School District of Osceola County, FL

Denn John Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)

Middle School
6-8

2020-21 Title I School

Yes

2020-21 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission: Preparing all students for College and Career Readiness through the power of F.I.R.E. (Focus, Integrity, Respect, and Engaged in learning.)

Provide the school's vision statement.

Vision: To be a high-performing middle school.

School Leadership Team

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

Name	Position 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.
Tessler, Jacob	Instructional Coach	Ms. Laing - 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.
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)
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

Name	Position Title	Job Duties and Responsibilities
		counseling case load, bullying prevention, Post OSS counseling, career choices, AXIS placement, Duke/Osceola Tip, FIT students, Dean club cards
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
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.
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, safety drills, facilities.
Tessler, Lana	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. She is also our testing coordinator.
Cruz, Maria	Other	ESOL Resource 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
Hernandez Portilla, Gisselle	Other	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

71

Total number of students enrolled at the school

890

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	36	73	96	0	0	0	0	205
One or more suspensions	0	0	0	0	0	0	0	45	36	0	0	0	0	81
Course failure in ELA	0	0	0	0	0	0	32	20	34	0	0	0	0	86
Course failure in Math	0	0	0	0	0	0	11	19	14	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	106	107	112	0	0	0	0	325
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	123	126	117	0	0	0	0	366
Number of students with a substantial reading deficiency	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	16	47	44	0	0	0	0	107

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5

Date this data was collected or last updated

Wednesday 8/4/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	45%	54%	39%	47%	53%
ELA Learning Gains				40%	48%	54%	42%	51%	54%
ELA Lowest 25th Percentile				28%	42%	47%	39%	42%	47%
Math Achievement				44%	49%	58%	46%	49%	58%
Math Learning Gains				45%	51%	57%	57%	55%	57%
Math Lowest 25th Percentile				37%	47%	51%	48%	52%	51%
Science Achievement				46%	47%	51%	42%	48%	52%
Social Studies Achievement				68%	72%	72%	68%	75%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	29%	48%	-19%	54%	-25%
Cohort Comparison						
07	2021					
	2019	38%	47%	-9%	52%	-14%
Cohort Comparison		-29%				
08	2021					
	2019	41%	49%	-8%	56%	-15%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	32%	45%	-13%	55%	-23%
Cohort Comparison						
07	2021					
	2019	24%	30%	-6%	54%	-30%
Cohort Comparison		-32%				
08	2021					
	2019	44%	47%	-3%	46%	-2%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	36%	42%	-6%	48%	-12%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	62%	38%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	73%	-6%	71%	-4%

| HISTORY EOC | | | | | |
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	49%	34%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	44%	51%	57%	38%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We .used the NWEA data from 2020-21

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	32	27
	Economically Disadvantaged	30	27	22
	Students With Disabilities	33	12	10
	English Language Learners	18	19	15
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	26	24
	Economically Disadvantaged	18	19	17
	Students With Disabilities	5	11	9
	English Language Learners	13	15	13

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	34	37
	Economically Disadvantaged	23	29	33
	Students With Disabilities	4	5	3
	English Language Learners	9	13	22
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	32	28
	Economically Disadvantaged	27	30	26
	Students With Disabilities	7	5	10
	English Language Learners	20	16	19
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	42	40
	Economically Disadvantaged	40	38	38
	Students With Disabilities	0	10	11
	English Language Learners	14	25	22

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	31	30
	Economically Disadvantaged	30	26	26
	Students With Disabilities	20	13	10
	English Language Learners	5	12	13
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	29	25
	Economically Disadvantaged	21	25	22
	Students With Disabilities	4	10	6
	English Language Learners	11	19	17
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	33	34
	Economically Disadvantaged	36	33	31
	Students With Disabilities	25	26	22
	English Language Learners	30	21	22

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	25	22	15	21	22	18	31			
ELL	20	35	35	15	29	39	16	39	39		
BLK	22	23	20	24	21	14	21	50	63		
HSP	31	37	32	27	31	34	34	57	65		
WHT	39	43	45	45	41		44	68	77		
FRL	27	34	28	25	27	29	30	52	62		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	23	18	14	30	28	12	23			
ELL	22	33	30	33	43	37	25	53	76		
BLK	33	42	17	34	46	39	39	61	80		
HSP	36	41	32	42	44	38	44	69	81		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
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	43
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We are down across the board in core areas with math taking biggest dip. ESE is one of our biggest concerns.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

From the 2019 to the 2021 FSA data we lost 38 percentage points in math and saw a dip in ESE growth. In reviewing our overall FSA scores, it is apparent that our math and ELA scores are in need to improvement since the following decreased:

Math Achievement: From 44 to 29 -15 pts
Math Learning Gains: From 45 to 30 -15 pts
Math Lowest Quartile: From 37 to 29 -8 pts
ELA Achievement: From 38 to 31 -7 pts
ELA Learning Gains: From 40 to 35 -5 pts
ELA Lowest Quartile: From 28 to 30 +2 pts

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students who were on digital last school year hindered our ability to close their achievement gap. Having students in school will greatly improve our ability to provide our students with instruction to close that achievement gap. We look forward to review multiple data points (NWEA, teacher formative assessments) to provide interventions for students to close the achievement gap.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our lowest quartile in ELA showed the most improvement with a two-point increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our ELA lowest Quartile Gains were our most improved. More of our lower quartile students returned from digital to face-to-face which resulted in an increased from 12% to 20%. In addition, we strengthen our tier 1 instruction within our PLC frameworks. During pre-planning we dedicated time to train our teachers in AVID and WICOR strategies.

What strategies will need to be implemented in order to accelerate learning?

In order to close the achievement gap for accelerated students' multiple levels of interventions is needed to be implemented. IGNITE interventions for students in accelerated course will be placed in their accelerated course for IGNTIE

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

At the start of the school year for the 2021-2022 SY we dedicated time for staff to participate in training on AVID and KAGAN strategies. Our goal was to have our staff collaborate in strengthening Tier 1 instruction and differentiation based on student data.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to maintain sustainability of improvement with regards to improvement PLC lead meetings with Instructional Coaches and Administration will be held monthly to discuss student data and instructional interventions. Staff will be provided each Wednesday to meet as a PLC to review Tier 1 instruction based on student data and create interventions for Tier 2 (IGNITE). All new teachers will be provided a mentor to assist in ensuring appropriate Tier 1 instruction is provided to all students along with PLC support to address Tier 2 nad Tier 3 interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on FSA date from 2019 to 2021 math scores dropped as follows due to having the highest number of digital students in the school district during the Covid pandemic: Math Achievement- 44 to 29 (-15) Math Learning Gains 45 to 30 (-15) Math Lowest Quartile 37-29 (-8)
Measurable Outcome:	Based on 2021-22 FSA data: Math achievement will increase from 29% to 49%. Our overall math learning gains will increase from 29% to 49%. Our lowest quartile learning gains will increase from 29% to 42%.
Monitoring:	The PLCs, Math Coach and MTSS team will monitor students growth using NWEA data, students grades and formative assessments.
Person responsible for monitoring outcome:	Alexa Bonet (alexa.bonet@osceolaschools.net)
Evidence-based Strategy:	PLC's and the MTSS team will analyze student data to identify the needs of individual students as well as the progress and needs of their classes. Based on various data points, students that are in need of extra assistance 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

Ensure that teachers teach the B.E.S.T. GAP math benchmarks and the B.E.S.T. Mathematical and Reasoning Standards, as well as the current Florida standards. Ensure these standards are taught rigorously and to the intended depth of knowledge (while taking into consideration the vertical alignment of previous standards and future standards). Math teachers will start teaching the B.E.S.T math benchmarks next school year. If they don't teach the B.E.S.T. Gap math benchmarks this year, then students will never learn certain standards and there will be a gap in their learning.

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

Ensure teachers are trained in using the Hand2Mind resource book and manipulatives so that they are able to teach the mathematical concepts from Concrete to Representational to Abstract. Students should have the opportunity to explore mathematical concepts with manipulatives or tools. They should then be able to represent their learning by making a drawing or a table; and lastly make a conclusion about the pattern, rule, formula or necessary steps to solve a problem.

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

Data Analysis will be the driving force of all the decisions that are taken through PLCs and Stocktakes. Teachers will analyze assessments and determine individual student needs based on student data. 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. Utilize data within PLCs to target and support our lowest quartile, and students whose learning gaps were affected by Covid. Math teachers will now use the

district created unit assessments in SchoolCity. Students will also take the NWEA test in Fall, Winter, and Spring. Teachers will meet as a PLC to analyze data and provide intervention/enrichment, as necessary.

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

Continue to train teachers in the Optimum Learning Environment, which includes Cooperative Learning Structures, Marzano Hield Yield Strategies, AVID WICOR strategies, and Focus Strategies to target SEL strategies (each unit has its own strategies) in order to ensure student growth and close the achievement gap. Read, Write, Talk, Solve will be incorporated in the math classes with fidelity. The goal is to increase literacy in the math classroom.

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

Math teachers will ensure students use SuccessMaker and provide teacher-led stations during our 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. Intensive math students will close any learning gap by using SuccessMaker, Khan Academy and teacher-led stations.

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

The math coach will participate in the various PLC meetings and assist with lesson planning, training and use of manipulatives, improving instruction, academic vocabulary, and target alignment with the Florida Standards and the district curriculum unit plans. The math coach will collect and review weekly /unit lesson plans. The math coach will also provide a weekly update to inform next steps in the PLC process.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on FSA date from 2019 to 2021 scores for dropped or slightly increases as follows: ELA Achievement 38 to 31 (-7) ELA Learning Gains 40 to 35 (-5) ELA Lowest Quartile 28 to 30 (+2) The reason for the drop can be contributed to the COVID pandemic.
Measurable Outcome:	Based on 2021-22 FSA data: ELA achievement will increase from 31% to 43%. Our overall ELA learning gains will increase from 35% to 45%. Our ELA lowest quartile learning gains will increase from 30% to 35%.
Monitoring:	The PLCs, Literacy Coach and MTSS team will monitor students growth using NWEA data, students grades and formative assessments.
Person responsible for monitoring outcome:	Jacob Tessler (jacob.tessler@osecolaschools.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

We will utilize IGNITE intervention period to target students based on NWEA data to target areas of weakness and strengths with remediation and enrichment. During the IGNITE intervention period, teachers will provide structured Tier 2 intervention with specific, consistent, standards-based instruction according to students' needs. After remediation intervention, students will complete mini- assessments and will be provided with additional Tier 3 remediation as needed.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Grade level Tier 1, Tier 2 and Tier 3 ELA instruction will focus on providing ELA teachers the necessary district-led, and school-based professional development in the implementation of the SDOC K-12 Continuous Improvement Model Reading Plan, the new Florida B.E.S.T Standards and the new SDOC Curriculum Unit Plans. Professional development support will also focus on shifting the "academic struggle" to students through engaging the use of Avid WICOR strategies, as well as cooperative learning structures including Kagan. Professional development will also focus on the analysis of student work as well as NWEA, Beable, Osceola Writes, Oral Reading Fluency (Tiers 2 and 3), and Formative assessment data. An additional focus in professional development will be the implementation of foundational skills instruction through small group rotations in both Intensive Reading and Research classes and the Writing Process in Language Arts classes.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

During the PLC, teachers will analyze student work and utilize student data such as NWEA, Osceola Writes, Beable, and Oral Reading Fluency assessments, to support students who suffered learning gaps due to Covid. Teachers will engage in collaborative lesson planning for small group rotations based on the individual needs of their students. Teachers will also determine remediation for the IGNITE period.

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.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 language acquisition and 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. Teachers will also receive training in creating the Optimal Learning Environment focusing on Social Emotional Learning and Equity in Education.

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.net)

Through the continuous MTSS cycle, teachers, counselors and school psychologists will collaborate to assess and monitor student progress and plan interventions. . Frequent monitoring of students' progress will take place to help decide if more interventions are necessary and more intensive and direct instruction will be provided to help students meet their grade level expectations. When necessary, the MTSS, Reading Interventionist, and Literacy Coach will provide Pull-Out support as needed, during the IGNITE intervention time. Students will be reassessed to monitor their progress. 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. Family involvement will be encouraged so parents and caregivers can understand the interventions and give support at home.

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will provide Tier 3 instruction based on gaps in foundational reading skills: Phonics, phonemic awareness, and fluency. This will occur in small group teacher-led rotations. Pull-out and Push-in support will be provided by the MTSS team, Literacy Coach, and Reading Interventionist. The Leadership Team will determine areas of need through observation and data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation, Rigor Walks as well as District Learning Cycles.

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will provide Tier 2 instruction based on grade level standards and content using data, collaborative planning, and data analysis. Teachers will provide Tier 3 instruction based on gaps in literacy content. Teachers will share data with their individual students through data chat trackers and assist students in setting academic goals for themselves. These data chats ongoing as students realize their learning gains.

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.net)

The Literacy Coach will participate in subject-area planning with all ELA and Social Studies teachers during their weekly common planning periods focusing on implementing reading strategies, improving academic vocabulary instruction and target alignment with the Florida State Standards and district curriculum unit plans. During classroom walkthroughs, the Literacy Coach will measure instructional target alignment using Marzano Learning Maps, Scales, Evaluation Models and High-Yield Effective Learning Strategies

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.net)

The Literacy Coach will create weekly coaching calendars, collect and review PLC agendas, teacher weekly lesson plans, student work products and provide data and feedback through a weekly update to inform next steps in the PLC process.

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on FSA data from 2019 to 2021 science scores dropped from 46 to 34, which was a 12 point decrease.
Measurable Outcome:	Based on 2021-22 FSA data science will increase from 34% to 51%.
Monitoring:	The PLCs, Math Coach and MTSS team will monitor students growth using NWEA data, students grades and formative assessments.
Person responsible for monitoring outcome:	Sugeily Dolhon (sugeily.dolhon@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

In order to increase science achievement scores, we need to improve instructional practices. Our teachers will work on teaching strategies such as: ADI, Paige Keeley probes, 5Es, and note taking.

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

Data Analysis will be the driving force of all the decisions that are taken through PLCs and Stocktakes. Teachers will analyze assessments and determine individual student needs based on student data. All science 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. Utilize data within PLCs to target and support our lowest quartile, and students whose learning gaps were affected by Covid. Science teachers will continue to use the district created unit assessments in SchoolCity. Students will also take the NWEA test in Fall, Winter, and Spring. Teachers will meet as a PLC to analyze data and provide intervention/enrichment, as necessary.

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

Continue to train teachers in the Optimum Learning Environment, which includes 5E, Cooperative Learning Structures, Marzano Hield Yield Strategies, AVID WICOR strategies, and Focus Strategies to target SEL strategies (each unit has its own strategies) in order to ensure student growth and close the achievement gap. Read, Write, Talk, Solve will be incorporated in the science classes with fidelity. The goal is to
increase literacy in the science classroom.

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

Science teachers will ensure students use DiscoveryEd and provide teacher-led stations during our Ignite period to close learning gaps of identified students. Ignite period will be fluid, based on student data.

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

The science coach will participate in the various PLC meetings and assist with lesson planning, improving instruction, academic vocabulary, and target alignment with the Florida Standards and the district curriculum unit plans. The science coach will collect and review weekly /unit lesson plans. The science coach will also provide a weekly update to inform next steps in the PLC process.

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

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Based on Civics' EOC data from 2019 to 2021 civic scores dropped from 68 to 57, which was an11 point decrease.
Measurable Outcome:	Based on 2021-22 Civics' EOC data science will increase from 57% to 73%.
Monitoring:	The PLCs, Math Coach and MTSS team will monitor students growth using students grades and formative assessments.
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

In order to increase achievement scores in Civics, we will strengthen our Tier 1 instruction. The Literacy Coach will provide professional development in the implementation of small group instruction with a focus on utilizing close reading strategies, academic vocabulary acquisition and focused notetaking. Teachers will also focus on shifting the "academic struggle" to students through engaging the use of Avid WICOR strategies, as well as cooperative learning structures including Kagan. Students and teachers will monitor learning through the use of scales, and end-of-unit exams, projects and interactive notebooks.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Data analysis will be the driving force of all the decisions that are made through PLCs and Stocktakes. Teachers will analyze assessments and determine individual student needs based on student data. 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 increasing student achievement. Utilize data within PLCs to target and support our lowest quartile, and students whose learning gaps were affected by Covid.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.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 language acquisition and 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. Teachers will also receive training in creating the Optimal Learning Environment focusing on Social Emotional Learning and Equity in Education.

Person Responsible Jacob Tessler (jacob.tessler@osecolaschools.net)

Teachers will continue to use the district created unit assessments in SchoolCity. Teachers will meet as a PLC to analyze data and provide intervention/enrichment, as necessary. During the PLC, teachers will analyze student work and utilize student data such as the district baseline assessment other formative assessments such as end of unit exams to support students. Teachers will engage in collaborative lesson planning for small groups based on the individual needs of their students. Teachers will also determine remediation for the IGNITE period.

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.net)

During the IGNITE intervention period, teachers will provide structured Tier 2 intervention with specific, consistent, standards-based instruction according to students' needs. After remediation intervention, students will complete mini- assessments and will be provided with additional Tier 3 remediation as needed.

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.net)

The Literacy Coach will participate in subject-area planning with all Social Studies teachers during their weekly common planning periods focusing on implementing reading strategies, improving academic vocabulary instruction and target alignment with the Florida State Standards and district curriculum unit plans. During classroom walkthroughs, the Literacy Coach will measure instructional target alignment using Marzano Learning Maps, Scales, Evaluation Models and High-Yield Effective Learning Strategies.

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.net)

The Literacy Coach will create weekly coaching calendars, collect and review PLC agendas, teacher weekly lesson plans, student work products and provide data and feedback through a weekly update to inform next steps in the PLC process.

Person Responsible   Jacob Tessler (jacob.tessler@osecolaschools.net)

#5. Leadership specifically relating to Walkthroughs	
Area of Focus Description and Rationale:	From the 2019 to the 2021 FSA testing results, Denn John dropped 86% points. The slide is possible due to the high number of students that were digital for the school year because of the COVID pandemic.
Measurable Outcome:	Based on actions, it is our goal to to go from a 340/D to 476/C on the 2022 FSA. This will be an increase of 136 points and will bring us 10 points from a B.
Monitoring:	The PLCs, Literacy Coach and MTSS team will monitor students growth using NWEA data, students grades and formative assessments.
Person responsible for monitoring outcome:	Henry Hoyle (henry.hoyle@osceolaschools.net)
Evidence-based Strategy:	We will conduct at least 15 walkthroughs using the Nest (Non-evaluative school trend tools. We will give feed back to the PLCs as needed.
Rationale for Evidence-based Strategy:	According to Hattie, two of the most potent things you can do to improve student learning are to: Monitor the progress of each of their students Adjust their teaching accordingly These can be adjusted by weekly walkthroughs followed by specific feedback and coaching.

Action Steps to Implement

We will conduct 15 walkthroughs per week with administrators and leadership team members. We will provide feedback to our teachers who are observed to have areas in need for improvement and provide supports where needed.

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

We will analyze data and identify trends that are happening across campus. We will share our finding with the PLCs and provide guidance on how to use that data to alter instruction to meet student needs.

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

#6. 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.
Monitoring:	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.
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

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 and provide teachers guidance during PLC time on how to support their students.

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 support in 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)

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 support in 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)

#7. 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.
Monitoring:	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.
Person responsible for monitoring outcome:	Sugeily Dolhon (sugeily.dolhon@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 proper support classes in the master schedule.

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

Monitor students' progress through NWEA, Formative Assessments and classwork and provide teacher time within their PLC's to analyze the data and provide interventions for the.

Person Responsible	Lynette Pagan Rivera (lynette.paganrivera@osceolaschools.net)

Through the MTSS process we will identify students that need additional help using a multi-step process to analyze both academic and behavioral needs.

Person Responsible	Gisselle Hernandez Portilla (gisselle.hernandezportilla@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 after collaborating with their subject matter counterpart. They will be allowed additional time to analyze data within their PLCs and provide instructional support to their students.

Person Responsible	Sugeily Dolhon (sugeily.dolhon@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 decrease the number of referrals by by 50%.
Monitoring:	The dean's and Ms. Perlaza will have weekly meeting to look at data.
Person responsible for monitoring outcome:	Dania Perlaza (dania.perlaza@osceolaschools.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

Student based surveys will be given via homeroom to gauge student interest in events and activities.

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

Monthly and culminating end of year events will be held in order to encourage students to maintain positive behavior and appropriate actions throughout the year.

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

PBIS expectations and events will be regularly reviewed in IGNITE to keep students on track for meeting expectations. Events will also be publicized via IGNITE and through announcements and lunches to ensure students are aware of their PBIS opportunities throughout the year.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Denn John reported 1.3 incidents per 100 students. When compared to all middle/junior schools statewide, it falls into a very low category. Denn John Middle School ranked #94 out of 553 middle/junior schools statewide.
Denn John Middle School ranked statewide #326/553 and ranked county wide #6/69 in terms of school Suspensions.

Our areas of concern are students not being in class who prefer to skip and the number of suspensions. We want our students to go to class and be successful academically.

Our PBIS team met this summer and came out with initiatives to decrease the number of skipping incidents and number of suspensions.
*Deans developed a new matrix that supports the idea of not giving students OSS and instead we are trying restorative practices and parent conference.
*We implemented a new program, E-Hall Pass that will help monitoring students going and coming from class.
*End of the year carnival and Quarterly events.
*Admin meets with Deans weekly to go over data regarding tardies, referrals, and skipping.
*Power BI to analyze data.

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.

Through the use of PBIS, we utilize mentoring opportunities, professional development and a full incentive system for students. School based rewards and quarterly events are 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. Community outreach in the form of "family night events" are also being held this year on a monthly basis. 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 (colored stickers placed on ID's) are intended to decrease outbursts and encourage the regular use of conflict resolution strategies. In turn, this practice teaches compassion, empathy and kindness for others. Students are encouraged daily to self-monitor emotions throughout the day with period by period check ins with teachers and faculty.

Teacher PBIS has grown to include "Teacher Tender" tickets. The administrative and leadership team distributes these monetary tokens sporadically for positive support and to give rewards at faculty meetings.

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. Individual teachers are selected to work with these students based on rapport and skills. Pearls (girls) and Dapper Dragons (boys) meet weekly following the first grading period 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 retraining of positive responses in high emotional times and to remedy a lack of conflict resolution strategies.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

PBIS Coordinator - Lori Perkins - Dean - coordinates and oversees PBIS initiatives school wide and ensuring adherence with district initiatives. Attends district meetings to ensure clear communication and initiatives.

PBIS Staff Team Lead - Jacob Tessler - teacher - coordinates and organizes PBIS events throughout year and at end of year geared toward student participation.

PBIS Team Members - Hadwa Abboud - Teacher, Kimberly Shurte - MTSS, Lana Tessler - Dean, Dania Peralaza - Assistant Principal, Edward Joseph - Teacher, Pamela Daniels - Media Specialist, Sonia McKenzie - Teacher - The team ensure that PBIS initiatives are carried to the staff and implemented with fidelity. The team is also responsible for gauging student interest and involvement in various PBIS events.

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: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00

4	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
5	III.A.	Areas of Focus: Leadership: Walkthroughs	$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
8	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00