



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Denn John Middle School

2001 DENN JOHN LN

Kissimmee, FL 34744

407-935-3560

www.osceola.k12.fl.us

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
87%

Alternative/ESE Center
No

Charter School
No

Minority Rate
90%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Denn John Middle School

Principal

Anna Campbell

School Advisory Council chair

Robert Ascencio and Adrian Lugo

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Hank Hoyle	Assistant Principal
Amy Collin	Learning Resource Specialist
Michelle Underhill	Literacy Coach
Alexa Bonet	Math Coach
Jane Mabra	Dean of Students
Sue Bagley	Learning Resource Specialist

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Robert Ascencio and Adrian Lugo - Co-Chairs
 Jeanne Britton and Linda Ridings - Co-Secretaries
 Members:
 Melissa Lugo
 Anna Campbell
 Kavitha Singh
 Allyssa Williams
 Taeja Ascencio
 Jenifer Serra
 Jedda Torres
 Emily Rosado

Involvement of the SAC in the development of the SIP

The SAC reviewed the data from the 2012-2013 FCAT 2.0 and the School Improvement Plan from that year. Then, the committee suggested new strategies that would impact the data. Additionally, the SAC reviewed and gave input on the 2013-2014 School Improvement Plan as well as the Parental Involvement Plan. The SAC also participated in the development of a community/parent/teacher/student compact that ensures academic excellence was a cultural axiom found in all aspects of a student's life.

Activities of the SAC for the upcoming school year

The SAC activities for the upcoming year including reviewing the previous year's data and School Improvement Plan. The committee provides input on the new School Improvement Plan based on the school's data from the previous year. The committee will continuously monitor the plan to determine how the goals are being met and are updated monthly on the progress of the Parental Involvement Plan. In addition, the committee completes and reviews information from the climate survey.

Projected use of school improvement funds, including the amount allocated to each project

SAC has not been allotted funds this year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Anna Campbell

Principal

Years as Administrator: 5

Years at Current School: 8

Credentials

Bachelor's of Science - Elementary Education
Master's of Science - Educational Leadership

Performance Record

2013 - C
2012 - C
2011 - C
2010 - C

Hank Hoyle		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Bachelor of Science in Education, Master of Education, Education Specialist Educational Leadership/ (all levels), Elementary Education/ (grades 1-6), English for Speakers of Other Languages (ESOL)/ Endorsement	
Performance Record	2013 - C 2012 - C 2011 - c	

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Michelle Underhill		
Full-time / School-based	Years as Coach: 3	Years at Current School: 6
Areas	Reading/Literacy	
Credentials	Bachelor of Science in Comprehensive Journalism from University of Nebraska at Kearney	
Performance Record		
Amy Collin		
Full-time / School-based	Years as Coach: 2	Years at Current School: 5
Areas	Data, RtI/MTSS	
Credentials	Bachelor’s Degree in Elementary Education from Florida Christian College Master’s Degree in Educational Leadership from Stetson University	
Performance Record		

Alexa Bonet

Full-time / School-based

Years as Coach: 1

Years at Current School: 7

Areas

Mathematics

CredentialsBachelor's degree in Secondary Math Education
Certification: 6-12 Math**Performance Record****Sue Bagley**

Full-time / School-based

Years as Coach: 1

Years at Current School: 10

Areas

Data, RtI/MTSS

Credentials

Certification in Physical Education and Educational Leadership

Performance Record**Classroom Teachers****# of classroom teachers**

64

receiving effective rating or higher

0%

Highly Qualified Teachers

95%

certified in-field

48, 75%

ESOL endorsed

13, 20%

reading endorsed

9, 14%

with advanced degrees

18, 28%

National Board Certified

5, 8%

first-year teachers

8, 13%

with 1-5 years of experience

16, 25%

with 6-14 years of experience

25, 39%

with 15 or more years of experience

15, 23%

Education Paraprofessionals**# of paraprofessionals**

17

Highly Qualified

17, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

An initial strategy to recruit and retain highly effective teachers is through our interview process, which is done through interview teams. The questions asked of applicants are founded in our school's mission, vision, and philosophy. This allows us to identify whether or not the candidate would be a good fit for our school. Upon hiring new teachers, the school employs a new teacher mentoring program, which supports not only first-year teachers, but all teachers new to our school. Another strategy we use is through our use of Professional Learning Communities (PLCs), in which teachers support one another through the use of common lesson planning. PLC Captains are assigned to each department and act as liaisons between teachers and administration, in order to effectively communicate needs on a frequent basis. The main person responsible is the principal, however, the entire leadership team works to recruit and retain the most effective teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Mentoring Program has been named DJMS Family Members. All new teachers to DJMS are assigned a mentor, regardless of the number of years in teaching. Mentors are assigned before pre-planning based on content area and proximity, when possible. This allows the mentors to provide useful information on lesson plans, classroom management, and the DJMS culture. The Moodle DJMS Family website also provides online help any time, day or night. Several activities are planned: Getting Acquainted, First Class Inservice, Pinnacle Inservice, Marzano Inservice, Daily/Weekly visits by Mentors and the PNE, Technology Issues, and Observations. Participation in the PLCs is monitored. Mentor training is given during pre-planning with updates as needed.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Our school's problem solving team meets weekly to discuss current school wide-Tier 1 needs and small group needs for Tier 2 & Tier 3 students. Attached is our Action Plan for the 2013-2014 school year. The school-wide data for the previous year suggested additional attention needed to be given to our Tier 1 academic systems & Tier 2 behavioral interventions, this is reflected in our Action Plan.

Our team participated in a problem solving process similar to the one for the School Improvement Plan, identifying our target & goals, followed by strategies and barriers to our targets. Through this discussion strategies were identified to overcome the barriers identified as most impactful on our student success rates.

Our instructional coaches are responsible to meet with their Math and ELA teachers and facilitate discussions about creating intervention groups to meet the needs of the lowest quartile students. The teachers use data from FCAT, STAR, and previous FAIR exams to identify student needs and guide their intervention curriculum.

The PBS Coach brings school-wide data regarding referrals and student participation in our school-wide incentive program (Dragon Dollars) to PBS meetings. Based on trends and students identified as not reaching our behavioral target, the PBS team will recommend students to the Tier 2 Behavioral MTSS committee.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administration: Attend each MTSS meeting to provide feedback about resources available to us as intervention plans are created and implemented.

Instructional Coaches: Attend each MTSS meeting to provide feedback from the classroom teachers and Intervention teachers. The coaches also provide training and support to the instructional staff as Tier 1 & Tier 2 strategies are implemented. The coaches bring progress monitoring data to the meetings as Intervention schedules are created and modified throughout the year.

Deans: At least one of the deans attend each of the MTSS meetings to provide referral and minor infraction data to identify if we are meeting behavioral goals.

Learning Resource Specialist/Grade Recovery: The LRS in charge of grade recovery attends our meetings to facilitate discussion and assist in creating action plans for students identified by Early Warning System indicators (high absenteeism & failing grades).

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

See the MTSS Action Plan & SIP Action Plan for specific steps.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academic success will be monitored throughout the year by Common Formative assessments created and given by PLCs in regular classrooms. All student at Denn John will also take the STAR Enterprise Math & Reading tests for progress monitoring. Science, Social Studies & Algebra students will also participate in Data Director's baseline, mid-year, end of year & final tests to show growth in identified standards.

Students identified for Tier 2 and Tier 3 interventions will participate in STAR Enterprise Math and/or Reading tests at least once a month.

The PBS Team will be reviewing minor infraction and referral data each month for students not on target for behavioral success (3 or more referrals). The Tier 2 Behavior MTSS Sub-committee will also be monitoring these data sources for students once they have begun behavioral interventions.

The team will be looking at attendance data once a month for students identified as being absent approximately 10% or more of school days.

The Learning Resource Specialist in charge of grade recovery will be monitoring core content grades as finalized each quarter.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS team members have roles as PLC Captains for the academic and elective departments of the school. After MTSS meetings, the members take the information back to their department teachers. There will also be days set aside for the MTSS Coach and/or the School Psychologist for question and answer sessions with the teachers after Interventions have been started.

When a student is not meeting the targets, behavioral or academically, Denn John has a series of steps to keep parents informed. If a student is not passing a class the classroom teacher makes first contact with the parent. If the problem continues and additional intervention is needed the MTSS committee will contact the parents to discuss the intervention strategy being implemented.

If a student is not showing progress academically with Tier 2 interventions and requires Tier 3 support, parent contact will be made by the MTSS coach and a parent meeting set up.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

The school has many extended learning opportunities for the students. The after school programs that we offer are math and reading remediation/enrichment through the SPIRT Program. During the school year we also provide students with the opportunity to attend Saturday school sessions. The sessions offered were as follows: FCAT Prep, Writers Achieving More, and Algebra 1 honors support. During the school day we have implemented a grade recovery program. In this program students that are failing a class are pulled out of electives and/or go to a grade recovery room for lunch to work on missing work. The Algebra 1 honor teachers tutor during their lunch time. We also have a DEAR/MTSS intervention where the lowest 25% performing students are pulled to get an extra 30 minutes of remediation.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The data is collected from FCAT reports, STAR report, teacher input.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal and academic coaches

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Becky Ferguson	Sixth Grade PLC Lead
Aaron Moul	Seventh Grade PLC Lead
Danielle Jones	Eighth Grade PLC Lead

How the school-based LLT functions

The Literacy Leadership team meets weekly to discuss PLC questions and concerns. The PLC Leads meet with their PLC's to discuss standards-based curriculum, common lesson planning, and department concerns.

Major initiatives of the LLT

Major initiatives are the common planning and the integration of Common Core into the classrooms this year.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Our school ensures that every teacher contributes to the reading improvement by the school-wide implementation of a Drop Everything And Read (DEAR) period and intervention period. During this time, students are encouraged to read books and complete reading logs. During intervention, students in our lowest quartile are getting intensive, small-group intervention.

In addition to DEAR and Intervention, Common Core strategies are being used across the curriculum. In particular, we have targeted the Reading Common Core Standards of 1 (using textual evidence to support your answers) and of 10 (text complexity).

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

DJMS is an AVID school. The AVID program assists by giving students the skills needed to be successful in school and life. The students set goals and are guided by the AVID teacher in obtaining their goals. The students also visit area colleges. We also offer two career exploration classes. We have a health occupation class that explores the different jobs in the medical field. The other class we have is STEM class that engages students in activities that deal with computer robotics.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

To promote academic and career planning DJMS has decorated the school hallways with college banners. We have the AVID students take field trip to different colleges. We also have college themed

dress down days. During the dress down days the students are encouraged to wear college jerseys or shirts.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	44%	No	58%
American Indian				
Asian	82%	67%	No	84%
Black/African American	43%	37%	No	48%
Hispanic	52%	44%	No	57%
White	69%	46%	No	72%
English language learners	34%	16%	No	41%
Students with disabilities	34%	20%	No	41%
Economically disadvantaged	50%	42%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	270	22%	27%
Students scoring at or above Achievement Level 4	159	13%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	737	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	172	57%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	97	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	45	25%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	36	20%	25%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	255	67%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		15%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	37%	No	56%
American Indian				
Asian	75%	55%	No	78%
Black/African American	39%	25%	No	45%
Hispanic	49%	36%	No	54%
White	68%	51%	No	71%
English language learners	34%	18%	No	41%
Students with disabilities	34%	24%	No	41%
Economically disadvantaged	48%	35%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	203	19%	25%
Students scoring at or above Achievement Level 4	60	6%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	19	54%	65%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	700	59%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	193	65%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	96	72%	85%
Middle school performance on high school EOC and industry certifications	94	98%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	24%	26%
Students scoring at or above Achievement Level 4	27	28%	28%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	21%	31%
Students scoring at or above Achievement Level 4	28	8%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	455	39%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	
CTE teachers holding appropriate industry certifications	2		

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	92	7%	4%
Students who fail a mathematics course	13	1%	0%
Students who fail an English Language Arts course	12	1%	0%
Students who fail two or more courses in any subject	11	0%	0%
Students who receive two or more behavior referrals	223	19%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	205	17%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parental Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Standards-based instruction and learning with proficiency will occur in all classrooms.
- G2.** Students will be highly engaged in standards-based instruction.

Goals Detail

G1. Standards-based instruction and learning with proficiency will occur in all classrooms.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Title funds; Personnel - admins, LRS, academic coaches, deans, bookkeeper; PLCs

Targeted Barriers to Achieving the Goal

- Lack of support for teachers to teach ALL standards for proficiency
- Teacher concerns regarding their colleagues - professionalism, level of instructional rigor

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Students will be highly engaged in standards-based instruction.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Title funds; Personnel - admins, LRS, academic coaches, deans, bookkeeper; PLCs

Targeted Barriers to Achieving the Goal

- Denn John Middle School has not built a community of cooperative learners that positively interact.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Standards-based instruction and learning with proficiency will occur in all classrooms.

G1.B1 Lack of support for teachers to teach ALL standards for proficiency

G1.B1.S1 PLCs will collaborate to create common lesson plans focused on standards-based instruction.

Action Step 1

PLCs will set meeting times, norms and elect leaders. PLCs will be given a list of leadership expectations for use in the selection of the PLC leader. VE and EBD teachers will create a large PLC group. Elective teachers will meet during pre-planning to determine their focus and subgroups

Person or Persons Responsible

All teachers

Target Dates or Schedule

Pre-planning

Evidence of Completion

Minutes from first PLC meeting

Action Step 2

Elected PLC leaders will review and send out standards for upcoming units based on pacing guide, send out agendas prior to meetings, and submit minutes after meetings to the team and leadership. Agenda and minute template will be created by Aaron Moul.

Person or Persons Responsible

PLC leads

Target Dates or Schedule

Template will be created before pre-planning Agenda and minutes will be turned in every week

Evidence of Completion

Agendan and minute template Agenda, minutes, and standards addressed posted on First Class folder

Action Step 3

PLCs will collaboratively create lesson plans and common formative assessments (CFAs) for the week and summative assessments (SA) and proficiency scales (PS) for units.

Person or Persons Responsible

PLCs

Target Dates or Schedule

Lesson plans and CFAs - weekly SA and PS - as needed

Evidence of Completion

Lesson plan and assessments posted on First Class folder. Printed copies of LPs will be kept in LP binder

Action Step 4

Teachers will reflect individually on their calendar (prior to PLC meeting) and justify with PLC their pacing with district curriculum guide or calendar.

Person or Persons Responsible

Individual teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes from meetings Calendar with reflections will be kept in teacher's LP binder

Action Step 5

PLCs will discuss data collected from previous week's CFAs

Person or Persons Responsible

PLCs

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes from meeting include CFA data

Plan to Monitor Fidelity of Implementation of G1.B1.S1

#1 - Monitor PLC minutes and lesson plans; conduct classroom walkthroughs to see match of lesson plans and instruction #2 - Monitor success of PLC task expectations based on data from minutes/agendas. Address support needed

Person or Persons Responsible

#1 - PLC Captains #2 - SIP Team

Target Dates or Schedule

#1 - Weekly #2 - Every 6 weeks

Evidence of Completion

#1 - Walkthrough logs, lesson plans, PLC agendas/minutes brought to leadership meetings. #2 - SIP meeting minutes and shared with faculty - regardless if revisions are made or not.

Plan to Monitor Effectiveness of G1.B1.S1

#1 - Compare teacher averages on common formative assessments by finding the range between teachers in a PLC. Be sure to compare common formative assessments for same course levels. #2 - Analyzing level of proficiency demonstrated by students at the end of a unit (summative assessment) #3 - Identify if lesson plans have been submitted for assigned PLC groups.

Person or Persons Responsible

#1 - PLC and PLC Captain #2 - PLC and PLC Captain #3 - PLC Captain

Target Dates or Schedule

#1 - Weekly #2 - Per unit #3 - Weekly

Evidence of Completion

#1 - Good: Range is less than or equal to 10 percentage points. Questionable: Range is between 11-19 percentage points. Poor: Range is 20 percentage points or more. #2 - Good: Average is 80% or higher Questionable: Average is between 61-79% Poor: Average is 60% or below #3 - Good: 100% of PLC lesson plans are submitted Questionable: Between 81-99% of PLCs have submitted lesson plans Poor: 80% or less of PLCs have submitted lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Students will be highly engaged in standards-based instruction.

G2.B1 Denn John Middle School has not built a community of cooperative learners that positively interact.

G2.B1.S1 Cooperative learning, with fidelity, will be implemented.

Action Step 1

All teachers will be assigned a Kagan coach. The coach will provide support, modeling, feedback, and coaching.

Person or Persons Responsible

All teachers and Kagan coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Coaching logs: Moul, Lugo, Collin

Facilitator:

Kagan coaches

Participants:

All teachers

Action Step 2

Teachers will be provided an initial overview of Win-Win Discipline during pre-planning on the ABCD disruptions and seven positions - this will be a one hour training required for teachers that did not attend the 2-day Win-Win training.

Person or Persons Responsible

Planned in collaboration with deans, MTSS and Kagan team

Target Dates or Schedule

Pre-planning - 2 sections of 25 participants each

Evidence of Completion

Training log, Power Point, handouts

Facilitator:

Deans, MTSS and Kagan teams

Participants:

Teachers that did not attend the 2-day Win-Win Discipline training.

Action Step 3

All teachers will conduct a minimum of 1 class-builder and 2 team-builders each week with their chosen period(s), at a minimum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Action Step 4

All teachers will be trained in Kagan - Day 1 and Day 2

Person or Persons Responsible

Teachers

Target Dates or Schedule

Day 1 - by September 30th Day 2 - August 5th and October 19th

Evidence of Completion

Training logs

Facilitator:

Amy Collin

Participants:

All teachers

Action Step 5

All teachers will have mixed-ability teams, desks labeled with numbers and partner letters for at least one period. Each quarter a period will be added.

Person or Persons Responsible

All teachers

Target Dates or Schedule

First two weeks of each quarter

Evidence of Completion

Seating charts and desk labels

Action Step 6

All teachers will use a minimum of one of the Fab 5 structures each day with his/her selected period(s). As the year continues, teachers will add additional structures to their structure options. Structures can be added from Structure of the Month club or any Kagan Day 1 and Day 2 trainings.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walkthroughs, lesson plans, coaching logs

Action Step 7

Structure of the Month Club will be implemented: - Videos of students and staff using featured structure - Structure will be experienced, steps marked, and PIES analyzed in faculty meetings - Email will follow meeting with functions, lesson plan ideas, and tips for anticipated challenges

Person or Persons Responsible

Kagan coaches and leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Videos, email resource, minutes from faculty meeting

Facilitator:

Kagan coaches

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

#1 - Collect training logs, collect seating charts/teams, collect coaching logs #2 - Lesson plans monitored for structures being planned for.

Person or Persons Responsible

#1 - Amy Collin #2 - Leadership Team

Target Dates or Schedule

#1 - Training logs collected by October 19th; seating charts and teams collected by the end of the first two weeks EACH quarter; coaching log collected monthly. #2 - Weekly - check for structure when checking for completion of lesson plans

Evidence of Completion

#1 - Chart of teachers with check off for training and coaching dates/times. Good = 100% of teachers trained, Poor = 89% or less of teachers trained; Good = 100% of classes' seating charts/teams mixed ability, Poor = 89% or less have mixed ability groups; Good = 100% of teachers receive coaching during the month, Poor = 89% or less of the teachers are coached.

Plan to Monitor Effectiveness of G2.B1.S1

#1 - Conduct PIES analysis of all classrooms #2 - Coaching Form - readiness measure - "Needs more support" or "Ready to move to next structure"

Person or Persons Responsible

#1 - Leadership Team #2 - Kagan Coaches

Target Dates or Schedule

#1 - Quarterly #2 - Monthly

Evidence of Completion

#1 - All "yes" for PIES Questions: - September 1st:___% baseline - November 1st: ___% beginning of second quarter - February 1st:___% beginning of third quarter - April 1st: ___%beginning of 4th quarter - May 30th___% at end of year #2 - Good: At least 80% of teachers show readiness to receive coaching on a new structure. Questionable: 61-79% of teachers show readiness to receive coaching on a new structure. Poor: 60% or less of teachers show readiness to receive coaching on a new structure.

G2.B1.S2 Positive Behavior Supports (PBS) will be used with fidelity, and with an emphasis on social skills.

Action Step 1

Establish PBS team and layout framework for the program. Sign-in sheet at PBS break-out session
Meeting facilitated by the PBS Coach

Person or Persons Responsible

DeRight

Target Dates or Schedule

Pre-pre-planning Pre-planning

Evidence of Completion

SIP Action Plan with steps, fidelity plan and effectiveness plan PBS Team list

Action Step 2

Establish PBS team creates actions steps. Meeting facilitated by PBS Coach

Person or Persons Responsible

PBS Coach

Target Dates or Schedule

Pre-pre-planning

Evidence of Completion

SIP will contain documentation

Action Step 3

Social Skills Instruction will be supported by Character Ed (7 Habits) Coach - Kauffman Monthly focus on one of the habits - what it looks like - bulletin board decorated in the cafeteria

Person or Persons Responsible

Kauffman

Target Dates or Schedule

PBS Meeting during Pre-Planning

Evidence of Completion

Meeting minutes Calendar of social skills to be focused on

Action Step 4

Minor Infraction System Training - Teacher can do paperwork later - call parent on the day of the event and give student the paper the following day for EVERY minor. - Description can be general - does not need specifics - Reflective tool for teacher to determine patterns with specific students - Focus on relationships between teacher and student - Focus on consistency needed between teachers

Person or Persons Responsible

PBS Coach and All Teachers

Target Dates or Schedule

Tuesday during Pre-Planning

Evidence of Completion

PowerPoint and Teacher Sign-in Log

Facilitator:

Nathan DeRight

Participants:

All teachers

Action Step 5

Plan Ways to Spend Dragon Dollars (DD): - School store available for DD usage - All teachers will have ways to spend DD in classroom **After a student uses all 9 of their bathroom passes for the quarter, he/she can purchase a single pass from the teacher for 5 DD. - Quarterly Events for DD use: integrate STEAM: If during the school day, create a Wednesday schedule and rotate teachers involved in PBS activity and those staying with other students. STEAM type field trips (UCF, WonderWorks, Dali Museum, Sea World), Other activities: bowling, movies, OSCA performances, plays, dress-down days - Monthly in-house activities: Breakfast with admin, drawing awards

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Plan the entire year's events by September 1st

Evidence of Completion

Posters showing the year's planned events

Action Step 6

Requirements for participating in PBS quarterly events, dances, field trips, interactive art activities: - Students must have 60% or higher in ALL classes. - Quarterly PBS awards: no OSS, 1 full day/3 class periods of ISS in the previous 9 weeks. - Monthly awards: all students are eligible - Students may need to pay a portion of their field trip to supplement field trip expense.

Person or Persons Responsible

PBS Committee

Target Dates or Schedule

Monthly

Evidence of Completion

PBS Action Plan and advertisement of events/requirements

Action Step 7

Increase DD being given to students: - Teachers informed how to use DD (pre-planning) - Morning Announcement: draw a random teacher to check for dress code or tardies and reward with DD - teacher also wins a supply - Monthly attendance drawings for a week - students with perfect attendance are in the drawing --> those students drawn get dragon dollars

Person or Persons Responsible

DeRight

Target Dates or Schedule

Pre-planning Every Wednesday Monthly

Evidence of Completion

PowerPoint and binder information sheet Tracking list of who wins drawings

Action Step 8

Expectations are established for all areas in the school - Common classroom rules: FIRE is guideline, teacher makes specifics - Cafeteria/bus/hallway/bathroom posters created and hung in high visibility areas - Lesson plans during DEAR cover each area's expectations.

Person or Persons Responsible

Deright

Target Dates or Schedule

By August 19th (first student day of school)

Evidence of Completion

Posters visible in each area First week of school lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2

#1 - Take attendance at each PBS event - monthly/quarterly #2 - Count DD turned in and set a goal for the following month #3 - Keep track of which teachers get DD and how many (teachers can order or stop by deans' office to get DD)

Person or Persons Responsible

#1 - PBS Coach #2 - Deans' TAs #3 - Iraidia Cortes

Target Dates or Schedule

#1 - Share data for each event, monthly review the data to identify successful events #2 - Monthly - PBS team uses the data to disaggregate how many DD are being moved in the economy and set goal for next month. #3 - Each month the data will be turned in to PBS team to decide if changes need to be made.

Evidence of Completion

#1 - Stats available for how many students participated in events --> shared in an email or scrolling announcements. #2 - Stats shared in an email of who many DD are used. #3 - Sheet of teachers requesting DD.

Plan to Monitor Effectiveness of G2.B1.S2

#1 - List how many minor infraction offenses (non-dress code) are written. #2 - Number of discipline referrals

Person or Persons Responsible

#1 - Core teams and Elective PLCs --> turn in to DeRight #2 - Deans

Target Dates or Schedule

#1 - Every Monday turn in numbers for previous week - teacher team leader send sit to DeRight monthly #2 - Monthly - first week of the month, turn in to PBS Coach

Evidence of Completion

#1 - Good: Fewer minor infractions, Questionable: Maintained number of minor infractions, Poor: Increase in number of minor infractions #2 - Good: Fewer, Questionable: Maintained, Poor: Increase in number of referrals

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Students will be highly engaged in standards-based instruction.

G2.B1 Denn John Middle School has not built a community of cooperative learners that positively interact.

G2.B1.S1 Cooperative learning, with fidelity, will be implemented.

PD Opportunity 1

All teachers will be assigned a Kagan coach. The coach will provide support, modeling, feedback, and coaching.

Facilitator

Kagan coaches

Participants

All teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Coaching logs: Moul, Lugo, Collin

PD Opportunity 2

Teachers will be provided an initial overview of Win-Win Discipline during pre-planning on the ABCD disruptions and seven positions - this will be a one hour training required for teachers that did not attend the 2-day Win-Win training.

Facilitator

Deans, MTSS and Kagan teams

Participants

Teachers that did not attend the 2-day Win-Win Discipline training.

Target Dates or Schedule

Pre-planning - 2 sections of 25 participants each

Evidence of Completion

Training log, Power Point, handouts

PD Opportunity 3

All teachers will be trained in Kagan - Day 1 and Day 2

Facilitator

Amy Collin

Participants

All teachers

Target Dates or Schedule

Day 1 - by September 30th Day 2 - August 5th and October 19th

Evidence of Completion

Training logs

PD Opportunity 4

Structure of the Month Club will be implemented: - Videos of students and staff using featured structure - Structure will be experienced, steps marked, and PIES analyzed in faculty meetings - Email will follow meeting with functions, lesson plan ideas, and tips for anticipated challenges

Facilitator

Kagan coaches

Participants

All teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Videos, email resource, minutes from faculty meeting

G2.B1.S2 Positive Behavior Supports (PBS) will be used with fidelity, and with an emphasis on social skills.

PD Opportunity 1

Minor Infraction System Training - Teacher can do paperwork later - call parent on the day of the event and give student the paper the following day for EVERY minor. - Description can be general - does not need specifics - Reflective tool for teacher to determine patterns with specific students - Focus on relationships between teacher and student - Focus on consistency needed between teachers

Facilitator

Nathan DeRight

Participants

All teachers

Target Dates or Schedule

Tuesday during Pre-Planning

Evidence of Completion

PowerPoint and Teacher Sign-in Log

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Students will be highly engaged in standards-based instruction.

G2.B1 Denn John Middle School has not built a community of cooperative learners that positively interact.

G2.B1.S1 Cooperative learning, with fidelity, will be implemented.

Action Step 4

All teachers will be trained in Kagan - Day 1 and Day 2

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B1.S2 Positive Behavior Supports (PBS) will be used with fidelity, and with an emphasis on social skills.

Action Step 6

Requirements for participating in PBS quarterly events, dances, field trips, interactive art activities: - Students must have 60% or higher in ALL classes. - Quarterly PBS awards: no OSS, 1 full day/3 class periods of ISS in the previous 9 weeks. - Monthly awards: all students are eligible - Students may need to pay a portion of their field trip to supplement field trip expense.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed