

Polk County Public Schools

# Denison Middle School



## 2021-22 Schoolwide Improvement Plan

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## Denison Middle School

400 AVENUE A SE, Winter Haven, FL 33880

schools.polk-fl.net/denisonmiddle

### Demographics

**Principal: Terri Christian**

Start Date for this Principal: 7/23/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (45%) 2016-17: C (42%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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)	2020-21 Title I School	2020-21 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	78%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	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	Position Title	Job Duties and Responsibilities
Christian, Terri	Principal	Common Planning (Science) Instructional Materials Finance (Budget and Internal Accounts) Supplies and Equipment Faculty Committees Student Activities/Awards Campus Supervision Fund Raisers Technology Staffing and Personnel Instructional Observations & Assessments School Advisory Council/School Improvement Plan Staff Development School Plant Management Plan and coordinate school-wide Professional Development Coordinate Training in Learning Communities Plan and coordinate regular Student/Teacher recognition SBLT
Smith, Constance	Assistant Principal	Common Planning (Math) Master Schedule Scheduling of Students Substitute Teachers Interns 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
Thomas, Curtis	Assistant Principal	Common Planning (Social Studies) Discipline Director Discipline Plan School Plant Management Maintenance (work orders) Use of Facilities Custodial Staff, Services, and Supplies



Name	Position Title	Job Duties and Responsibilities
		Energy Conservation Disaster Plans Property Records-Inventory Campus Supervision, Supervision of School Activities Duty Assignments Safety and Security Lesson Plan Review and Feedback Emergency Plans Drills and Drill Reporting Extra-Curricular Activities Instructional Observations & Assessments Non-Instructional Observations & Assessments-Secretaries Alternative Ed Programs Front Office Secretaries Safety Committee Additional duties as assigned by Principal
Cheatom, Lisa	Dean	Common Planning (Social Studies) 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
Mills-Coleman, Mona	Instructional Coach	Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.  Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.  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.  Support teachers in planning instruction to meet the needs of all students through differentiated instruction.  Provide classroom support by observing, modeling, co-teaching

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Howard, Nicolina	Other	<p>Monitor compliance of IEP completion and reevaluations</p> <p>Monitor compliance with ESE discipline procedures</p> <p>Develop, train, and assist staff in implementing programs</p> <p>Assist teachers in meeting student needs</p> <p>Work with Guidance office in areas related to ESE</p> <p>Work with teachers in providing least restrictive environment</p>
		<p>Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</p> <p>Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</p>
Wilson, Charlene	Instructional Coach	<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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>teacher needs.</p> <p>Provide follow-up support at the school level for district professional development in assigned content area.</p>
Rojas, Jose	Other	<p>Welcome new teachers to the school shortly after they are hired, including teachers who are hired throughout the year, as an ongoing source of support.</p> <p>Continuously check in with new teachers on campus to provide ongoing support connected to their individual needs.</p> <p>Serve on multiple committees to speak on behalf of new teachers.</p> <p>Serve as a liaison and confidant for new teachers.</p> <p>Encourage new teachers to engage in support programs such as New Teacher Seminars, Affinity Groups, and other Teacher Engagement programs.</p> <p>Creatively find ways to boost school culture and morale as a positive, solutions-focused staff member.</p> <p>Monitor teacher retention data for their school sites as a way of accounting for the role's effectiveness on campus.</p> <p>Attend monthly virtual calls via Zoom. (The calls alternate between group and individual Zoom calls.)</p>
Hinkley, Travis	Assistant Principal	<p>Common Planning (ELA and Reading)</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>6th Grade Discipline, 8th Grade Discipline A-L</p> <p>Extra-Curricular Activities</p> <p>Instructional Observations &amp; Assessments</p> <p>COVID Liaison</p> <p>Key Distribution</p> <p>Rigor Walks</p> <p>Bus Evacuations</p> <p>Additional duties as assigned by Principal</p>

### Demographic Information

**Principal start date**

Thursday 7/23/2015, 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.*

2

**Total number of teacher positions allocated to the school**

50

**Total number of students enrolled at the school**

776

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

18

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

14

**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	259	229	238	0	0	0	0	726	
Attendance below 90 percent	0	0	0	0	0	0	89	83	81	0	0	0	0	253	
One or more suspensions	0	0	0	0	0	0	103	66	56	0	0	0	0	225	
Course failure in ELA	0	0	0	0	0	0	34	14	14	0	0	0	0	62	
Course failure in Math	0	0	0	0	0	0	14	11	9	0	0	0	0	34	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	40	66	73	0	0	0	0	179	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	59	70	90	0	0	0	0	219	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	160	128	126	0	0	0	0	414	
STAR Reading Level 1	0	0	0	0	0	0	94	138	138	0	0	0	0	370	
STAR Math Level 1	0	0	0	0	0	0	76	113	111	0	0	0	0	300	

**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	182	141	151	0	0	0	0	474	

**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	5	1	14	0	0	0	0	20	
Students retained two or more times	0	0	0	0	0	0	5	3	7	0	0	0	0	15	

**Date this data was collected or last updated**

Tuesday 6/29/2021

**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	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	

**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	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	

## 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				32%	48%	54%	33%	46%	53%
ELA Learning Gains				40%	52%	54%	41%	47%	54%
ELA Lowest 25th Percentile				42%	48%	47%	35%	42%	47%
Math Achievement				31%	50%	58%	32%	49%	58%
Math Learning Gains				38%	50%	57%	45%	51%	57%
Math Lowest 25th Percentile				37%	48%	51%	42%	51%	51%
Science Achievement				28%	44%	51%	31%	47%	52%
Social Studies Achievement				43%	72%	72%	71%	86%	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	30%	48%	-18%	54%	-24%
Cohort Comparison						
07	2021					
	2019	27%	42%	-15%	52%	-25%
Cohort Comparison		-30%				
08	2021					
	2019	31%	48%	-17%	56%	-25%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	32%	47%	-15%	55%	-23%
Cohort Comparison						
07	2021					
	2019	25%	39%	-14%	54%	-29%
Cohort Comparison		-32%				
08	2021					
	2019	19%	35%	-16%	46%	-27%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	25%	41%	-16%	48%	-23%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	70%	-27%	71%	-28%

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	65%	50%	15%	61%	4%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	53%	40%	57%	36%

### Grade Level Data Review - Progress Monitoring Assessments

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

STAR Reading and Math data and district quarterly assessments were used to compile the data below.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	26	27
	Economically Disadvantaged	26	25	24
	Students With Disabilities	21	8	11
	English Language Learners	31	26	19
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	34	22
	Economically Disadvantaged	33	33	19
	Students With Disabilities	22	24	16
	English Language Learners	32	40	25



Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	30	32
	Economically Disadvantaged	24	26	25
	Students With Disabilities	14	13	7
	English Language Learners	20	21	19
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	33	27
	Economically Disadvantaged	26	33	26
	Students With Disabilities	8	17	11
	English Language Learners	13	26	21
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	25	38
	Economically Disadvantaged	50	20	36
	Students With Disabilities	30	11	17
	English Language Learners	52	24	31

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	33	34
	Economically Disadvantaged	30	30	30
	Students With Disabilities	7	14	12
	English Language Learners	15	7	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	45	33
	Economically Disadvantaged	22	43	30
	Students With Disabilities	12	27	18
	English Language Learners	13	26	22
	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	20	28
Science	Economically Disadvantaged	37	17	21
	Students With Disabilities	30	9	19
	English Language Learners	40	20	26
	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	20	28
	Economically Disadvantaged	37	17	21

## 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	16	31	31	18	19	21	14	35			
ELL	23	35	30	19	29	42	14	45			
BLK	18	28	30	14	24	31	14	44	69		
HSP	29	33	27	27	30	38	24	51	74		
MUL	23	18		43	42						
WHT	30	30	27	30	32	38	24	52	83		
FRL	21	27	29	21	27	38	16	46	79		
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		

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
HSP	30	41	43	28	38	39	30	43	74		
MUL	46	42		46	50						
WHT	45	45	42	46	44	70	40	48	72		
FRL	26	36	41	25	33	35	19	41	55		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	35	29	15	43	40	14	60			
ELL	15	33	33	17	34	36		60			
ASN		70			60						
BLK	22	35	37	21	42	45	19	56	94		
HSP	29	39	33	30	44	41	29	54	73		
MUL	50			33							
WHT	46	46	34	44	49	38	43	93	72		
FRL	30	40	38	28	43	40	25	66	73		

### 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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	30
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	36
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	32
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data 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?

Performance trends observed include a need to focus on all subgroups. Science continues to be an area where school performance trails the performance of our district as well as the state. All grades showed inconsistent gains throughout the school year. Mathematics had the greatest gains across all grade levels for the Fall and Winter progress monitoring assessments but showed a decrease in gains during the Winter and Spring assessments. Economically disadvantaged scholars' performance is in line with the performance of all scholars. Students with disabilities showed the greatest gains between the Fall and Winter assessments for all grade levels in Mathematics. As quarantines increased, a drop in performance was observed in all content areas for the scholars and staff that were quarantined.

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

Science and Civics data demonstrate the greatest need for improvement. 2019 state assessment data show Science and Civics proficiency trailed district and state rates. There was a 16% difference in Science data compared to the district. Civics data showed a 27% difference when compared to the district. District progress monitoring quarterly assessments show a decline in gains between the Fall, Winter and Spring assessments for both assessments. English Language Arts and Mathematics data also show a need for a consistent increase in gains across all assessment windows. Both areas show a continued need to focus on subgroups. 6th grade English Language Arts and Mathematics performance gains were minimal.

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

Staff and scholar attendance were contributing factors to this need for improvement. A considerable number of staff and scholars were quarantined over 3 times during the year. Each quarantine ranged from 10 – 14 days each. This was more than 40 days for some scholars and staff. This loss of instructional time has a negative effect on learning. Substitute teachers were difficult to obtain which resulted in support staff and para educators abandoning their support positions to continue learning in uncovered classrooms.

There is limited time for collaborative planning. One day a week is required with administration and on short weeks, on collaborative planning is required. More directed planning is needed to support teachers especially those new to education. Additionally, planning was conducted virtually which removed the personal effect and made reviewing scholar work samples difficult.

Teachers and scholars were introduced to a new learning management system with little training and

time to learn it. This new integration of technology resulted in a steep learning curve at the start of the school year.

There was decreased participation in tutoring as compared to prior years. Tutoring was offered in person and virtually.

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

8th grade Mathematics showed the greatest improvement. The greatest improvement was obtained between the Fall and Winter progress monitoring assessment window. A 22% gain for all students was obtained during this period. Economically disadvantaged scholars showed a 21% gain, students with disabilities showed a 15% gain and English language learners showed a 13% gain.

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

8th grade teachers were the cohort of teachers with the greatest amount of experience. The experience these teachers brought from day one contributed to their ability to impact scholar learning from the start of the school year. Initiatives in Math and English Language Arts were implemented during the year. A schoolwide writing and literacy focus using RACE/S strategy was implemented. This strategy was implemented after a writing audit was conducted of scholar writing. The STAR Focus Skills report was utilized to provide targeted support for scholars including bell work targeted at the most missed standards. School interventionist provided push in and pull-out support. Progress monitoring data was monitored, and interventions provided based on this data.

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

To accelerate learning, the RACE/S strategy will be continued. Scholars are already familiar with this system. Module assessments will be implemented in all content areas. The module assessments will provide more frequent checks for mastery than the district quarterly assessments and STAR assessments. They will allow for a quicker response to scholars in the acceleration of learning. Our scholars responding positively to incentives. Science and Civics quarterly progress morning data showed increases when incentives were offered. We will implement more incentives throughout the year.

**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.**

Professional development on building collaborative planning focusing on standards aligned instruction will be provided and monitored all year. Learning Sciences International strategies will be utilized throughout the school year to support standards aligned planning and instruction. We will provide professional development on classroom management, acceleration of scholar learning, and data analysis. Interventionist will support scholars and instructional coaches will support teachers. We will also provide scholars support on schoolwide expectations and rituals and routines.

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

The teacher engagement ambassador will provide support to new teachers. The ambassador provides academic support but also emotional support. New teachers can reach out to the ambassador for non-judgmental support. A purpose for this position is to support the retention of our new teachers. This also supports sustainability by keeping these teachers in the school for many years. The school-based leadership team will monitor all data collected and make changes to the system leading to the achievement of our goal and its sustainability.

Part III: Planning for Improvement

Areas of Focus:

**#1. Instructional Practice specifically relating to Collaborative Planning****Area of Focus  
Description  
and  
Rationale:**

The key component to all learning is a well-constructed lesson plan that is rigorous and aligned to the standards. Collaborative planning allows teachers the time and resources to design these lessons. A system for monitoring the creation and delivery of the developed lesson is essential. When rigorous and standards aligned lessons are designed and taught, scholars are motivated and intrigued to learn. School-wide data for the 2020-2021 school year shows that proficiency levels in ELA (25%), Math (23%), Science (20%), and Civics (48%) are below the District levels. Through a comprehensive collaborative planning focus, scholars will show gains across all curriculum areas.

**Measurable Outcome:**

Denison Middle School will increase learning gains by 15% on FSA for ELA 46% and Math 44% and increase proficiency by 5% for Civics 53% and acceleration 79% and increase Science proficiency to 33% through standards aligned instruction that is constructed through the collaborative planning process. Standards aligned instruction will be developed through collaborative lesson planning

for teachers and delivered through collaborative student engagement activities for scholars. Instructional strategies will be modeled by instructional coaches and monitored by teachers through frequent checks for understanding and mastery of standards. 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

**Monitoring:**

A member of the administrative team is assigned to a content area and will attend planning sessions. Sign in sheets will be provided for each session and attendance monitored. The completed lesson plan will be monitored for standards-alignment and rigorous activities.

Leadership will meet daily to discuss school status on meeting goals and provide support for teachers in need of assistance. Student work will be examined for mastery of the standard and rigor. Feedback will be provided for all staff and next steps for staff in need of assistance. Module assessments will monitor for scholar mastery.

**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**

- Design collaborative planning framework and structure it to include data analysis down to the scholar level, the incorporation of scholar engagement strategies, and checks for understanding.
- Support classroom instruction by providing after-school tutoring provided by teachers in core content areas.
- Provide scholar support through push-in and/or pull-out support by the Math interventionist and para professionals.



- Provide actionable feedback for all content area 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.
- Use formative assessments to check for understanding and mastery, differentiation of instruction and acceleration.

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

- Help scholars interact with all content areas through the use of iPads and laptops (Gizmos, Achieve 3000, ImagineMath, etc)
- Introduce strategies during collaborative planning and/or PLC sessions to include rigorous and engaging instruction.
- Provide ongoing professional development for teachers on LSI strategies. Coaching supplies will be required.
- Provide professional development for content area teachers utilizing content specific software (Achieve 3000, Imagine Math, iCivics, etc.)
- Model instructional strategies and best practices to strengthen instructional delivery and scholar engagement.
- Support the development and implementation of a cohesive system for collecting and analyzing data to understand, address, and close the achievement gaps for ESSA subgroups.
- Support teachers in the use of formative assessments to check for understanding and mastery, differentiation of instruction and acceleration.
- Lead teachers in the review scholar work samples during collaborative planning.

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

- Help scholars interact with all content areas through the use of iPads and laptops (Gizmos, Achieve 3000, ImagineMath, etc)
- Introduce strategies during collaborative planning and/or PLC sessions to include rigorous and engaging instruction.
- Provide ongoing professional development for teachers on LSI strategies. Coaching supplies will be required.
- Provide professional development for content area teachers utilizing content specific software (Achieve 3000, Imagine Math, iCivics, etc.)
- Model instructional strategies and best practices to strengthen instructional delivery and scholar engagement.
- Support the development and implementation of a cohesive system for collecting and analyzing data to understand, address, and close the achievement gaps for ESSA subgroups.
- Support teachers in the use of formative assessments to check for understanding and mastery, differentiation of instruction and acceleration.
- Lead teachers in the review scholar work samples during collaborative planning.
- Support the implementation of the schoolwide book studies.

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

- Design collaborative planning framework and structure it to include data analysis down to the scholar level, the incorporation of scholar engagement strategies, and checks for understanding.
- Support classroom instruction by providing after-school tutoring provided by teachers in core content areas.
- Provide scholar support through push-in and/or pull-out support by the para professionals.
- Provide actionable feedback for all content area 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.
- Use formative assessments to check for understanding and mastery, differentiation of instruction and acceleration.

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

- Help SWD process content by scheduling scholars in learning strategies focused content area support.
- Develop a cohesive system for collecting and analyzing data to understand and address, and close the achievement gaps for SWD.
- Provide support and professional development for teachers and staff for supporting SWD.

**Person Responsible** Niculina Howard (niculina.muscalu@polk-fl.net)

- Design collaborative planning framework and structure it to include data analysis down to the scholar level, the incorporation of scholar engagement strategies, and checks for understanding.
- Support classroom instruction by providing after-school tutoring provided by teachers in core content areas.
- Provide scholar support through push-in and/or pull-out support by the Reading interventionist and para professionals.
- Provide actionable feedback for all content area 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.
- Use formative assessments to check for understanding and mastery, differentiation of instruction and acceleration.
- Purchase books to conduct a minimum of 3 schoolwide book studies during the year.

**Person Responsible** Travis Hinkley (travis.hinkley@polk-fl.net)

*No description entered*

**Person Responsible** [no one identified]

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	A seven point decrease in ELA proficiency was noted for the 20-21 school year.
<b>Description</b>	Additionally, a 13 point decrease occurred in ELA Learning Gains for the same year.
<b>Rationale:</b>	Reading is an essential life skill and is an area of critical need for this school year.
<b>Measurable Outcome:</b>	Our school goal is to increase ELA proficiency to 37 from 25 and ELA Learning Gains for the BQ to 50 from 29 by the Spring FSA assessment through the integration of technology in ELA classrooms, push in and pull out support by interventionist, and the incorporation of novels and other text to promote student learning and achievement. We will decrease the disparity for all subgroups (African American, Students with Disabilities, Economically Disadvantaged, English Language Learners, and Hispanic) to close the achievement gap and improve equity.
<b>Monitoring:</b>	A member of the administrative team is assigned to a content area and will attend planning sessions. Sign in sheets will be provided for each session and attendance monitored. Student data will be analyzed to identify the BQ25%. The interventionist will provide specific support for those in need of assistance. Student work will be examined for mastery of the standard and rigor. Module assessments will monitor for scholar mastery.
<b>Person responsible for monitoring outcome:</b>	Travis Hinkley (travis.hinkley@polk-fl.net)
<b>Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	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**

Help students interact with ELA resources through the use of iPads and laptops (Gizmos, Achieve 3000, etc, AR)

Support classroom instruction by providing after-school tutoring.

Provide student support through push-in and/or pull out support by the interventionists.

Purchase books to conduct a minimum of 4 schoolwide book studies during the year.

**Person Responsible** [no one identified]

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.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.

**Denison Middle ranked in the high range for discipline incidents in the 19-20 school year compared to other middle schools in the state. Denison reported 6.2 incidents per 100 students compared to 4.2 reported for middle schools state wide. The primary focus this school year to decrease those numbers will be in the areas of physical altercations and negative behaviors between students and disruptive behaviors in the classroom. The first area of focus will be addressed by more staff presence in hallways during transition time and limiting the number of transitions students will have daily with a modified scheduling model. Staff members during class transition will be placed in areas of need and concern so there is a visible staff presence. Staff will inform Administration and Guidance immediately of any possible negative interactions between students, so those negative behaviors can be address through staff intervention, conflict resolution and parental support. The second area of focus will be addressed by classroom teachers receiving training in areas of classroom management procedures. Support from Administration will be provided through targeted classroom walk throughs with feedback and student and parent conferences. Teachers will also be able to setup parent conference through the guidance department to address ongoing issues and concerns.**

#### **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.**

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 2021-2022 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, and focusing on students with multiple EWS indicators.

A growth mindset will be fostered school-wide with the incorporation of resource materials by

Dweck. 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 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 retention.

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

A variety of stakeholders are consulted to promote a positive culture and environment. The School Advisory Committee reviews and provides approval of the School Improvement Plan. They also are consulted for strategies to promote a positive culture. Every year they support teachers and scholars.

Business partners will continue to be sought to support the mission and vision of the school, leading to a positive culture and environment. Their support has and continues to provide support to staff and scholars through needed supplies, rewards, and clothing and food banks.

A district community liaison supports the school by increasing positive exposure in the community and building connections in the surrounding community.

We are a member of the local chamber of commerce and actively participate on its education committee.

We will reach out to our scholars, parents and teachers for suggestions and feedback on building a positive culture and environment at the school. We will continue to host our annual cultural festival and provide additional opportunities for families to engage with our school.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$67,722.82
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0491 - Denison Middle School	UniSIG		\$44,710.00
			Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours - 50 Teachers, 20 hours each @ \$35 per hour - 10 Teachers, 50 hours each @ \$19.42 per hour			

	6300	130-Other Certified Instructional Personnel	0491 - Denison Middle School	UniSIG		\$7,113.00
			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists - 6 Coaches/ Interventionists, 20 hours each @ \$35 per hour - 3 Coaches/Interventionists, 50 hours each @ \$19.42 per hour -</i>			
	6300	140-Substitute Teachers	0491 - Denison Middle School	UniSIG		\$5,250.00
			<i>Notes: Substitute Teachers - Stipends for Provisional Substitute Teachers participating in curriculum planning after contract hours. (Working on certification) - 5 Provisionals, 20 hours each @ \$15 per hour - 5 Provisionals, 50 hours each @ \$15 per hour</i>			
	6300	210-Retirement	0491 - Denison Middle School	UniSIG		\$6,175.30
			<i>Notes: Retirement - 10.82%- Curriculum Planning</i>			
	6300	220-Social Security	0491 - Denison Middle School	UniSIG		\$4,366.08
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$108.44
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$239,606.68</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0491 - Denison Middle School	UniSIG	1.0	\$53,000.00
			<i>Notes: Other Certified Instructional Personnel Other Certified Instructional - School based/ District paid Interventionist who work with small groups of students in need of remediation</i>			
	5100	210-Retirement	0491 - Denison Middle School	UniSIG		\$5,734.62
			<i>Notes: Retirement - 10.82% - Instructional Personnel -</i>			
	5100	220-Social Security	0491 - Denison Middle School	UniSIG		\$4,054.50
			<i>Notes: Social Security y -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	0491 - Denison Middle School	UniSIG		\$9,288.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	0491 - Denison Middle School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$100.70
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5100	150-Aides	0491 - Denison Middle School	UniSIG	3.0	\$47,700.00
			<i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			

	5100	210-Retirement	0491 - Denison Middle School	UniSIG		\$5,161.14
			<i>Notes: Retirement - 10.82% - Instructional Personnel -</i>			
	5100	220-Social Security	0491 - Denison Middle School	UniSIG		\$3,649.05
			<i>Notes: Social Security y -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	0491 - Denison Middle School	UniSIG		\$27,864.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	0491 - Denison Middle School	UniSIG		\$64.80
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$90.63
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5900	120-Classroom Teachers	0491 - Denison Middle School	UniSIG		\$14,565.00
			<i>Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring</i>			
	5900	130-Other Certified Instructional Personnel	0491 - Denison Middle School	UniSIG		\$2,913.00
			<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</i>			
	5900	140-Substitute Teachers	0491 - Denison Middle School	UniSIG		\$5,625.00
			<i>Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring</i>			
	5900	210-Retirement	0491 - Denison Middle School	UniSIG		\$2,499.74
			<i>Notes: Retirement - 10.82% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	0491 - Denison Middle School	UniSIG		\$1,767.38
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	0491 - Denison Middle School	UniSIG		\$43.90
			<i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i>			
	5100	510-Supplies	0491 - Denison Middle School	UniSIG		\$15,811.60
			<i>Notes: Supplies - Paper, markers, pencils, notebooks, folders, post it notes, etc...</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0491 - Denison Middle School	UniSIG		\$5,280.00
			<i>Notes: Technology-Related Noncapitalized Furniture, Fixtures and Equipment -less than or equal to \$999.99 - 24 Lightspeed Systems (microphone with battery)</i>			



	5100	519-Technology-Related Supplies	0491 - Denison Middle School	UniSIG		\$1,200.00
			<i>Notes: Technology - Related Supplies - 24 Lightspeed Chargers</i>			
	5100	644-Computer Hardware Non-Capitalized	0491 - Denison Middle School	UniSIG		\$18,952.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - - 48 iPads</i>			
	5100	519-Technology-Related Supplies	0491 - Denison Middle School	UniSIG		\$4,798.00
			<i>Notes: Technology - Related Supplies - 48 iPad Cases</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0491 - Denison Middle School	UniSIG		\$1,618.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- - 1 iPad Cart</i>			
	5100	510-Supplies	0491 - Denison Middle School	UniSIG		\$6,250.00
			<i>Notes: Classroom Libraries (25)</i>			
	5900	310-Professional and Technical Services	0491 - Denison Middle School	UniSIG		\$1,554.02
			<i>Notes: LRC Tutoring Contract</i>			
<b>Total:</b>						<b>\$318,582.50</b>