

Polk County Public Schools

# Denison Middle School



## 2022-23 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: 7/12/2015

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students*<br>Multiracial Students*<br>White Students<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2021-22: C (48%)<br>2018-19: D (40%)<br>2017-18: C (45%)   |
| <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>   | ATSI   |

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Polk County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

# Denison Middle School

400 AVENUE A SE, Winter Haven, FL 33880

[schools.polk-fl.net/denisonmiddle](https://schools.polk-fl.net/denisonmiddle)

## School Demographics

|  |   |   |
|--|---|---|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p style="text-align: center;">Middle School<br/>6-8</p> | <p><b>2021-22 Title I School</b></p> <p>Yes</p> | <p><b>2021-22 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p>100%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p>K-12 General Education</p>                                     | <p><b>Charter School</b></p> <p>No</p>          | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p>81%</p>                |

## School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2021-22</b> | <b>2020-21</b> | <b>2019-20</b> | <b>2018-19</b> |
| <b>Grade</b> | C              | D              | D              | D              |

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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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name             | Position Title      | Job Duties and Responsibilities   |
|------------------|---------------------|---|
| Christian, Terri | Principal           | Common Planning<br>Instructional Materials<br>Finance (Budget and Internal Accounts)<br>Supplies and Equipment<br>Faculty Committees<br>Student Activities/Awards<br>Campus Supervision<br>Fund Raisers<br>Technology<br>Staffing and Personnel<br>Instructional Observations & Assessments<br>School Advisory Council/School Improvement Plan<br>Staff Development<br>School Plant Management<br>Plan and coordinate school-wide Professional Development<br>Coordinate Training in Learning Communities<br>Plan and coordinate regular Student/Teacher recognition<br>SBLT                    |
| Smith, Constance | Assistant Principal | Common Planning (Science and Math)<br>Instructional Materials<br>Finance (Budget and Internal Accounts)<br>Supplies and Equipment<br>Faculty Committees<br>Student Activities/Awards<br>Campus Supervision<br>Fund Raisers<br>Technology<br>Staffing and Personnel<br>Instructional Observations & Assessments<br>School Advisory Council/School Improvement Plan<br>Staff Development<br>School Plant Management<br>Plan and coordinate school-wide Professional Development<br>Coordinate Training in Learning Communities<br>Plan and coordinate regular Student/Teacher recognition<br>SBLT |
| Salmon, Keitha   | Assistant Principal | Common Planning (Social Studies)<br>Discipline Director<br>Discipline Plan<br>School Plant Management<br>Maintenance (work orders)<br>Use of Facilities   |



| Name            | Position Title      | Job Duties and Responsibilities  |
|-----------------|---------------------|--|
|                 |                     | Custodial Staff, Services, and Supplies<br>Energy Conservation<br>Disaster Plans<br>Property Records-Inventory<br>Campus Supervision, Supervision of School Activities<br>Duty Assignments<br>Safety and Security<br>Lesson Plan Review and Feedback<br>Emergency Plans<br>Drills and Drill Reporting<br>Extra-Curricular Activities<br>Instructional Observations & Assessments<br>Non-Instructional Observations & Assessments-<br>PBIS Coordinator<br>MTSS<br>Alternative Ed Programs<br>Front Office Secretaries<br>Safety Committee<br>Additional duties as assigned by Principal |
| Hinkley, Travis | Assistant Principal | Common Planning (ELA and Reading)<br>Campus Supervision, Supervision of School Activities<br>Duty Assignments<br>Safety and Security<br>Lesson Plan Review and Feedback<br>Emergency Plans<br>6th Grade Discipline, 8th Grade Discipline A-L<br>Extra-Curricular Activities<br>Instructional Observations & Assessments<br>COVID Liaison<br>Key Distribution<br>Rigor Walks<br>Bus Evacuations<br>Additional duties as assigned by Principal   |
| Cheatom, Lisa   | Dean                | Common Planning<br>Discipline<br>Campus Supervision<br>Discipline Reports<br>PBIS Implementation<br>Work Extra-Curricular Activities<br>Work Detail<br>Coordinate and develop student clubs<br>Mentor New teachers<br>Health Coordinator<br>United Way Coordinator<br>Faculty Activities Committee<br>Additional Duties as assigned by Principal   |

| Name                | Position Title      | Job Duties and Responsibilities  |
|---------------------|---------------------|--|
| Mills-Coleman, Mona | Reading Coach       | <p>Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</p> <p>Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</p> <p>Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</p> <p>Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</p> <p>Help teachers understand state and district mandates and how these mandates support student achievement.</p> <p>Provide support for school-based professional development to build the school's training capacity.</p> <p>Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> |
| Wilson, Charlene    | Math Coach          | <p>Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</p> <p>Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</p> <p>Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</p> <p>Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</p> <p>Help teachers understand state and district mandates and how these mandates support student achievement.</p> <p>Provide support for school-based professional development to build the school's training capacity.</p> <p>Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p> |
| Howard, Niculina    | Staffing Specialist | <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>  |

| Name        | Position Title | Job Duties and Responsibilities  |
|-------------|----------------|--|
|             |                | Work with Guidance office in areas related to ESE<br>Work with teachers in providing least restrictive environment   |
| Rojas, Jose | Other          | Encourage new teachers to engage in support programs such as New Teacher Seminars, Affinity Groups, and other Teacher Engagement programs. Creatively find ways to boost school culture and morale as a positive, solutions-focused staff member.<br>Monitor teacher retention data for their school sites as a way of accounting for the role's effectiveness on campus.<br>Attend monthly virtual calls via Zoom. (The calls alternate between group and individual Zoom calls.) |

**Demographic Information**

**Principal start date**

Sunday 7/12/2015, Terri Christian

**Number of teachers with a 2022 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 2022 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.*

12

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

49

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

733

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

15

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

16

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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 | 242 | 270 | 261 | 0 | 0  | 0  | 0  | 773   |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 100 | 88  | 84  | 0 | 0  | 0  | 0  | 272   |
| 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 | 35  | 14  | 14  | 0 | 0  | 0  | 0  | 63    |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 14  | 11  | 9   | 0 | 0  | 0  | 0  | 34    |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 127 | 85  | 84  | 0 | 0  | 0  | 0  | 296   |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 114 | 105 | 114 | 0 | 0  | 0  | 0  | 333   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 40  | 27  | 20  | 0 | 0  | 0  | 0  | 87    |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 131 | 150 | 143 | 0 | 0  | 0  | 0  | 424   |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0  | 0  | 0  | 4     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 2 | 0 | 0  | 0  | 0  | 6     |

Date this data was collected or last updated

Tuesday 7/12/2022

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 | 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    |

**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 | 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    |

**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      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 27%    | 40%      | 50%   |        |          |       | 32%    | 48%      | 54%   |
| ELA Learning Gains          | 44%    |          |       |        |          |       | 40%    | 52%      | 54%   |
| ELA Lowest 25th Percentile  | 44%    |          |       |        |          |       | 42%    | 48%      | 47%   |
| Math Achievement            | 31%    | 34%      | 36%   |        |          |       | 31%    | 50%      | 58%   |
| Math Learning Gains         | 54%    |          |       |        |          |       | 38%    | 50%      | 57%   |
| Math Lowest 25th Percentile | 56%    |          |       |        |          |       | 37%    | 48%      | 51%   |
| Science Achievement         | 28%    | 40%      | 53%   |        |          |       | 28%    | 44%      | 51%   |
| Social Studies Achievement  | 61%    | 49%      | 58%   |        |          |       | 43%    | 72%      | 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                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 30%    | 48%      | -18%                       | 54%   | -24%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 27%    | 42%      | -15%                       | 52%   | -25%                    |
| Cohort Comparison |      | -30%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 31%    | 48%      | -17%                       | 56%   | -25%                    |
| Cohort Comparison |      | -27%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 32%    | 47%      | -15%                       | 55%   | -23%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 25%    | 39%      | -14%                       | 54%   | -29%                    |
| Cohort Comparison |      | -32%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 19%    | 35%      | -16%                       | 46%   | -27%                    |
| Cohort Comparison |      | -25%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 25%    | 41%      | -16%                       | 48%   | -23%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 43%    | 70%      | -27%                  | 71%   | -28%               |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 65%    | 50%      | 15%                   | 61%   | 4%                 |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 93%    | 53%      | 40%                   | 57%   | 36%                |

**Subgroup Data Review**

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 13       | 42     | 40          | 15        | 41      | 40           | 20       | 42      |           |                   |                     |
| ELL                                       | 16       | 47     | 48          | 23        | 51      | 53           | 19       | 59      | 100       |                   |                     |
| BLK                                       | 21       | 34     | 36          | 24        | 49      | 54           | 25       | 58      | 100       |                   |                     |
| HSP                                       | 29       | 51     | 50          | 33        | 59      | 52           | 26       | 63      | 90        |                   |                     |
| MUL                                       | 41       | 60     |             | 47        | 43      |              |          |         |           |                   |                     |
| WHT                                       | 31       | 43     | 41          | 37        | 52      | 64           | 35       | 61      | 69        |                   |                     |
| FRL                                       | 23       | 43     | 47          | 28        | 51      | 54           | 25       | 66      | 89        |                   |                     |
| 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        |                   |                     |



| 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 |
| 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        |                   |                     |
| 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        |                   |                     |

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index  |      |
|---|------|
| ESSA Category (TS&I or CS&I)  | ATSI |
| OVERALL Federal Index – All Students  | 48   |
| OVERALL Federal Index Below 41% All Students                                    | NO   |
| Total Number of Subgroups Missing the Target                                    | 1    |
| Progress of English Language Learners in Achieving English Language Proficiency | 42   |
| Total Points Earned for the Federal Index                                       | 475  |
| Total Components for the Federal Index  | 10   |
| Percent Tested  | 98%  |

**Subgroup Data**

| Students With Disabilities  |     |
|---|-----|
| Federal Index - Students With Disabilities                                | 32  |
| Students With Disabilities Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0   |

| English Language Learners   |    |
|---|----|
| Federal Index - English Language Learners                         | 46 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |

| English Language Learners  |     |
|--|-----|
| Number of Consecutive Years English Language Learners Subgroup Below 32%       | 0   |
| Native American Students   |     |
| Federal Index - Native American Students                                       |     |
| Native American Students Subgroup Below 41% in the Current Year?               | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%        | 0   |
| Asian Students   |     |
| Federal Index - Asian Students   |     |
| Asian Students Subgroup Below 41% in the Current Year?                         | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  | 0   |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 45  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0   |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 49  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               | 0   |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   | 48  |
| Multiracial Students Subgroup Below 41% in the Current Year?                   | NO  |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%            | 0   |
| Pacific Islander Students  |     |
| Federal Index - Pacific Islander Students                                      |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?              | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%       | 0   |
| White Students   |     |
| Federal Index - White Students   | 48  |
| White Students Subgroup Below 41% in the Current Year?                         | NO  |
| Number of Consecutive Years White Students Subgroup Below 32%                  | 0   |

| Economically Disadvantaged Students  |    |
|--|----|
| Federal Index - Economically Disadvantaged Students                                | 47 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0  |

## Part III: Planning for Improvement

### 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?**

State assessment data trended upward in all school grade cells. Subgroup data did not show equitable gains on progress monitoring data.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The components with the greatest need for improvement are ELA proficiency, Math proficiency, and Science. While some gains were made in these areas continued growth is needed.

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

Scholars entering the school show low proficiency in Math and ELA. More diagnostic work is needed to identify if scholars were previously proficient. Also, identification of the specific area where deficiencies exist so remediation can be provided to get scholars to a proficient level of work. The school continues to struggle to find reading endorsed teachers for Tier 3 scholars.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

2022 state assessment components with the greatest gains were Math Gains with a 25 point increase from 29 to 54%. Math BQ gains of 21 points from 35 - 56%. ELA BQ gains of 15 points increased from 29 to 44%. A 13 point gain was obtained in Civics 48 - 61%, Acceleration 75 - 88%, and ELA Gains 31 - 44%.

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

Factors contributing to this improvement include a focus on progress monitoring data, standards aligned work to include target task alignment, and scholar work analysis.

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

The incorporation of the writing matrix, incorporation of writing across the content areas consistently. Use of schoolwide critical thinking reading and writing strategies.

**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.**

BEST standards training, Learning Arc Framework training, CHAMPS training, Schoology training, the writing matrix, how to incorporate writing across the content area, Corrective Reading, Math 180

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

Corrective reading representative from McGraw Hill to review Corrective Reading implementation.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The key component to all learning is a well-constructed lesson plan that is rigorous and aligned to the standards. When rigorous and standards aligned lessons are designed and taught, scholars are motivated and intrigued to learn. School-wide data for the 2021-2022 school year shows that proficiency levels in ELA (27%), Math (31%), Science (28%), and Civics (61%) are below district and state averages. Through a comprehensive collaborative planning focus, scholars will show gains across all curriculum areas.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Denison Middle School will increase scholar proficiency to 32% for ELA and increase Math proficiency to 36%. We will increase proficiency by 5% for Civics 66%, acceleration 93% and Science 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 utilizing the learning arc and delivered through varied scholar engagement activities. 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: Describe how this Area of Focus will be monitored for the desired outcome.**

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. Administrative team member will meet with their department teachers midyear to conduct teacher data chats baed on student performance.

**Person responsible for monitoring outcome:**

Terri Christian (terri.christian@polk-fl.net)

**Evidence-based Strategy: Describe the evidence-based strategy being**

Target task alignment  
 School-wide use of Smart 7 Strategy for reading comprehension,  
 RACES strategy for writing short or extended responses to specific content inquiry  
 Use of ELA content reading resources from DOE.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1 - Implentation of the Learning Arc.

Action Step 1 -Train staff on the learning arc planning framework and implement its use during collaborative planning.

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

Strategy 1 - Implentation of the Learning Arc

Action Step 2 - Use formative assessments to check for understanding and mastery, differentiation of instruction and acceleration. Monitoring of this step will occur through the analysis of student work samples and data.

**Person Responsible** Terri Christian (terri.christian@polk-fl.net)

Strategy 1 - Implentation of the Learning Arc

Action Step 3 - Provide actionable feedback for all content areas teachers through lesson planning, walkthroughs, and peer rigor walks.

**Person Responsible** Terri Christian (terri.christian@polk-fl.net)

Strategy 1 - Implentation of the Learning Arc

Action Step 4 - Utilize data from Corrective Reading, Math 180, ALECK within McGraw Hill to create small group learning of students with similar needs.

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

Strategy 1 - Implentation of the Learning Arc.

Action Step 5 - Design lessons that are aligned to the standards and monitor for target task alignment and culminating tasks that are aligned to the depth and rigor of the standard.

**Person Responsible** Terri Christian (terri.christian@polk-fl.net)

Strategy 1 - Implementation of the Learning Arc.

Action Step 6 - Administrators will review and check lesson plans weekly for their assigned content areas and provide feedback to teachers.

**Person Responsible** [no one identified]

## #2. Positive Culture and Environment specifically relating to Scholar engagement

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As more scholars returned to face to face learning this year, there was an increased need for lowering the amount of referrals.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. The amount of level 3 referrals will decrease by 50%.
2. The amount of level 4 referrals will decrease by 50%.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. This area of focus will be monitored by the MTSS team, specifically looking at tier 2 and tier3 interventions.
2. This area of focus will be monitored by the amount of referrals that are generated each day.
3. The area of focus will be monitored by the admin. on a weekly basis.

**Person responsible for monitoring outcome:**

Terri Christian (terri.christian@polk-fl.net)

### Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. The evidenced-based strategy will be C.H.A.M.P.S.
2. The evidenced-based strategy will be PBIS.

**Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

- 1 The. rationale for selecting this specific strategy is: A.CHAMPS is an evidence-based approach to classroom behavior management. It is not a curriculum or program but a collection of recommendations that are based on more than 50 years of research in the fields of education and psychology.
2. The rationale for selecting this specific strategy is: A. P.B.I.S. <https://cardinalscholar.bsu.edu/handle/123456789/202953>

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Train teachers in C.H.A.M.P.S.

**Person Responsible**

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

2. Train teachers in P.B.I.S.

**Person Responsible**

Terri Christian (terri.christian@polk-fl.net)

Train teachers on embedding positive behavior skills into their daily lessons.

**Person Responsible**

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



## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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 2022-2023 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 accomplished through the implementation of the PBIS framework and the integration of effective strategies and programs that create a Multi-Tiered System of Support (MTSS) for behavior. School data will drive schoolwide evidence-based practices to build a MTSS that is practical, durable, and available to all.

Through PBIS we will teach students and staff how to achieve expected outcomes; prevent problem behaviors from taking place; provide relevant incentives for students to demonstrate desired behaviors; and use consequences for punishment that are aligned to the function of the student's behavior.

Staff, scholars, parents and the community will be trained on PBIS and how to utilize it during the school year. 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.

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

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.