

Polk County Public Schools

Denison Middle School



2020-21 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: 6/3/2015

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* 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%)
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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Denison Middle School

400 AVENUE A SE, Winter Haven, FL 33880

schools.polk-fl.net/denisonmiddle

School Demographics

School Type and Grades Served (per MSID File)	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	79%

School Grades History

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

School Board Approval

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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, position title, and job duties/responsibilities 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
		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
Howard, Niculina	Other	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
Cheatom, Lisa	Dean	Common Planning (ELA and Reading) Discipline Campus Supervision Discipline Reports PBIS Implementation Work Extra-Curricular Activities Work Detail Coordinate and develop student clubs Mentor New teachers Health Coordinator United Way Coordinator Faculty Activities Committee Additional Duties as assigned by Principal
Wilson, Marte	Assistant Principal	Common Planning (Social Studies, Electives and CTE) Discipline Campus Supervision Lesson Plan Review and Feedback Key Distribution Substitute Key Sign In/Out Discipline Reports PBIS Team Leader Extra-Curricular Activities

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>
Wilson, Charlene	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> <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.

Demographic Information

Principal start date

Wednesday 6/3/2015, Terri Christian

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.*

0

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.*

4

Total number of teacher positions allocated to the school

51

Demographic Data

2020-21 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* 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%)
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 .	

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	217	235	328	0	0	0	0	780	
Attendance below 90 percent	0	0	0	0	0	0	57	66	65	0	0	0	0	188	
One or more suspensions	0	0	0	0	0	0	79	66	81	0	0	0	0	226	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	69	78	137	0	0	0	0	284	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	76	81	143	0	0	0	0	300	
Dec. 2019 - STAR Reading - level 1	0	0	0	0	0	0	92	97	122	0	0	0	0	311	
Dec 2019 - STAR Math - level 1	0	0	0	0	0	0	98	81	96	0	0	0	0	275	

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	118	120	168	0	0	0	0	406	

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	2	5	4	0	0	0	0	11

Date this data was collected or last updated

Wednesday 6/3/2020

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	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

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	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	

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	
	(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	30%	48%	-18%	54%	-24%
	2018	29%	41%	-12%	52%	-23%
Same Grade Comparison		1%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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%				
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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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		

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
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
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%	1
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%	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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
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%	0
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%	0
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%	0
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%	0
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%	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.

Science showed the lowest performance. Science scored 28% which was a 3% decrease from the prior year.

Students in Science did not have consistent Science teachers the prior year resulting in an 8th grade cohort that lacked adequate prior knowledge. In addition, over 50% of the Science teachers were new to the school.

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

Civics had the greatest decline from the prior year. Civics scores dropped 28% points from the prior year. The PCPS district's course progression changed during this year. This was the first year that 8th grade students took the Civics EOC. In previous year's, only ELA proficient students were tested. Additionally, there were several staff changes that occurred during the school year. This led to a break in continued instruction for students enrolled in Civics classes.

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.

Math proficiency showed the greatest gap compared to the state average. There was a 27% point difference between the school and state average. Staffing was a concern during the school year. 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 positions were filled with long-term substitutes.

Finding qualified teachers to fill the open positions was a challenge.

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

Mathematics 8th grade, Algebra, Geometry,

STAR Data reflects an increase from 35% proficiency to 41% for 8th grade Math students. Algebra students show proficiency in the 90% range and Geometry students 100% proficiency. 8th Grade ELA showed a slight gain on STAR data increasing from 22% proficiency to 25%. SWD increased from 14% Proficiency to 22% proficiency. African American students increased from 38% to 46% proficiency, Hispanic students increased from 42 to 49% proficiency, ELL students increased from 18 to 23% proficiency. White students were 63% proficient from 54%. There is more work to do and it is encouraging to see the data move in a positive direction. We will also incorporate ESOL tutoring for math utilizing the ESOL para in the math classes. In Algebra and Geometry, Hispanic students had the highest proficiency at 95%, followed by white students at 90%, African American students at 84% and economically disadvantaged students at 88%.

Actions taken were helping students to interact with Math content through the use of laptops and ipads to support classroom instruction, and the use of Gizmos and calculators. Teachers were provided actionable feedback through lesson planning, walkthroughs, and peer rigor walks. The school day was modified to allow for the incorporation of remediation/acceleration. Teachers analyzed the data and created remediation plans based on progress monitoring data. A block

schedule was followed on these two days every week. Students earned stickers for a PBIS focus and a quick reward in the afternoon.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

There are 406 students with 2 or more EWS indicators. This is over 50% of the student population.

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

1. Consistent instruction
2. Staff attendance
3. Student Attendance
4. Disciplinary practices
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Early Warning Systems**Area of Focus Description and Rationale:**

Early Warning System (EWS) basic premise is that the earlier and more accurately we are able to predict potential risks, the more likely we are able to manage and mitigate the impact. By identifying students early, educators can target interventions and supports to help students to achieve readiness and success. Research shows that schools who use this data effectively can improve attendance, increase course completion and promote on-time graduation for students. Review of student EWS data reveals that 406 out of 780 or 52% have two or more indicators. Indicators identified were attendance below 90 percent, one or more suspensions, and level 1 on 2019 statewide ELA and Math assessments. Through a focus on culture and environment, Denison Middle aims to positively impact our Early Warning Systems data.

Measurable Outcome:

Denison Middle School will increase student and teacher attendance data to reflect or exceed our district's attendance data during the 2020-2021 school year. Current data reflects student attendance at the district level to be 29% of students were present greater than 98% of the time while school data reflects 22% were present greater than 98% of the time. Teacher attendance data for the district reflects 19% of teachers were not present 90% of the time while school data reflects 30% of teachers were not present 90% of the time. When students and staff are absent student achievement and school culture are negatively impacted.

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. The LSI teaching map includes conditions for the learning environment. When the proper conditions are established this will lead to improved student and teacher attendance.

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 Steps to Implement**Campus School**

- Develop a comprehensive discipline plan and train students and staff on schoolwide expectations.
- Monitor implementation of the comprehensive discipline plan and provide actionable feedback for teachers through walkthroughs, data review and peer rigor walks.
- Monitor student disciplinary incidents entered in behavioral database system and share this data with the schoolwide PBIS committee. The PBIS committee will develop strategies and interventions to reduce the undesirable behavior and increase the desirable behaviors.
- Initiate the MTSS process early with students with identified behaviors.

eSchool

- Develop a comprehensive discipline plan and train students and staff on schoolwide expectations.
- Educate students on digital etiquette.
- Monitor implementation of the comprehensive discipline plan and provide actionable feedback for teachers through observations and data review.
- Monitor student disciplinary incidents entered in behavioral database system and share this data with the schoolwide PBIS committee. The PBIS committee will develop strategies and interventions to reduce the

undesirable behavior and increase the desirable behaviors.

-Initiate the MTSS process early with students with identified behaviors.

Person Responsible Curtis Thomas (curtis.thomasjr@polk-fl.net)

Campus and eSchool

-Monitor student and teacher attendance.

-Provide regular incentives that promote the importance of school attendance with the assistance of community stakeholders.

-Provide professional development on attendance protocols and monitor for compliance.

-Foster a growth mindset by posting positive growth mindset visuals around the school campus and educating students and staff on Carol Dweck's work.

-Establish a "buddy" system with teachers to create a positive culture and school environment.

Person Responsible Marte Wilson (marte.wilson@polk-fl.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	The key component to all learning is reading comprehension and the ability to express new learning through writing. Students will improve their comprehension of complex texts so they can use reading and writing for inquiry learning, thinking and communicating. When students comprehend content, they are motivated and intrigued to learn. School-wide data shows that proficiency levels in ELA (32%), Math (31%), Science (28%), and Social Studies (43%) are below the District levels. Through a comprehensive school-wide reading and writing emphasis, students will show gains across all curriculum areas.
Measurable Outcome:	Denison Middle School will increase learning gains by 5% on FSA for ELA 45% and Math 43% and increase proficiency by 5% for Civics 48%, Science 33% and acceleration 74%. We will decrease the disparity for all subgroups (African Americans, Students with Disabilities, Economically Disadvantaged, English Language Learners, and Hispanic) to close the achievement gap 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. Evidence based strategies will be implemented through school-wide use of Smart 7 Strategy for reading comprehension, and RACES to guide writing short or extended responses to specific content inquiry.
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 Steps to Implement**Campus Learning**

- Help students interact with all content areas through the use of iPads and laptops (Gizmos, Achieve 3000, ImagineMath, etc)
- Support classroom instruction by providing after-school tutoring provided by teachers in core content areas
- Help students process content by printing resource materials (FAIM, Engage NY) to support rigorous instruction
- Provide student support through push-in and/or pull out support by the Math and Reading interventionist and para professionals
- Purchase library books to foster a culture of learning and increase AR participation
- Help SWD process content by implementing Learning Strategies curriculum from SPDG focused on Reading comprehension and writing
- Purchase books to conduct a minimum of 3 schoolwide book studies during the year

Campus eSchool

- Utilizing electronic devices, students interact with all content areas (Gizmos, Achieve 3000, ImagineMath, etc)
- Support eSchool instruction by providing after-school tutoring in core content areas
- Help students process content by utilizing resource materials (FAIM, Engage NY) to support rigorous instruction
- Provide student support in Schoology via Zoom through push-in and breakout session support by the Math and Reading interventionist.

- Help SWD process content with the level of support identified in the IEP by the Inclusion teacher.
- Purchase books to conduct a minimum of 3 schoolwide book studies during the year

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

Campus and eSchool

- Provide ongoing professional development for teachers on LSI strategies by school-based coaches, and administrative staff. Coaching supplies will be required
- Training for differentiated instruction to support subgroups and close the achievement gap
- Provide professional development for content area teachers utilizing content specific software (i.e. Achieve 3000, Imagine Math, iCivics, etc.)

Person Responsible Charlene Wilson (charlene.wilson@polk-fl.net)

Campus and eSchool

- Provide actionable feedback for all content teachers through lesson planning, walkthroughs, and peer rigor walks
- Develop a cohesive system for collecting and analyzing data to understand, address, and close the achievement gaps for ESSA subgroups.

Person Responsible Constance Smith (constance.smith@polk-fl.net)

Additional Schoolwide Improvement Priorities

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

All areas are addressed via instructional practice and culture and environment.

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.

The foundations of high quality learning environments set the conditions for a positive and healthy school culture and environment. At Denison we want to create the conditions for effective teaching and learning to occur. Students should feel safe and free to be involved. We want them to feel accepted. During the 2020-2021 school year, Denison Middle School will take action to build a positive school culture through activities to increase teacher and student attendance, promote a growth mindset, provide diverse learning

experiences that bridge cultures, and build meaningful relationships.

A positive environment will lead to increased student and teacher attendance. This will be done by providing incentives for attendance through PBIS activities, focusing on students with multiple EWS indicators and modification of attendance procedures. We will update substitute procedures so students are provided lessons that are on pace with the district curriculum map.

A growth mindset will be fostered school-wide with the incorporation of resource materials by Dweck. Materials utilized will include surveys and portfolios to document growth. We want to instill school pride and self-respect with visuals posted around campus on bulletin boards, classrooms, etc. emphasizing the importance of a growth mindset. A comprehensive discipline plan will be developed and distributed. Staff will be trained by administrative staff on the plan and how to utilize it during the school year.

We will provide diverse learning experiences through culturally rich resource materials that engages students through multiple styles and means, at least three school-wide book studies, and festivals celebrating cultural heritage like Black History, Hispanic Heritage, Literacy Night, etc. These activities will include parents, the community, and our surrounding stakeholders.

We will build meaningful relationships through teacher directed “talk time” with our students focused on current events impacting our world. We will support students in overcoming obstacles that impede their learning. Support staff assigned to the school will be utilized to provide specialized services when necessary. School based staff will be made aware of these resource people and how to refer students. We will have monthly activities that build morale among our staff. There has also been the addition of a staff member focused on teacher morale.

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: Culture & Environment: Early Warning Systems				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$338,842.51
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0491 - Denison Middle School	UniSIG	7.0	\$105,516.61
			Notes: Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	0491 - Denison Middle School	UniSIG		\$10,551.72
			Notes: Retirement - 8.47% - Instructional Personnel -			
	5100	220-Social Security	0491 - Denison Middle School	UniSIG		\$8,072.02
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	0491 - Denison Middle School	UniSIG		\$58,824.00

			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	0491 - Denison Middle School	UniSIG		\$136.80
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$200.48
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5900	120-Classroom Teachers	0491 - Denison Middle School	UniSIG		\$21,773.60
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 24 teachers - 1.5 hours per week - 30 weeks</i>			
	5900	210-Retirement	0491 - Denison Middle School	UniSIG		\$2,670.83
			<i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	0491 - Denison Middle School	UniSIG		\$2,043.19
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$50.74
			<i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i>			
	5900	130-Other Certified Instructional Personnel	0491 - Denison Middle School	UniSIG		\$4,934.67
			<i>Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 5 coaches/interventionists - 1.5 hours per week - 30 weeks</i>			
	5100	644-Computer Hardware Non-Capitalized	0491 - Denison Middle School	UniSIG		\$21,700.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 55 iPads</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0491 - Denison Middle School	UniSIG		\$3,236.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- - 2 carts</i>			
	5100	519-Technology-Related Supplies	0491 - Denison Middle School	UniSIG		\$6,160.00
			<i>Notes: Technology-Related Supplies - iPad Cases (55), iPad Pro cases (2), Apple TVs (2)</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0491 - Denison Middle School	UniSIG		\$2,000.00
			<i>Notes: Capitalized Hardware and Technology-Related Infrastructure - 2 iPad Pros</i>			
	5100	510-Supplies	0491 - Denison Middle School	UniSIG		\$7,250.00
			<i>Notes: Classroom Libraries and/or guided reading books - 29 classrooms</i>			
	6200	610-Library Books	0491 - Denison Middle School	UniSIG		\$7,250.00

			<i>Notes: Library books</i>			
	5100	510-Supplies	0491 - Denison Middle School	UniSIG		\$15,807.82
			<i>Notes: Supplies - Instructional - Paper, pens, pencils, markers, binders, folders, highlighters, markers, etc..</i>			
	6300	120-Classroom Teachers	0491 - Denison Middle School	UniSIG		\$39,600.00
			<i>Notes: Stipends for Classroom Teachers participating in curriculum planning after contact hours 40 teachers - 33 hours each</i>			
	6300	130-Other Certified Instructional Personnel	0491 - Denison Middle School	UniSIG		\$4,950.00
			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 5 coaches/ interventionists - 33 hours each</i>			
	6300	140-Substitute Teachers	0491 - Denison Middle School	UniSIG		\$6,930.00
			<i>Notes: Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) 7 Provisionals - 33 hours each</i>			
	6300	210-Retirement	0491 - Denison Middle School	UniSIG		\$5,148.00
			<i>Notes: Retirement - 10%- Curriculum Planning</i>			
	6300	220-Social Security	0491 - Denison Middle School	UniSIG		\$3,938.22
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$97.81
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
					Total:	\$349,718.75