

School District of Osceola County, FL

Denn John Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Denn John Middle School

2001 DENN JOHN LN, Kissimmee, FL 34744

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Vision: To be a high-performing middle school.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ballone, Michael	Principal	Will monitor school stocktake, will monitor the SIP and receive monthly reports and give feedback. Will also set the school climate and goals and monitor through regular discussion with staff and monitor academic and discipline data for progress toward SIP goals. Also part of the Literacy Team. Other responsibilities include: Budget, non-classroom instructional evaluations, ELA/ Reading and ESE administrator, SAC administrator, Title I administrator, Threat Assessment.
Howard, Lonnie	Assistant Principal	Will monitor school Stock take, will monitor the SIP and receive monthly reports and give feedback. Will set the school climate and goals and monitor through regular discussion with staff. Will monitor academic and discipline data for progress toward SIP goals. Will monitor master schedule to ensure student interventions are implemented for Tier 2 and Tier 3 students. Also part of the Literacy Team. Other responsibilities are: school enrollment, SAI Programs, Grad recovery, social studies/ elective administrator, 6th grade orientation, MTSS, and AVID.
Booker, Rafael	Assistant Principal	Will monitor school Stock take, Will monitor the SIP and receive monthly reports and give feedback. Will set the school climate and goals and monitor through regular discussion with staff. Will monitor academic and discipline data for progress toward SIP goals. Also part of the Literacy Team. Other responsibilities: professional development, supervision coverage, facilities, discipline, math/science administrator, crisis/emergency management plan, summer programs, promotion/AP/retention letters, testing administrator, social media, drills reports (fire, tornado, lockdown)
Tessler, Jacob	Instructional Coach	
Reid, Nicole	Dean	
Tessler, Lana	Dean	
Aponte, Annette	School Counselor	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP was presented to SAC and input and suggestions were taken to get community support and buy in. When feedback is given from stakeholders we hold a meeting and identify ways to incorporate the feedback with an action plan and solutions.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored monthly through the stocktake process to see how we are progressing on our goals. Ensuring that all ESSA groups are moving and showing academic progress. If adequate growth is not being achieved the leadership team will brainstorm to identify different strategies to try and update the SIP accordingly.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	32	58	90	
One or more suspensions	0	0	0	0	0	0	12	45	35	92	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	12	14	26	
Course failure in Math	0	0	0	0	0	0	0	13	21	34	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	106	110	114	330	
Level 1 on statewide Math assessment	0	0	0	0	0	0	135	138	113	386	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	106	110	114	330	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	96	139	133	368

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	48	82	51	181	
One or more suspensions	0	0	0	0	0	0	87	89	68	244	
Course failure in ELA	0	0	0	0	0	0	1	28	22	51	
Course failure in Math	0	0	0	0	0	0	1	17	14	32	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	101	105	105	311	
Level 1 on statewide Math assessment	0	0	0	0	0	0	122	126	109	357	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	101	105	105	311	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	56	84	61	201

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	48	82	51	181	
One or more suspensions	0	0	0	0	0	0	87	89	68	244	
Course failure in ELA	0	0	0	0	0	0	1	28	22	51	
Course failure in Math	0	0	0	0	0	0	1	17	14	32	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	101	105	105	311	
Level 1 on statewide Math assessment	0	0	0	0	0	0	122	126	109	357	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	101	105	105	311	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	56	84	61	201	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	26			31	44	50	31		
ELA Learning Gains				43	46	48	35		
ELA Lowest 25th Percentile				36	36	38	30		
Math Achievement*	30			31	44	54	29		
Math Learning Gains				47	54	58	30		
Math Lowest 25th Percentile				54	58	55	29		
Science Achievement*	30			36	49	49	34		
Social Studies Achievement*	55			59	68	71	57		
Middle School Acceleration	80			85			65		
Graduation Rate									
College and Career Acceleration									
ELP Progress	38			39			43		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	259
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	4
ELL	37	Yes	3	
AMI				
ASN	57			
BLK	40	Yes	1	
HSP	41			
MUL				
PAC				
WHT	58			
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	3	3
ELL	39	Yes	2	
AMI				
ASN	65			
BLK	43			
HSP	45			
MUL	27	Yes	1	1
PAC				
WHT	59			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	26			30			30	55	80			38
SWD	12			12			14	23			4	
ELL	17			23			18	47	78		6	38
AMI												
ASN	50			64							2	
BLK	22			26			20	43	90		5	
HSP	23			28			26	54	79		6	35
MUL												
PAC												
WHT	42			42			53	77	76		5	
FRL	23			28			25	49	75		6	31

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	43	36	31	47	54	36	59	85			39
SWD	14	32	25	9	38	41	8	13				31
ELL	19	39	36	22	41	40	18	44	90			39
AMI												
ASN	80			50								
BLK	24	33	29	20	48	61	32	59	80			
HSP	31	44	36	30	45	51	33	56	85			41
MUL	21			20	40							
PAC												
WHT	43	44		50	61		54	68	91			
FRL	30	43	36	28	45	52	34	58	84			36

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	35	30	29	30	29	34	57	65			43
SWD	14	25	22	15	21	22	18	31				12
ELL	20	35	35	15	29	39	16	39	39			43
AMI												
ASN												
BLK	22	23	20	24	21	14	21	50	63			
HSP	31	37	32	27	31	34	34	57	65			43
MUL												
PAC												
WHT	39	43	45	45	41		44	68	77			
FRL	27	34	28	25	27	29	30	52	62			36

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	16%	39%	-23%	47%	-31%
08	2023 - Spring	27%	40%	-13%	47%	-20%
06	2023 - Spring	22%	39%	-17%	47%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	24%	40%	-16%	54%	-30%
07	2023 - Spring	18%	39%	-21%	48%	-30%
08	2023 - Spring	33%	48%	-15%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	14%	35%	-21%	44%	-30%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	40%	32%	50%	22%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	36%	58%	48%	46%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	65%	33%	63%	35%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	63%	-11%	66%	-14%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA had the lowest proficiency. This was due to staffing shortages in ELA and reading. We had a long term sub all year. Proficiency was 24% schoolwide.

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

Acceleration showed the greatest decline from 85% to 76%. Instructional planning, data tracking and interventions need to be more targeted to student needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA had the greatest gap of 23% difference, with the state average at 47% and we were at 24%.

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

Math went up by 3% points. The Professional Development that was provided to teachers and the intervention plans. Teachers participated in TOOTS, content previews and did collaborative planning with the math coach. ALEKS math program was also used as an additional resource to close gaps with our students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring that quality ELA and Reaching In strategies are being used in classrooms that have long term substitutes. With the Instructional coach walking through and providing supports to the teacher.

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

1. Common Formative Assessments will be used in all classrooms to increase effective instructional practices.
2. Engagement strategies to be used in all lessons to increase student achievement
3. Teacher clarity of the standard and learning target are posted in student friendly terms and easily understood by all students.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Last year we had over 2000 referrals for the 2022-2023 school year. Contributing factors that led to the high referral count was changing the culture and systems from the previous year. In 2022-2023, data showed that 31% of students had at least one referral.

Measurable Outcome:

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

In 2023-2024, we would like to decrease referral data by five percent; only 26% of students will have one or more referrals.

Monitoring:

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

During monthly committee meetings, the PBIS team will review behavior. A report will be generated that identifies what are our most frequent behaviors.

Person responsible for monitoring outcome:

Rafael Booker (rafael.booker@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Studies show there is a link between student engagement and discipline in the classroom. Students have diverse learning styles and needs. Developing a high quality learning environment which targets a variety of modalities will create buy-in from students and decrease discipline problems.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Gallup study which involved 128 schools and more than 110,000 students found that student engagement had a significant positive relationship with student academic achievement progress (growth) in math, reading, and all subjects combined (Reckmeyer, 2019).

The success of the intervention suggests that developing an empathetic mindset toward discipline can change the way teachers interact with students and reduce the number of suspensions. The present research demonstrates how a punitive climate can create in teachers a punitive approach to discipline and how this approach undermines students' feelings of respect for teachers and motivation to behave well in class (Okonofua, 2015)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Intervention groups created for students with high referrals to help them learn strategies to manage their behavior and to build relationships with their Dean.

Person Responsible: Nicole Reid (nicole.reid@osceolaschools.net)

By When: September 1, 2023

Create a mentor program where teachers and students are paired up to build relationships.

Person Responsible: Annette Aponte (annette.aponte@osceolaschools.net)

By When: October 30, 2023

Schedule PD for staff on Kagan strategies to increase engagement within their classrooms

Person Responsible: Lonnie Howard (lonnie.kujawa@osceolaschools.net)

By When: October 15, 2023

#2. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Common Formative Assessments will be used by all teachers to increase instructional practices that have higher student achievement. By analyzing CFA's PLC's will be able to ensure that our ELL, ESE and FRL students are understanding the content and being provided specific targeted Tier 1 and 2 interventions to close gaps during classroom instruction.

Measurable Outcome:

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

100% of our PLC's will use CFA's to inform instructional practices that increase student achievement.

Monitoring:

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

The MTSS team will monitor the use of CFA's through EduClimber to ensure that all PLC's are implementing CFA's. Leadership team members will be actively involved in the PLC's to help with guiding questions as teams analyze data to increase student achievement thru high yielding instructional practices.

Person responsible for monitoring outcome:

Lana Tessler (lana.tessler@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

CFA provide an opportunity to teachers to provide students with Feedback on their performance. As noted by Hattie direct positive Feedback has an effect size of .95. When we provide students with feedback as well as analyze our data as a PLC, we are then able to increase instructional practices and timely.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Common Formative data is vital to meeting the needs of every single learner at our school; furthermore, the use of common formative assessments often benefits our lowest quartile students who experience the largest deficiencies. By utilizing the PLC process to highlight which students are in most need of skill remediation as well as which teachers are most effective at teaching any specific, discrete, skill, we will ensure that every student has their individual learning needs met. By analyzing data across classes we can increase instructional practices to achieve greater student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

ELA, Research/Reading, and Social Studies teachers will be provided effective feedback and instruction on how to increase student engagement in the classroom through AVID and Kagan strategies.

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

By When: 30th of every month

Math, Science and Elective teachers will be provided effective feedback and instruction on how to increase student engagement in the classroom through AVID and Kagan strategies.

Person Responsible: Rafael Booker (rafael.booker@osceolaschools.net)

By When: 30th of every month

The Leadership team will use assessment data and classroom observations to determine individual student needs.

Person Responsible: Gisselle Hernandez Portilla (gisselle.hernandezportilla@osceolaschools.net)

By When: October 15, 2023

ELL and ESE support will occur in classrooms with the assistance of the ESOL compliance staff member as well as the RCS. ESOL Compliance will provide instructional strategies and professional development opportunities for all faculty to make certain that appropriate second language strategies are being implemented across the school.

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

By When: Monthly

3 Weekly classroom walk throughs by the leadership team to ensure highly engaging activities are being embedded in classroom instruction.

Person Responsible: Lonnie Howard (lonnie.kujawa@osceolaschools.net)

By When: 30th of Every month

The MTSS Coach will conduct quarterly meetings with the leadership team and each grade level to review students in MTSS to see if students are showing growth and to identify changes that need to be made to help our students show growth if they are not moving forward

Person Responsible: Gisselle Hernandez Portilla (gisselle.hernandezportilla@osceolaschools.net)

By When: October 15,2023

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Spring 2023 Panorama School Climate survey data; school climate rated lowest at 26%. The subquestion that showed the greatest decrease was how often do your teachers seem excited to be teaching your classes with a drop in 12 percentage points from the Fall 2022 survey administration. This data may be student perception but could also indicate a teacher level concern. However, only about 30% of students completed the survey and additional data will need to be collected.

Measurable Outcome:

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

The goal is to increase student sense of belonging to meet the district average of 34% as measure by the Panorama School Climate survey.

Monitoring:

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

Future Panorama data reports will be reviewed for changes and continued guidance on school culture efforts. Monthly surveys will be conducted on a school form to identify areas of concern and suggestions from students.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PLCs will work in collaboration to provide students with rigorous standards-based instruction that includes high yielding engagement strategies that are higher than .40 effect size according to Hattie to push students to reach their full potential. We will expand the number of students enrolled in acceleration courses. This culture will encourage students toward post-secondary education and career planning by advancing in their high school credits.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that belonging positively affects engagement, behavior, and academic performance. When learners feel that they belong in an educational setting, their engagement increases, negative behavior incidences decrease, and academic outcomes improve (Hagenauer, et al., 2014, Lewis et al., 2016)

According to Vos, Westhuizen, Mentz, and Ellis (2012), an unhealthy school climate can lead to ineffectiveness. Discovering the climate of a school is an important component for developing strategies for management and improvement for student performance. School climate has a significant effect on the job satisfaction levels of staff members. It is especially important to evaluate organizational health to maintain positive work performance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create a Survey for students to take every other month during lunch to get a pulse of the school culture as well as student recommendations for PBIS events.

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

By When: October 30, 2023

Create a teacher sign up with students that are high risk, to ensure that they have a positive adult that checks in on them daily, to build a relationship.

Person Responsible: Annette Aponte (annette.aponte@osceolaschools.net)

By When: October 30, 2023

Create enrichment interventions that students can sign up for and get them excited to do their best on state testing and have a desire to want to be at school.

Person Responsible: Lonnie Howard (lonnie.kujawa@osceolaschools.net)

By When: October 30, 2023

Create a monthly PBIS event calendar to identify rewards students can work for as well as staff to help manage implementation of these events.

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

By When: October 30, 2023

Create a monthly PBIS event calendar to identify rewards students can work for as well as staff to help manage implementation of these events.

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

By When: October 30, 2023

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2022, SWDs scored 32% on their assessments, MUL students scored 27% and ELL students scored x%. Ensuring that teachers are utilizing high engagement activities as defined by Hattie.

Measurable Outcome:

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

Improve the outcomes for SWD, ELLs, and MUL students to 41% on ELA, Math, and Science on the PM3 assessment. 60% of our teachers will utilize engagement strategies within their lessons as observed and measured through LT walkthroughs.

Monitoring:

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

Through planned out weekly walkthroughs

Person responsible for monitoring outcome:

Lonnie Howard (lonnie.kujawa@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ELA: HD Word, Small Groups, Achieve 300

Math: CRA, ALEKS

Ensuring that teachers are using evidence-based strategies that provided a .44 effect size according to Hattie.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Formative data is vital to meeting the needs of every single learner at our school; furthermore, the use of formative assessment often benefits our lowest quartile students who experience the largest deficiencies as well as our SWD, ELL, and MUL students. By utilizing the PLC process to highlight which students are in most need of skill remediation as well as which teachers are most effective at teaching any specific, discrete, skill, we will ensure that every student has their individual learning needs met.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create Look-For template to share with teachers.

Person Responsible: Lonnie Howard (lonnie.kujawa@osceolaschools.net)

By When: October 30, 2023

Monitor weekly lesson plans for embedded engagement strategies are listed.

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

By When: Weekly with check in on the 30th of each month

50% Teachers utilizing engagement strategies during classroom walkthroughs.

Person Responsible: Michael Ballone (michael.ballone@osceolaschools.net)

By When: 11/15/2023

No description entered

Person Responsible: [no one identified]

By When:

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our Reading coach supports students by providing professional development to our teachers that directly teach our SWD, ELL and MUL students. Our coach also identifies what interventions these students need to be placed in by analyzing their data to ensure that they are making adequate academic growth. As well as insuring that these students are placed in strategic intervention groups. Our para's are utilized to work with these students within the classroom providing additional support for academic growth.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be available in the front office so parents can get a copy of it at any time. It will also be placed on our school webpage at <https://www.osceolaschools.net/djms> and will be available for review and to receive feedback at monthly SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

By inviting parents in for curriculum nights, STEM night, and other events throughout the school year to showcase what our students are doing. Providing parents with Parent teacher conference night also allows us to have business and community members present to make sure parents are aware of services that are available to them if they need them.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

We have strategically placed students into our FIRE time which is our intervention period. Students are placed into small groups to target specific academic gaps in Reading, Math, Social Emotional and Behavior. Students that need enrichment will have opportunities during this time to select something they are interested in doing to continue to push them academically.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Denn John Middle School will coordinate the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition; and Perkins Career and Technical Education for the implementation of post secondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our students are placed in intervention groups with our counselors during our FIRE time to provide those students with mentoring and mental health services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

In September during college week, we will have guest speakers to talk about their careers with our students. This opportunity helps students understand the importance school and that they are capable to achieving anything they set their mind to.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers are provided Professional Development days to attend training that will improve their instruction that is provided by the district. At the school level, we provide teachers with working lunch PD's, as well as opportunities to do learning walks to observe other teachers within our school. Professional development is also provided to teachers on how to use data from Common Formative Assessments (CFA's) to identify excellent teaching practices that have the greatest academic impact.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A