitor their learning. During PLCs, teachers will continue to review student data and determine appropriate next steps based on individual student needs. 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 and increase student achievement.

Person Responsible	Alexa Bonet (alexa.bonet@osceolaschools.net)

Read, Write, Talk, Solve will be incorporated in the math classes with fidelity. The goal is to increase literacy in the math classroom. Students will answer at least one open response question daily.

Person Responsible	Alexa Bonet (alexa.bonet@osceolaschools.net)

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.

Person Responsible	Sugeily Dolhon (sugeily.dolhon@osceolaschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	We are going to focus on the growth of our ESE population. It was identified by ESSA Federal Index data that shows that we are below the 41% level for compliance. This will assure that we are meeting the needs of this subgroup.
Measurable Outcome:	It is our goal to move from 21% to 41% on the federal index.
Person responsible for monitoring outcome:	Tia Rychert (tia.rychert@osceolaschools.net)
Evidence-based Strategy:	The students will be assigned to a specific VE teachers that will monitor their progress and assist when needed to assure that the students are growing. Through the MTSS process high need students will be identified and placed in the Ignite Class (homeroom) with their VE teacher to receive extra help. The ignite class will be fluid and students will be placed in and taking out based on need.
Rationale for Evidence-based Strategy:	The rational for monitoring and working with students in small groups is that it will allow us to focus on each students individual needs. This rational is based on Hattie's meta-analysis on small group instruction and it's impacts on student success (Hattie, 2009)

Action Steps to Implement

Place students in their their proper support classes in the master schedule.

Person Responsible	Sugeily Dolhon (sugeily.dolhon@osceolaschools.net)

Monitor students' progress through assessment and classwork.

Person Responsible	Tia Rychert (tia.rychert@osceolaschools.net)

Through the MTSS process we will identify students that need extra help.

Person Responsible	Sugeily Dolhon (sugeily.dolhon@osceolaschools.net)

We will place these students in a homeroom class with their support teacher.

Person Responsible	Sugeily Dolhon (sugeily.dolhon@osceolaschools.net)

The support teacher will give additional instruction based on the student's needs.

Person Responsible	Tia Rychert (tia.rychert@osceolaschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	PLC's will analysis student data to identify the needs of individual students as well as the progress and needs of their classes. Based on these result students that are in need of extra help will be placed in an intervention class to get the help they need.
Measurable Outcome:	ELA lowest quartile learning gains will improve by 14 percentile points to 42%. ELA gains will increase 5 percentile points to 47%. ELA achievement will increase 3 percentile points to 42%.
Person responsible for monitoring outcome:	Lana Tessler (lana.tessler@osceolaschools.net)
Evidence-based Strategy:	Through the PLC process 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:	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. PLCs enable teachers to learn continuously via shared planning and critical examination of student data to determine what processes are successful and which are not, thereby enhancing student achievement (Defour,Defour, Eaker, May, Matto 2006).

Action Steps to Implement

The hiring, placement, support, and retention of effective and certified teachers in ELA positions. .

Person Responsible	Henry Hoyle (henry.hoyle@osceolaschools.net)

Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. Tier 2 instruction will occur in pull out groups and during IGNITE.

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

Teachers will provide Tier 3 instruction based on gaps in literacy foundations: Phonics, phonemic awareness, and fluency. This will occur in pull out groups supported by the MTSS team, Literacy Coach, and Reading Interventionist. 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.

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

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 lessons for all. Tier 1 support will be on shifting learning and engagement to students. Professional development will target data analysis, shifting learning to students, use of Read, Write, Talk, Solve and standards based planning.

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

The literacy coach and leadership team 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.

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

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 comprehension in small groups in class, during IGNITE time, and with pull out support from MTSS and the Literacy Coach.

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

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

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

During PLCs teachers will continue to view and discuss student data and determine appropriate next steps based on individual student sneeds.

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

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

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

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.

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

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 program.

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

IGNITE period will provide structured Tier 2 intervention with specific, consistent standards based lesson plans targets to deficient ELA standards and provide support for students. Students will complete mini-assessments in IGNITE after remediation and will be provided additional Tier 3 remediation as needed.

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

#4. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	We are going to focus on the growth of our ELL population. It was identified by ESSA Federal Index data that shows that we are below the 41% level for compliance. This will assure that we are meeting the needs of this subgroup.
Measurable Outcome:	It is our goal to move from 39% to 45% on the federal index.
Person responsible for monitoring outcome:	Maria Cruz (maria.cruz@osceolaschools.net)
Evidence-based Strategy:	We will provide one on one assistance to our ELL population in needed academic areas. We will continue to provide the English Language Development class to our NES students.
Rationale for Evidence-based Strategy:	The rational of monitoring and working with students one on one is that it will allow us to focus each students individual needs. Teachers will also use glossaries, cloze exercises, small instruction, increased visuals, and increase use of elevations to monitor student learning. This rational is based on Hattie's meta-analysis on small group instruction and it's impacts on student success (Hattie, 2009)

Action Steps to Implement

1. ELL Task force will focus on improving students' assessments and assignments in the areas of civics, science and math.

Person Responsible   Maria Cruz (maria.cruz@osceolaschools.net)

Data of students' progress would be collected at the progress report mark with an emphasis on the lowest quartile in academic areas: ELA, Math, Science, Civics/History

Person Responsible   Maria Cruz (maria.cruz@osceolaschools.net)

Analyze data in conjunction with their respective teachers.

Person Responsible   Maria Cruz (maria.cruz@osceolaschools.net)

Develop a plan of improvement to ensure accountability and Monitoring of student academic progress.

Person Responsible   Maria Cruz (maria.cruz@osceolaschools.net)

Provide the needed assistance through:
a. Individualized intervention as needed
b. Small group instruction
c. Mentor students in need of additional supportIn order to better support ELL students, teachers will receive additional support and professional development in ELL strategies including vocabulary strategies, chunk strategies, and language support..

Person Responsible   Maria Cruz (maria.cruz@osceolaschools.net)

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	In order to increase science achievement scores, we need to improve instructional practices. Our teachers will work on teaching strategies such as: ADI, Paige Keele probes, 5Es, and note taking.
Measurable Outcome:	Our overall science achievement will increase from 36% to 40%. Our overall Biology pass rate will remain at 100%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	PLC's will analysis student data to identify the needs of individual students as well as the progress and needs of their classes. Based on these result students that are in need of extra help will be placed in an intervention class to get the help they need.
Rationale for 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. PLCs enable teachers to learn continuously via shared planning and critical examination of student data to determine what processes are successful and which are not, thereby enhancing student achievement (Defour,Defour, Eaker, May, Matto 2006).

Action Steps to Implement

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.

Person Responsible Dania Perlaza (dania.perlaza@osceolaschools.net)

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.

Person Responsible Dania Perlaza (dania.perlaza@osceolaschools.net)

Additional support will be prepared and implemented for all students based on NWEA 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.

Person Responsible Dania Perlaza (dania.perlaza@osceolaschools.net)

#6. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Through the process of PLC's, we will improve learning gains in Civics. 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.
Measurable Outcome:	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:	PLC's will analysis student data to identify the needs of individual students as well as the progress and needs of their classes. Based on these result students that are in need of extra help will be placed in an intervention class to get the help they need.
Rationale for 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. PLCs enable teachers to learn continuously via shared planning and critical examination of student data to determine what processes are successful and which are not, thereby enhancing student achievement (Defour, Defour, Eaker, May, Matto 2006).

Action Steps to Implement

The hiring placement, support, and retention of effective and certified teachers in Social Studies and Civics positions.

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

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.

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

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.

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

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.

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

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

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

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

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

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)

#7. Other specifically relating to Post Secondary Culture for all Students	
Area of Focus Description and Rationale:	Through the process of PLC's we will create a mindset of post secondary culture for students. 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.
Measurable Outcome:	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:	Sugeily Dolhon (sugeily.dolhon@osceolaschools.net)
Evidence-based Strategy:	PLCs will work in collaboration to present rigorous standards-based instruction to push students to reach their full potential. We will expand the number of student enrolled in acceleration. 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. This rationale is based on Hattie's description of setting educational goals which results in .49 effect size (Hattie, 2009).

Action Steps to Implement

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.

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.

Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

Person Responsible	Dania Perlaza (dania.perlaza@osceolaschools.net)

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.

Person Responsible	Henry Hoyle (henry.hoyle@osceolaschools.net)

Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.

Person Responsible	Dania Perlaza (dania.perlaza@osceolaschools.net)

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.

Person Responsible Dania Perlaza (dania.perlaza@osceolaschools.net)

Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

Person Responsible Dania Perlaza (dania.perlaza@osceolaschools.net)

A PLC Guiding Coalition will be formed to oversee the process.

Person Responsible Dania Perlaza (dania.perlaza@osceolaschools.net)

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 Dania Perlaza (dania.perlaza@osceolaschools.net)

Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.

Person Responsible Dania Perlaza (dania.perlaza@osceolaschools.net)

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.

Person Responsible Dania Perlaza (dania.perlaza@osceolaschools.net)

Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

Person Responsible Dania Perlaza (dania.perlaza@osceolaschools.net)

A PLC Guiding Coalition will be formed to oversee the process.

Person Responsible Dania Perlaza (dania.perlaza@osceolaschools.net)

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 Dania Perlaza (dania.perlaza@osceolaschools.net)

#8. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	We will increase access to recreational activities and cultural events for low income students. 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.
Measurable Outcome:	We will increase participation in PBiS social events by 5%.
Person responsible for monitoring outcome:	Lori Perkins (lori.perkins@osceolschools.net)
Evidence-based Strategy:	We are going to restructure our PBiS program and reteach the FIRE expectation to both students and staff. Through PBiS we will provide students with recreational, cultural and fun activities that provide incentives to breathe FIRE and we will give supports to help them be successful.
Rationale for Evidence-based Strategy:	The rational for using PBiS is to provide the students with incentive and the skills to be successful in the classroom and in life. PBiS provides schools with effective systemic support for challenging behaviors (Anderson & Kincaid, 2005).

Action Steps to Implement

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.

Person Responsible	Lori Perkins (lori.perkins@osceolschools.net)

The PBIS team will provide incentive opportunities for students. Weekly incentives will be offered for students through use of school based rewards. Quarterly events will be arranged for each grade level to support use of the PBIS system.

Person Responsible	Lori Perkins (lori.perkins@osceolschools.net)

The PBIS team will meet monthly to monitor usage of the PBIS system through discipline data and to plan events that will support student interest.

Person Responsible	Lori Perkins (lori.perkins@osceolschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We have Stocktake meetings monthly to identify what is working, what is not working, and other areas of need.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Through the use of PBIS, we utilize mentoring opportunities, professional development and a full incentive system for students. The use of school based rewards and quarterly events is implemented regularly. The PBIS team meets monthly to monitor and discuss the culture of the school. The team also utilizes discipline data regularly to guide decisions for interventions. We continue to expose students to a variety of social events regardless of financial barriers. Through the use of Dragon Dollars students are afforded the opportunity to participate in these events. Due to the nature of these social events, parents are naturally involved with additional communication and when appropriate they attend. Parent information nights held on campus promote healthy parent involvement, FIRE expectations and enrichment opportunities while teaching instructional and academic intervention options for home use.

A positive culture is also cultivated through the use of our Mood Meter for emotional self monitoring. Teachers, staff and students build relationships as well as provide support for each other during the school day as Mood Meters are infused into all aspects of learning. These tangible tools are intended to decrease outbursts and encourage the regular use of conflict resolution strategies. In turn, this practice teaches compassion for others and self awareness.

Monthly monitoring of Tier 2 and Tier 3 students are held to consider academic and behavior progress. Strategies are explicitly planned for intervention with behavior as well as academic needs.

Specific mentoring programs have been developed and implemented for out Tier 3 students' needs. The mentoring focuses on supporting behavior concerns. Specific teachers are selected to work with these students based on rapport and skills. Pearls (girls) and Dapper Dragons (boys) meet weekly with mentors to debrief about any issues concerning them while refining social/emotional skills. These groups are more informal in nature with a relationship building focus in mind.

Ignite classes provide the setting for Tier 2 and Tier 3 academic mentoring opportunities. The Reading and Math coaches directly lead these mentoring groups that are fluid from quarter to quarter.

Character education is also woven into our Academic Lab and In School Suspension classrooms for retrace positive responses in high emotional times and to remedy a lack of conflict resolution strategies.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
6	III.A.	Areas of Focus: Instructional Practice: Social Studies				$0.00
7	III.A.	Areas of Focus: Other: Post Secondary Culture for all Students				$0.00
8	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1000	239-Other	0091 - Denn John Middle School	School Improvement Funds		$4,500.00
					Total:	$4,500.00