

Neptune Middle School



2014-15 School Improvement Plan

Neptune Middle School

2727 NEPTUNE RD, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

66%

Alternative/ESE Center

No

Charter School

No

Minority

72%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Excellence for all . . . whatever it takes.

Provide the school's vision statement

Education which aspires all students to achieve their highest potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Neptune Middle School wholeheartedly embraces the middle school philosophy. All students are organized into grade level academic teams. Teams, comprised of 5 academic teachers, work collaboratively to support students through the building of positive relationships. Each team conducts quarterly events to celebrate student success and are required to host a parent involvement activity each semester. The team teachers mentor the students through an extended 1st period class, engaging the adolescents in FOCUS, SAIL and SURF activities weekly. FOCUS, Friendly Open Conversation Uniting Students, engages students in an advisor/advisee relationship-building activity each week. SAIL, Supporting Academic Instruction for Learners is the school-wide grade recovery/skill-building/data chat session scheduled every Tuesday and Thursday to improve student success. SURF, Students United in Reading Fun, encourages students to read by providing school-wide time for pleasure reading each Monday and Friday.

Describe how the school creates an environment where students feel safe and respected before, during and after school

A safe learning environment is a number one priority at Neptune Middle School. Safety before school is assured by providing supervised areas for each grade level to gather awaiting the start of school day (patio area, gym and basketball court). In addition, students are encouraged to take advantage of the free breakfast (main cafeteria) and visit the Learning Resource Center to checkout reading materials or work on projects. Algebra morning tutoring is available daily and teachers offer before school remediation time. During school, student safety is monitored through the use of security cameras, adult supervision in the classrooms, the administrative team supervising the halls and common areas throughout the school day, and the presence of the Sheriff Resource Officer. Bus and car riders are closely supervised until they exit the campus. A few early arrivals (due to parent schedules) are supervised by a teacher volunteer from 6:30 am until school begins. A SPIRIT after school program engages students requiring after school care in academic tutoring and project-based learning activities under the supervision of faculty/staff volunteers.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Neptune is a PBS, Positive Behavior System Bronze Level 2014 Model School. Schoolwide expectations for student behavior have been clearly established for the classroom, cafeteria, and hallways. The acronym HAWK (our school mascot) stands for good HABITS, ACCOUNTABILITY,

WORK ETHIC, and KIND. Students are rewarded consistently with Seahawk Sanddollars for exhibiting the positive HAWK behaviors. The sanddollars are used in the School Store to purchase school supplies and can also be saved to purchase a ticket to attend quarterly PBS reward events or redeem to eat lunch with friends at outside picnic tables or special areas in our newly remodeled cafeteria. In addition, academic grade level teams host quarterly PBS events for the students. Minor infractions provide students with 3 warnings, which include parent notification before escalating to an office disciplinary referral.

The start of each school year includes a training for all school personnel in the PBS system implementation and the expectations reinforced school-wide. Grade level discipline assemblies are conducted by the deans during the first week of school for all students to be reminded of the PBS expectations and consequences.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Three grade level counselors loop with the students for the years they attend our middle school to support student academic, social and emotional needs. Students interact with grade level counselors during their lunch period and can make an appointment to meet with their counselor as needed by filling out a request form in the student office. A school psychologist and social worker are also assigned to the school one day per week for additional support. Additional services (Families in Transition, Park Place, Behavioral Camp, etc.) are provided as needed to meet individual student needs.

The first period teacher serves as a mentor to the students in their homeroom class, as do the physical education coaches, club sponsors, SPIRIT program tutors, and even custodians and professional support staff members contribute. Students make positive connections with school personnel so each has someone to seek assistance from for academic or social-emotional support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance EWS: Students missing 10% or more of instructional time are identified and monitored closely by the grade level guidance counselors.

Suspensions EWS: Students with 2 or more discipline referrals and/or one or more suspensions are identified and monitored closely by the grade level deans.

Course failures EWS: Students who fail a math, LA/R, or two or more courses failed in any subject are identified and monitored closely by the homeroom teacher, team and grade level counselors.

Level 1 Reading and Math EWS: Students scoring a Level 1 in grade 6, 7, or 8 are identified and monitored closely by the grade level guidance counselors, reading and math teachers, and supported by the reading and math coaches.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	19	31	39	89
One or more suspensions	87	86	104	277
Course failure in ELA or Math	0	2	4	6
Level 1 on statewide assessment	149	138	172	459
	0	0	0	
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	5	12	12	29

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students are mentored by the homeroom teacher to closely monitor attendance, discipline, and academic progress. A 30-minute homeroom time is utilized for implementation of SAIL (Supporting Academic Instruction for Learners) where students receive support services from the math, science and reading teachers. In addition, grade level counselors loop each year with the students and also monitor the EWS candidates. Three deans, one per grade level, support students exhibiting EWS indicators, as well as the Resource Compliance Specialist for ESE students and the ESOL Compliance Specialist for ELL students. The attendance dean, clerk and registrar work together to continually update counselors, deans and administrators if tardies (more than 3) and absences (more than 5) become excessive, at which time a parent conference is arranged to address the concern. A SPIRIT after school program is offered to students 4 days each week immediately after school ends. An hour of concentrated tutoring is offered to the students exhibiting EWS indicators in each of the academic areas and the coordinator reviews the student's academic performance weekly, providing the parent with a detailed progress report handed to them when they come to pick their child up.

The grade level deans track both the attendance and discipline data weekly for students exhibiting early warning signs, providing immediate intervention. Interventions can include truancy meetings with parents and students, an OSS diversion program which reduces a 3-day suspension to one day if both the student and parent attend an evening counseling session, and assistance from other resources (school psychologist, social worker, teacher mentor). The guidance counselors at each grade level support these same students academically, socially and emotionally as needed, also intervening with student check-in/check-out, special group intervention sessions and referrals to outside agencies if necessary.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Neptune Middle School hosts a parent involvement event for each team in grades 6, 7 and 8 each semester. The SPIRIT after school program plans a parent activity night monthly and SAC continually works to improve recruitment efforts to increase parent membership and attendance at monthly meetings. SAC members are recruited at the Open House before the start of school and a SAC buddy system is encouraged for parent members to bring a friend to the meetings. The PSST, Parents Supporting Students and Teachers, conducts monthly meetings and creates a database of parent volunteers for help for the teams in a variety of activities throughout the year. Reminder calls are conducted prior to each monthly SAC meeting to maximize attendance.

Parent conferences can be scheduled as requested on the 2nd and 4th Wednesday of each month. Conferences are also scheduled in the morning before the start of school or after school on other days as needed due to parent schedules. These conferences are attended by the team's academic teachers and the child's elective teachers to give an overall picture of student performance.

Progress reports are issued every 4.5 weeks and report cards every 9 weeks. In addition, parents can sign into the Parent Portal system at any time to view academic progress, discipline incidents and attendance records. Teachers communicate with parents as needed via email and phone calls. The Remind software is also utilized schoolwide to notify both students and parents of homework, assignments, projects and events on a daily basis. A student agenda is issued to every child at the start of the year and serves as a communication between teachers and parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Neptune's Business Partner Coordinator continually seeks community businesses to partner in educating our students. The coordinator attends monthly district business partner meetings, reaches out to agencies/businesses for donations to our Student of the Week/Month program, secures rewards for student academic achievement, and conducts an annual event to thank our partners for joining us to support the education of our students. This paraprofessional also schedules monthly family nights (McTeacher, Dairy Queen, Firehouse Subs, Chick-Fil-A) and encourages our families to dine at area restaurants where a percentage of the sales is donated back to the school. The funds earned are used to support student team and Positive Behavior Support rewards. This year, Neptune Middle School hosted the first county business partner meeting of the year at the school, achieving record attendance and securing numerous partnerships. A list of business partners is included in the quarterly school newsletters to thank them publicly for supporting our students. An end of year district initiative honors one outstanding business partner from each school to remind them of how much we value their involvement with our schools.

Each of our 11 grade level teams adopts an annual service learning goal tied to the academics. The students and teachers partner to meet a community environmental, intergenerational or social need. Every year our students log in excess of 1500 volunteer service hours giving back to the local community in some way, totaling more than 20 community service initiatives annually.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mohen, Cynthia	Principal
Dunham, Judy	Assistant Principal
Luciano, Maritza	Assistant Principal
Triplett, Diana	Instructional Coach
Adams, Katie	Dean
Booth, Martha	Dean
Chamberlain, Barbara	Dean
Greller, Annamarie	Instructional Coach
Prickett, Keli	Other
Bassford, Ethel	Registrar
Kibler, Sue	Instructional Technology
Piazza, Fran	Other
McCormack, Jill	Instructional Coach
Brown, Kathryn	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Neptune Middle School's leadership team is comprised of the principal, assistant principals (2), deans (3), LRS, Reading Coach, Math Coach, and ESE Resource Compliance Specialist. The members meet every Monday morning with key professional support staff members: Data Entry Clerk, Bookkeeper, Principal's secretary, Head custodian, Cafeteria manager, and Technology Specialist. The purpose of the meeting is to share pertinent information (upcoming events, financial needs, etc.) and collectively make key decisions to positively impact student performance.

Each member of the school's leadership team also serves as a co-facilitator with the academic department chair to lead the Professional Learning Community (PLC) groups. The principal, Math Coach and LRS lead the math group; one assistant principal leads the social studies PLC, while the other facilitates the science group; a grade level Dean teams up with the Reading Coach to lead the language arts/reading department PLC. Each leader serves the department in their trained area of expertise. The department PLC groups meet on the first Wednesday of the month where the facilitators discuss curriculum/standards, pacing guides, and disseminate information. The individual grade level PLC's meet each Thursday during teacher planning and collaborate to plan lessons, create common assessments and examine student progress data, making instructional changes to positively impact student learning.

In addition, these non-classroom instructional personnel support the MTSS process by targeting academic goals in reading, math, writing, and science, and closely addressing student attendance and suspension rates. The school-based leaders work collaboratively to define and analyze needed student support and to develop and implement strategies/interventions to assure improvement in specific areas to increase student achievement. Key leadership team members serve on the Intervention Assistance Team, and conduct detailed examination of academic, attendance and behavioral data and continually problem solving with the grade level academic professional learning communities monthly.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Intervention Assistance Team is responsible for identifying annual goals through the data-based problem-solving process. This team is comprised of the Principal, Assistant Principal, School Psychologist, school Guidance Counselors (3), Reading Coach, Math Coach, Positive Behavior Support (PBS) facilitator/LRS, Behavior Specialist, ELL Compliance Specialist, Deans (3), ESE Resource Compliance Specialist, and Social Worker. This group meets monthly as a core group to discuss student data for both academics and behavior. Data is reviewed and problem solving is conducted to determine the effectiveness of the core instruction at school-wide data meetings twice monthly and monthly IAT meetings. Implementation of new interventions for small groups takes place to maximize student success. The core group is divided into subgroups based on areas of expertise. The subgroups meet on alternating weeks to define behavior/academic concerns, analyze the roots of those concerns, develop and implement new interventions for individual cases and evaluate the process. The IAT assists grade level teams in implementation of intervention strategies, helps in conducting observations/screenings, develops methods of progress monitoring, and evaluates the effectiveness of the intervention strategies. The MTSS Coach is in constant communication with the District Support Team for MTSS and shares best practices with other colleagues.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cindy Mohen	Principal
Judy Dunham	Principal
Maritza Luciano	Principal
Katie Adams	Teacher
Nancy Bohn	Teacher
Karen Perry	Teacher
Lisa Coamey	Parent
Felicia Kelley	Parent
Virginia Anderson	Student
Elizabeth Asquini	Teacher
Kyle Carr	Teacher
Becky Ferguson	Teacher
Diana Guzman	Parent
Gary Johndro	Parent
Michele Kratochvil	Parent
Chris Kratochvil	Parent
Lynne Larkins	Parent
Nicole Mehit	Teacher
Ileana Mercado	Teacher
Karina Morelli	Parent
Mary Reyes	Parent
Karen Vacek	Teacher
Lisa Wilson	Teacher
Molly Zak	Teacher
Christine Arendas	Parent
Lori Schooler	Parent
Kurt Arendas	Parent
Sherry Kull	Teacher
Meredith Maza	Teacher
Marcia Powell	Parent
Kyle Clark	Teacher
Jaqueline Santiesteban	Parent
Don Perry	Teacher
Chris Ryder	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

An annual survey of parents, students and faculty members is conducted in the Spring. The results are reviewed by SAC, focusing on areas of concern, and the group brainstorms ways to continue to improve the following school year. In addition, student data results are provided monthly, and results of the state test are shared when made available. The goals and action plan strategies are reviewed by the SAC members with additional input from academic Professional Learning Communities. SAC annually reviews the state test results in the Fall and examines how the school compared to the district and the state averages. All factors are taken into consideration in the development of the next year's SIP. The plan is a continuous work in progress, subject to updating throughout the school year.

Development of this school improvement plan

The 2014-15 SIP was drafted in April of 2014. The SAC members reviewed the 2013-14 goals, barriers and strategies and identified effectiveness of the action steps, brainstorming additional areas of improvement for 2014-15 to further increase student success.

A detailed data binder was compiled following the release of the 2014 FCAT scores. The data was reviewed by the leadership team, followed by attendance at two days in July of Data Digging as a group. The data group selected two target goals, based on the SAC input after reviewing last year's goals and following a problem solving session to again review barriers and come up with possible solutions. The action steps, plan for monitoring fidelity and implementation of the plan were identified as a collaborative effort by the leadership team, targeting specific indicators for academic performance improvement. The 2014-15 goals selected were reviewed at the August 26, SAC meeting. Approval of the 2014-15 SIP document is targeted for the September 23, 2014 SAC meeting.

Preparation of the school's annual budget and plan

The school's budget is primarily consumed by teacher and professional support staff salaries driven by the class size mandate as estimated by school projections. Members of the leadership team (administrators, deans, academic coaches, teacher leaders) met in March 2014 to make collaborative decisions about teaming, course offerings, and specifics concerning the master schedule. Teachers completed a survey indicating schedule requests/ areas of certification/expertise to assist in planning master schedule revisions. The budget template is presented at the April SAC meeting to inform the SAC members of the monetary distribution for school personnel, as well as discretionary funds for annual expenses. In June of 2014, individual teacher performance results were examined for further final adjustments to the student schedule. Actual enrollment continues to impact the budget plan through the summer and into the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds were released late, in May 2014, and rolled over to the 2014-15 school year. Funds are utilized to support the targeted school improvement goals, including professional development. The SAC unanimously voted last Spring to use \$5000 to purchase 2014-15 student agendas. The remaining SAC funds of \$10671.71 will be utilized for professional development tied to the improvement goals and to support the 2014-15 SIP action plan strategies. The allocation of SAC funds for specific purposes will be addressed at the monthly SAC meetings, requiring approval by the voting members.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mohen, Cynthia	Principal
Senter, Desiree	Instructional Technology
Triplett, Diana	Instructional Coach
Freiermuth, Keri	Teacher, K-12
Pedranti, Linda	Teacher, K-12
Tessler, Lana	Teacher, ESE
Whaley, Kaye	Teacher, K-12
Patton, Jennifer	Teacher, K-12
Laing, Natalie	Teacher, K-12
Rodriguez, Betty	Teacher, K-12
Griesser, Sheryl	Teacher, ESE
Luquis, Patricia	Teacher, K-12
McHale, Holly	Teacher, K-12
Roach, Ashley	Teacher, K-12
Holley, Bobbie	Teacher, Career/Technical
Vacek, Karen	Teacher, K-12
Vazquez, Liesl	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year's major initiatives will focus on increasing student time spent engaging in reading and family involvement in literacy. All Neptune Middle School students are enrolled in a reading class and are being challenged to read 40 books this year. An author visit is planned to include an interactive literacy event for struggling readers and their families. The Battle of the Books after school club will target increasing the number of participants in a yearlong student club that culminates in a district-wide reading competition. Neptune's team won first place in the district last year and the goal is to match that accomplishment. A summer Scholastic contest logging reading minutes found our students ranking 79th internationally and our summer reading challenge will reward readers with a popcorn and a movie event. Reading posters will be visible throughout the school featuring what the faculty and staff members are reading. Book trailers will be created by students and showcased on the morning television announcements to spark interest in all types of genres. Multiple school book fairs are scheduled to provide students with additional reading materials meeting their interests. Literacy awards to be presented for an outstanding literacy achievement by a teacher at the monthly faculty meetings.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

A belief in the middle school philosophy has the grade level student population divided into academic teams of 5 teachers . . . a math, science, social studies, and two reading/language arts teachers who

support a group of about 125 students. Team teachers meet weekly to plan quarterly team events, semester parent involvement activities, identify outstanding academic students of the week, and discuss student progress.

Academic teachers have common planning periods and meet weekly with the grade level teachers in a Professional Learning Community. The PLC collaborates to prepare common lesson plans, assessments, and examine data to maximize student progress.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Strategies to recruit and retain highly qualified, certified in-field, effective teachers:

1. Recruitment via Job Fair, referral from faculty/staff - Leadership team
2. Monthly recognition/awards for professional accomplishments - Administrators
3. Provide opportunities for continuous professional development - Administrators
4. Professional Learning Communities for teams, departments and special groups (ie. AVID) - Team leaders, department chairs, Leadership team
5. NPMS mentoring program - Reading Coach, Math Coach, Learning Resource Specialist, Teacher mentors
6. Ongoing participation in endorsement courses - reading, ESOL, & Gifted certification

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Every teacher new to Neptune Middle School is assigned a mentor in the same curriculum area to help make the transition to the school a smooth one. Educators new to the profession are assigned a mentor who has Clinical Education training and attend a new teacher orientation program weekly for the first semester. The first session is a welcome luncheon and takes place during the week prior to pre-planning. During preplanning two additional meetings take place, and mentors, as well as administrators, check on them daily. Subsequent sessions offer basic training needed in areas such as the FOCUS program (attendance, grading, discipline), the PBS discipline procedures, Marzano's evaluation system, and other essential technology training. Each meeting features pertinent information, a question and answer opportunity, and a session with key faculty/staff members. The meetings continue weekly throughout the year. The Learning Resource Teacher, who facilitates the mentoring program, delivers and "encouragram" and gift daily for the first few weeks of school.

In addition, to an individual mentor, each teacher is supported by the grade level PLC facilitator, the department chairman, and a colleague in their assigned building. The leadership team members adopt new personnel and conduct Classroom Walk-Throughs every day for the first few days of school and weekly throughout the year to support as needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Newly purchased instructional materials in language arts and math are aligned with the new Florida standards. Teachers have been provided with training on how to use these materials, including on-line supplemental materials. The reading and math coaches, as well as the Learning Resource Specialist, provide additional support in understanding and implementing standards-based instruction. Grade level Professional Learning Communities work collaboratively to unpack the standards and align them with specific instructional strategies and activities. Teachers document the standards

addressed in their weekly lesson plans and use academic goals, essential questions and learning scales to communicate standards-based goals. Coaches model standards-based lessons in classrooms and provide materials and structured coaching as needed. Ongoing, school-based professional development on high yield best practices also continues to be provided to enhance student mastery of the standards. Math teachers will continue with year two of training in Math Solutions.

As a result of the change in the writing assessment for the new standards, professional development will target training in this area for teachers, aligned with Osceola Writes assessments. Student writing samples will be examined and instructional adjustments made to prepare students for the Florida writing assessment. ELA teachers will participate in Core Connections training. In addition, an after school Writing Center, staffed with Honor Society student volunteers, will be implemented this year to support struggling writers.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Neptune's 2014-15 SIP will target the school use of data as one of our academic goals. Quarterly assessment data will be tracked by the homeroom teacher, as well as academic language arts, math and science teachers. Weekly data chats with students will keep students focused on their success and inform parents of student progress/mastery of the Florida standards. A student data chart will be accessible through placement in each child's AVID binder.

Analysis of assessment data will be conducted weekly in grade level Professional Learning Communities to determine how instruction needs to be differentiated for students according to their performance on the tasks. Small group differentiation is an integral part of the language arts/reading classes as students rotate through group tasks in a 90-minute block period, allowing for the teacher to work closely with small student groups to hone in on skill deficiencies. In math classes, student assessment data provides information to group students according to their instructional needs. Science teachers closely monitor and chart mastery of standards through performance on weekly tasks, labs, and assessments. Struggling students are supported through SAIL, a daily, 30-minute support session where students can receive extra academic assistance. The SPIRIT after-school program offered four days per week, targets the students having difficulty attaining proficiency on the standards, and includes one hour of tutoring by teachers in math, language arts, reading and science. FCAT Level 1 math students are enrolled in an intensive math class in addition to their regular math, and engage in a research-based program (PLATO) to remediate deficiencies and improve performance.

The academic coaches and Learning Resource Specialist provide training to help teachers differentiate in their classrooms. This year's training will focus on Carol Dweck's "growth mindsets," Math Solutions "Math Talk," Core Connections, collaborative groups, and focused small group instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 7,920

The SPIRIT after-school one hour tutoring sessions are conducted 4 days per week for academic skill remediation. The Achieve 3000 Teen Biz program is utilized to improve and enhance student reading skills, while the PLATO computer program is used to improve student learning in the areas of math and science.

Strategy Rationale

Supplemental instruction provides time for remediation of academic deficiencies to improve student performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Luciano, Maritza, lucianmp@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Academic progress of the students in the SPIRIT program is tracked by the program coordinator. Progress reports are provided to parents weekly. Homeroom teacher mentors communicate with the program tutors to help determine the effectiveness of the program.

Strategy: Extended School Day

Minutes added to school year: 2,040

SAIL (Supplemental Assistance in Learning) is conducted a minimum of twice weekly for 30 minutes before first period. Students work on academic skill remediation, organizational skills (binder checks) and remedial assessments. In addition, twice weekly students engage in silent sustained reading time to increase literacy skills.

Strategy Rationale

Supplemental instruction provides time for remediation of academic deficiencies to improve student performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mohen, Cynthia, mohenc@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student participation in SAIL activities is logged daily on a student data sheet. Effectiveness is determined by the homeroom teacher in collaboration with the other members of the academic team.

Strategy: After School Program

Minutes added to school year: 3,360

A Writing Center will be implemented this year to address the needs of struggling writers as we transition to the new Florida writing assessment. Students deficient in writing skills as determined by the quarterly Osceola district writing assessments will be scheduled to participate in an after school writing activity lead by teacher leaders and skilled Honor Society members.

Strategy Rationale

The proficient writers can model their writing skills for those with deficiencies and partner to help them be successful writers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Triplett, Diana , tripletd@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Quarterly Osceola Writes data for the participating students will be examined to determine effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming 5th grade students from all of our feeder schools are invited to visit the middle school at an evening Open House in May. Students meet the administrative team, the teams of teachers through a showcasing of academic work, learn about intramurals and club opportunities, and are introduced to the AVID program. The band and chorus perform, as well as the cheerleaders, and the school mascot makes an appearance to motivate and excite students about starting middle school. A group of AVID students and teachers visit each elementary feeder school to explain the AVID program and encourage students to apply for the program.

The high schools our school feeds into also host evening Open House events for students to tour the campuses. In addition, the high schools send key personnel to share information about their schools to encourage students to continue to do their best academically as they transition to high school. Counselors make a follow-up trip to the middle school to meet with each individual 8th grade students to plan their Freshman schedule.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The Career Development course has students examine a wide variety of careers and create a four-year high school plan to prepare students for post-secondary careers and college. The guidance counselor works closely with teachers to inform students of all secondary school options - including IB, the School for the Arts and PATHS - arranges for high school visits, and assists with all aspects of

high school planning. College night at the local Valencia Community College campus is hosted to offer additional information to students and parents.

AVID college fieldtrips are also incorporated into the AVID program, targeting students needing additional support in the area of college readiness.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

CTE courses are offered in grades 6 - 8. Every sixth grade student is required to take a computer keyboard course to learn the basic technology skills required for success in secondary school. In seventh grade, a computer applications course takes the students to the next level of technology skills finding students learning programs (Powerpoint, Excel, Prezi) needed for college and career success. Eighth grade students are offered a Project Lead the Way course which focuses on STEM skills, collaborative projects and problem solving, with career exploration and college readiness skills as a focus. Also, every 8th grade student takes a Career Development course. A focus on careers is also integrated into all academic and elective classes.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Every Neptune Middle School teacher infuses a career focus in their classroom by making connections to the curriculum validating the need for student academic success. Every 8th grade student takes a Career Development course, exposing participants to a variety of career opportunities as well as an interest inventory for future vocations.

A college focus school-wide, inspired through AVID, features college fight songs between classes, college t-shirt day every Friday and hallways named for student-selected colleges. Each classroom showcases college pennants and/or a college bulletin board.

This year the administrative team selected element # 46 - Use of Available Technology from Marzano's evaluation system Domain 2 to encourage teachers to infuse the use of available technology to enhance students' understanding of content in a lesson or unit in every academic and elective course of study.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Striving for our middle level students to meet proficiency levels on the new Florida Standards will improve readiness for post-secondary success. High school credit courses (Algebra, Physical Science and Biology) will be offered to academically proficient 8th grade students, and students on an accelerated track.

The Duke/Tips program offers high achievers the opportunity to take SAT or ACT tests in grade 7 to target and academically support those students. High school informational fairs are presented to 8th grade students and parents mid-year to better prepare them for transition into high school. The AVID program targets infusion of school-wide college preparation strategies. Best practices, such as binders, Cornell notes and WICOR, have been adopted as school-wide classroom strategies to better prepare students for secondary and post-secondary success.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Neptune Middle School will implement a data-driven instructional culture which will be embraced by PLC's. All teachers will collect and analyze data, and make intentional instructional changes.

- G2.** Neptune Middle School will decrease the number of students missing instructional time for attendance and/or discipline by 10%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Neptune Middle School will implement a data-driven instructional culture which will be embraced by PLC's. All teachers will collect and analyze data, and make intentional instructional changes. 1a

G037977

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	68.0
FSA - English Language Arts - Proficiency Rate	70.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- FOCUS data
- AVID school-wide strategies: Student binders with student data sheets
- STAR reading & math
- Professional Learning Communities meetings

Targeted Barriers to Achieving the Goal 3

- Limited time for teacher collaboration
- Student accountability
- Teacher implementation with fidelity

Plan to Monitor Progress Toward G1. 8

Academic progress checks (grades, binders, benchmark mastery)

Person Responsible

Cynthia Mohen

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Quarterly data reports: STAR, EOQ's, progress reports/report cards

G2. Neptune Middle School will decrease the number of students missing instructional time for attendance and/or discipline by 10%. 1a

G037978

Targets Supported 1b

Indicator	Annual Target
Students in sixth grade exhibiting two or more EWS indicators	10.0
Students in seventh grade exhibiting two or more EWS indicators	10.0
Students in eighth grade exhibiting two or more EWS indicators	10.0

Resources Available to Support the Goal 2

- Positive Behavior Support
- Attendance policy/plan
- Deans and counselors to mentor students with EWS

Targeted Barriers to Achieving the Goal 3

- PBS plan not being followed and/or inconsistency with discipline referrals.
- Parents taking students out of school for extended periods of time.
- Students missing class time because they are pulled for disciplinary reasons.
- Home circumstances (FIT, illness, lack of parental support, etc.) result in poor student attendance

Plan to Monitor Progress Toward G2. 8

Discipline data

Person Responsible

Judy Dunham

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Evidence of Completion

FOCUS discipline report

Plan to Monitor Progress Toward G2. 8

Attendance data

Person Responsible

Nancy Bohn

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

FOCUS ADA data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Neptune Middle School will implement a data-driven instructional culture which will be embraced by PLC's. All teachers will collect and analyze data, and make intentional instructional changes. **1**

 G037977

G1.B1 Limited time for teacher collaboration **2**

 B091315

G1.B1.S1 Grade level Professional Learning Communities will collaborate and examine student data weekly to make impactful instructional changes. **4**

 S102207

Strategy Rationale

Collaboration among the academic PLC's will result in instructional changes that will impact student learning.

Action Step 1 **5**

Designate a weekly time for grade level academic PLC collaboration.

Person Responsible

Judy Dunham

Schedule

Weekly, from 8/15/2014 to 5/28/2015

Evidence of Completion

PLC meeting minutes

Action Step 2 5

Teachers to attend PD/conferences to bring best practices/strategies back to the PLC and the classroom.

Person Responsible

Diana Triplett

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

FOCUS PD records

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PLC meetings facilitated by teacher leaders and attended by administrative team members

Person Responsible

Cynthia Mohen

Schedule

Weekly, from 8/15/2014 to 5/29/2015

Evidence of Completion

PLC meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student academic performance

Person Responsible

Cynthia Mohen


Schedule

Quarterly, from 9/5/2014 to 5/29/2015


Evidence of Completion

STAR data, EOQ performance data, Progress reports/Report cards

G1.B2 Student accountability 2

 B091316

G1.B2.S1 Student's will keep a detailed data sheet in their binder to monitor their progress. 4

 S102208

Strategy Rationale

AVID binder

Action Step 1 5

Student Logs/progress checks

Person Responsible

Maritza Luciano

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Student binder

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Student binders and log sheets

Person Responsible

Maritza Luciano

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Binder documents

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student academic progress

Person Responsible

Cynthia Mohen


Schedule

Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Progress reports, report cards

G1.B3 Teacher implementation with fidelity 2

 B091317

G1.B3.S1 Implement a weekly binder check in homeroom. 4

 S102209

Strategy Rationale

AVID best practice

Action Step 1 5

Binder check

Person Responsible

Keri Freiermuth

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Binder rubric

Action Step 2 5

Student agenda use

Person Responsible

Maritza Luciano

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

School-wide binder use

Person Responsible

Judy Dunham

Schedule

Daily, from 8/22/2014 to 5/29/2015

Evidence of Completion

Organized binders

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Organized binders school-wide

Person Responsible

Cynthia Mohen


Schedule

Daily, from 8/22/2014 to 5/29/2015

Evidence of Completion

CIM binders, student binders

G1.B3.S2 Academic teachers will collaborate weekly on lesson planning, common assessments and use of best practices. 4

 S134106

Strategy Rationale

Instructional changes to increase student learning will result.

Action Step 1 5

Grade level PLC's will collaborate weekly on implementation of best practices

Person Responsible

Jill McCormack

Schedule

On 5/29/2015

Evidence of Completion

PLC minutes

G2. Neptune Middle School will decrease the number of students missing instructional time for attendance and/or discipline by 10%. 1

G037978

G2.B1 PBS plan not being followed and/or inconsistency with discipline referrals. 2

B091319

G2.B1.S1 Disciplinary referrals for level 1 & 2 offenses must be accompanied by 3 PBS forms, which include a parent contact. 4

S102212

Strategy Rationale

PBS program

Action Step 1 5

All disciplinary referrals for level 1 offenses will be accompanied by 3 completed PBS minor infraction forms.

Person Responsible

Martha Booth

Schedule

Daily, from 8/22/2014 to 5/29/2015

Evidence of Completion

FOCUS disciplinary referrals, PBS minor infraction forms and comments in FOCUS

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

FOCUS Discipline entries

Person Responsible

Cynthia Mohen

Schedule

Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion

FOCUS disciplinary report

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Discipline report

Person Responsible

Cynthia Mohen


Schedule

Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion

FOCUS discipline report

G2.B2 Parents taking students out of school for extended periods of time. 2

 B091320

G2.B2.S1 Implement policy of deeming travel during school days other than family emergencies as unexcused absences; if exceeds 5 days unexcused the student will be withdrawn. 4

 S102213

Strategy Rationale

New district attendance policy

Action Step 1 5

Absence request forms unexcused except for emergencies; call made to parent about the circumstances.

Person Responsible

Cynthia Mohen

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Attendance report

Person Responsible

Judy Dunham

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Evidence of Completion

FOCUS attendance data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Attendance rate

Person Responsible

Cynthia Mohen


Schedule

Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion

ADA FOCUS reports

G2.B2.S2 Reward students for perfect attendance **4**

 S134162

Strategy Rationale

Increase attendance rate

Action Step 1 **5**

PBS schoolwide and team events to reward perfect attendance, Honor Roll students, and students with perfect discipline

Person Responsible

Jill McCormack


Schedule

Quarterly, from 9/2/2014 to 5/29/2015


Evidence of Completion

Increase in attendance, academic performance, discipline data

G2.B3 Students missing class time because they are pulled for disciplinary reasons. **2**

 B091321

G2.B3.S1 Student disciplinary referrals will be handled when least disruptive to the child's academic schedule. **4**

 S102214

Strategy Rationale

New FOCUS system for attendance/discipline

Action Step 1 **5**

Students only pulled for discipline, except for level 3 or 4 offenses, during homeroom time, at lunch or during an elective class.

Person Responsible

Katie Adams

Schedule

Daily, from 8/22/2014 to 5/29/2015

Evidence of Completion

Discipline log

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Discipline log

Person Responsible

Martha Booth

Schedule

Daily, from 8/22/2014 to 5/29/2015

Evidence of Completion

Dean discipline logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Disciplinary data

Person Responsible

Katie Adams

Schedule


Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion


FOCUS discipline report

G2.B5 Home circumstances (FIT, illness, lack of parental support, etc.) result in poor student attendance

2

 B091324

G2.B5.S1 An attendance team will closely monitor student attendance and implement meetings/interventions to correct the problem. 4

 S126201

Strategy Rationale

Students in attendance will make greater learning gains.

Action Step 1 5

An attendance team will monitor the number of student tardies and days absent and implement a plan to address attendance EWS.

Person Responsible

Nancy Bohn

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

FOCUS ADA reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Designate a weekly time for grade level academic PLC collaboration.	Dunham, Judy	8/15/2014	PLC meeting minutes	5/28/2015 weekly
G1.B2.S1.A1	Student Logs/progress checks	Luciano, Maritza	8/22/2014	Student binder	5/29/2015 weekly
G1.B3.S1.A1	Binder check	Freiermuth, Keri	8/22/2014	Binder rubric	5/29/2015 weekly
G2.B1.S1.A1	All disciplinary referrals for level 1 offenses will be accompanied by 3 completed PBS minor infraction forms.	Booth, Martha	8/22/2014	FOCUS disciplinary referrals, PBS minor infraction forms and comments in FOCUS	5/29/2015 daily
G2.B2.S1.A1	Absence request forms unexcused except for emergencies; call made to parent about the circumstances.	Mohen, Cynthia	8/18/2014	Attendance data	6/5/2015 daily
G2.B3.S1.A1	Students only pulled for discipline, except for level 3 or 4 offenses, during homeroom time, at lunch or during an elective class.	Adams, Katie	8/22/2014	Discipline log	5/29/2015 daily
G2.B5.S1.A1	An attendance team will monitor the number of student tardies and days absent and implement a plan to address attendance EWS.	Bohn, Nancy	8/18/2014	FOCUS ADA reports	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A1	Grade level PLC's will collaborate weekly on implementation of best practices	McCormack, Jill	8/25/2014	PLC minutes	5/29/2015 one-time
G2.B2.S2.A1	PBS schoolwide and team events to reward perfect attendance, Honor Roll students, and students with perfect discipline	McCormack, Jill	9/2/2014	Increase in attendance, academic performance, discipline data	5/29/2015 quarterly
G1.B1.S1.A2	Teachers to attend PD/conferences to bring best practices/strategies back to the PLC and the classroom.	Triplett, Diana	9/2/2014	FOCUS PD records	5/29/2015 weekly
G1.B3.S1.A2	Student agenda use	Luciano, Maritza	8/18/2014	Student agendas	6/4/2015 daily
G1.MA1	Academic progress checks (grades, binders, benchmark mastery)	Mohen, Cynthia	8/22/2014	Quarterly data reports: STAR, EOQ's, progress reports/report cards	5/29/2015 weekly
G1.B1.S1.MA1	Student academic performance	Mohen, Cynthia	9/5/2014	STAR data, EOQ performance data, Progress reports/Report cards	5/29/2015 quarterly
G1.B1.S1.MA1	PLC meetings facilitated by teacher leaders and attended by administrative team members	Mohen, Cynthia	8/15/2014	PLC meeting minutes	5/29/2015 weekly
G1.B2.S1.MA1	Student academic progress	Mohen, Cynthia	8/22/2014	Progress reports, report cards	5/29/2015 monthly
G1.B2.S1.MA1	Student binders and log sheets	Luciano, Maritza	8/22/2014	Binder documents	5/29/2015 weekly
G1.B3.S1.MA1	Organized binders school-wide	Mohen, Cynthia	8/22/2014	CIM binders, student binders	5/29/2015 daily
G1.B3.S1.MA1	School-wide binder use	Dunham, Judy	8/22/2014	Organized binders	5/29/2015 daily
G2.MA1	Discipline data	Dunham, Judy	8/29/2014	FOCUS discipline report	5/29/2015 monthly
G2.MA2	Attendance data	Bohn, Nancy	8/18/2014	FOCUS ADA data	5/29/2015 monthly
G2.B1.S1.MA1	Discipline report	Mohen, Cynthia	8/22/2014	FOCUS discipline report	5/29/2015 monthly
G2.B1.S1.MA1	FOCUS Discipline entries	Mohen, Cynthia	8/22/2014	FOCUS disciplinary report	5/29/2015 monthly
G2.B2.S1.MA1	Attendance rate	Mohen, Cynthia	8/22/2014	ADA FOCUS reports	5/29/2015 monthly
G2.B2.S1.MA1	Attendance report	Dunham, Judy	8/29/2014	FOCUS attendance data	5/29/2015 monthly
G2.B3.S1.MA1	Disciplinary data	Adams, Katie	8/22/2014	FOCUS discipline report	5/29/2015 monthly
G2.B3.S1.MA1	Discipline log	Booth, Martha	8/22/2014	Dean discipline logs	5/29/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Neptune Middle School will implement a data-driven instructional culture which will be embraced by PLC's. All teachers will collect and analyze data, and make intentional instructional changes.

G1.B1 Limited time for teacher collaboration

G1.B1.S1 Grade level Professional Learning Communities will collaborate and examine student data weekly to make impactful instructional changes.

PD Opportunity 1

Designate a weekly time for grade level academic PLC collaboration.

Facilitator

PLC's - Jill McCormack, LRS

Participants

All teachers

Schedule

Weekly, from 8/15/2014 to 5/28/2015

PD Opportunity 2

Teachers to attend PD/conferences to bring best practices/strategies back to the PLC and the classroom.

Facilitator

Various presenters

Participants

All teachers

Schedule

Weekly, from 9/2/2014 to 5/29/2015

G1.B2 Student accountability

G1.B2.S1 Student's will keep a detailed data sheet in their binder to monitor their progress.

PD Opportunity 1

Student Logs/progress checks

Facilitator

Sarah Butler & AVID team members

Participants

All students

Schedule

Weekly, from 8/22/2014 to 5/29/2015

G1.B3 Teacher implementation with fidelity

G1.B3.S2 Academic teachers will collaborate weekly on lesson planning, common assessments and use of best practices.

PD Opportunity 1

Grade level PLC's will collaborate weekly on implementation of best practices

Facilitator

Math Solutions, Core Connections, Marzano, related educational conferences

Participants

CTE, ELA, math, science, and social studies teachers

Schedule

On 5/29/2015

G2. Neptune Middle School will decrease the number of students missing instructional time for attendance and/or discipline by 10%.

G2.B1 PBS plan not being followed and/or inconsistency with discipline referrals.

G2.B1.S1 Disciplinary referrals for level 1 & 2 offenses must be accompanied by 3 PBS forms, which include a parent contact.

PD Opportunity 1

All disciplinary referrals for level 1 offenses will be accompanied by 3 completed PBS minor infraction forms.

Facilitator

Jill McCormack, PBS coordinator

Participants

All teachers

Schedule

Daily, from 8/22/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Neptune Middle School will implement a data-driven instructional culture which will be embraced by PLC's. All teachers will collect and analyze data, and make intentional instructional changes.	5,087
Grand Total	5,087

Goal 1: Neptune Middle School will implement a data-driven instructional culture which will be embraced by PLC's. All teachers will collect and analyze data, and make intentional instructional changes.

Description	Source	Total
B1.S1.A2 - FRA Conference - Keri Freiermuth	School Improvement Funds	155
B3.S1.A2 - Purchase of 1500 student agendas / PRIDE	School Improvement Funds	4,932
Total Goal 1		5,087