Neptune Middle School

2016-17 Schoolwide Improvement Plan

Neptune Middle School

2727 NEPTUNE RD, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Neptune Middle School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Excellence for all . . . whatever it takes.

b. Provide the school's vision statement.

Education which inspires all students to achieve their highest potential.

2. School Environment

a. 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 Friday. Character Education lessons are implemented during FOCUS on Fridays, and one Wednesday monthly. SAIL, Supporting Academic Instruction for Learners is the school-wide grade recovery/skill-building/and enrichment scheduled every Tuesday `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 Wednesday.

b. 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 no charge breakfast and lunch (main cafeteria and 6th grade 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. An after school program engages students requiring after school care in academic tutoring and project-based learning activities under the supervision of faculty/staff volunteers through the Prodigy and YMCA grant-funded programs.

c. 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 PBIS, Positive Behavior Intervention System - Gold Level 2014-15 Model School. School-wide 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 Sea Hawk Sand Dollars for exhibiting the positive HAWK behaviors. The Sand Dollars are used in the School Store to purchase school supplies and can also be saved to purchase a ticket to attend quarterly PBIS reward events or redeem to eat lunch with friends at outside picnic tables, use their personal technology devices, or special areas in our newly remodeled cafeteria. In addition, academic grade level teams host quarterly PBIS 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 PBIS 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 PBIS expectations and consequences.

d. 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. In addition to our three grade level counselors our school has also used an allocation for a fourth counselor on assignment. This individual addresses the mental health, 504 status, and socio/psycho behaviors of students. 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, after school program instructors, professional support staff members, and even custodians, contribute. Students make positive connections with school personnel so each has someone to seek assistance from for academic or social-emotional support.

3. 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).

a. 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, grade level team of academic teachers, and the attendance committee. Interventions are implemented to encourage regular attendance at school:
Step 1 - After 3 days absent/tardy, the attendance facilitator speaks with the student.
Step 2 - After 5 days absent, an attendance letter is mailed to parents.
Step 3 - After 7 absences, a truancy intervention meeting is scheduled with the parent, student, attendance facilitator and a school administrator.

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. The grade level guidance counselor meets with these students to identify reasons for repeated behaviors/offenses. In addition, the academic performance is checked for every student with a disciplinary referral to determine if academic struggle may be impacting behavior. Parents are also contacted for every discipline incident. The discipline

incidents are tracked through the FOCUS system.

Course failures EWS: Students who fail an academic course, or two or more courses failed in any subject are identified and monitored closely by the homeroom teacher, team and grade level counselors. Students struggling academically are supported daily through SAIL, a 30-minute support time for standards remediation, and the after school tutoring program.

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. Level 1 math performers are scheduled into a year of Intensive Math, utilizing iReady research-based resource. Struggling readers are scheduled into a 90-minute reading/language arts block. The Achieve 3000/Teen Biz and iReady resources are utilized requiring a minimum of 40 activities to be completed annually, with encouragement for home use.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	18	32	44	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	16	88	68	0	0	0	0	172
Course failure in ELA or Math	0	0	0	0	0	0	0	7	8	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	168	161	138	0	0	0	0	467

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	16	12	12	0	0	0	0	40

c. 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, social studies and reading teachers. In addition, grade level counselors loop each year with the students and also monitor the students exhibiting EWS. Two deans 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, assistant principal, 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.

The YMCA after school program is offered to students daily after school from 2:30 - 5:15 pm. Academic support is offered to the students participating in the program for a minimum of 30 minutes daily in the club/activity they sign up to attend. Students exhibiting EWS indicators or struggling in academic areas are recommended for enrollment in the program. There is an after school tutoring program for our lowest 20% achievement in math and/or reading. They meet for two hours twice a week with a reading and math teacher. The Prodigy fine arts program meets twice a week for 6

weeks.

The student deans track discipline data weekly for students exhibiting early warning signs, providing immediate intervention. Interventions include meetings with parents, reward systems and assistance from other resources (school psychologist, social worker, teacher mentor). The school 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 also referrals to outside agencies if necessary.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Neptune Middle School hosts a parent involvement event for each team in grades 6, 7 and 8 each semester. The YMCA after school program plans a parent activity quarterly and the Prodigy after school initiative hosts a showcase annually for parents.
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. Reminders are conducted prior to each monthly SAC meeting to maximize attendance.
Parent conferences can be scheduled as requested on the 1st and 3rd 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 school-wide 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.

2. 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 process of educating our students. Our business partner coordinator 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. 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. Our Business Partner Coordinator has created a Facebook page that lists our school activities and business partners.

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, inter-generational 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.

C. 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).

1. School Leadership Team

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

Name	Title
Moukaddam, Joumana	Principal
Dunham, Judy	Assistant Principal
Luciano, Maritza	Assistant Principal
Triplett, Diana	Instructional Coach
Prickett, Keli	Other
Kibler, Sue	Instructional Technology
Piazza, Fran	Other
Stewart, Jared	Dean
Wietor, Joy	School Counselor
Williams, Alissa	Dean

b. Duties

1. 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), Learning Resource Specialist, Reading Coach, Resource Compliance Specialist, ESOL Educational Specialist, and Guidance Counselor. 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, along with a Dean of students; 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 second Monday 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, the 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 to develop and implement strategies/interventions to assure improvement in specific areas to increase student achievement. A school-wide data meeting is conducted on the fourth Thursday of the month to disseminate information on student academic progress, attendance, and discipline. Key leadership team members serve on the MTSS Intervention Assistance Team, and conduct detailed examination of academic, attendance and behavioral data, continually problem solving with the grade level academic professional learning communities monthly.

2. 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 MTSS 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, Positive Behavior Support (PBS) facilitator/LRS, Behavior Specialist, ESOL Educational 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. An NPMS MTSS 3-tier chart identifies the interventions, progress monitoring tools, and resources utilized to meet our student needs. The MTSS Coach is in constant communication with the District Support Team for MTSS and shares best practices with other colleagues.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Joumana Moukaddam	Principal
Judy Dunham	Principal
Maritza Luciano	Principal
Karen Perry	Teacher
Elizabeth Asquini	Teacher
Karen Vacek	Teacher
Priscilla Irizarry	Parent
Sonia Jenkins	Parent
Darla Kelley	Parent
Marilyn Lay	Teacher
Phillip Lowry	Parent
Meredith Mazon	Parent
Marangeli Negron	Parent
Paula Olivierre	Parent
Suehailey Peralta	Parent
Nidia Reyes	Teacher
Lisa Samlal	Teacher
Jared Stewart	Teacher
Alissa Williams	Teacher
Tina Tarrence	Parent
Camila Vazquez	Parent
Cathy Franklin	Business/Community
Joumana Moukaddam	Principal
Delroy Jenkins	Parent

b. Duties

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

a. 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 in all areas 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.

b. Development of this school improvement plan

The 2016-2017 SIP goals were drafted in July of 2016. The SAC members reviewed the 2016-17 goals, barriers and strategies and identified the effectiveness of the action steps, brainstorming

additional areas of improvement for 2016-17 to further increase student success.

A data binder was compiled following the release of the 2016 EOC results, and will be updated as FSA scores are released by the state. The data available was reviewed by the leadership team, followed by the school leadership team (10 members) attending an intensive day of Data Digging in July at a district hosted event. The leadership group then met for two follow-up sessions to continue the 8-step problem solving process and target specific goals and strategies for the 2016-17 school year, after reviewing SAC's input and discussing barriers and possible solutions. The action steps, plan for monitoring fidelity and implementation of the plan were identified through a collaborative effort by the leadership team, targeting specific indicators for academic performance improvement. The 2016-17 goals are targeted to for review at the August 23, 2016 SAC meeting. Approval of the 2016-17 NPMS SIP document is targeted for the September 27, 2016 SAC meeting.

c. 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 June 2016 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 annually 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. Actual enrollment continues to impact the budget plan through the summer and into the school year.

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

SAC funds released late in the school year and rolled over to the 2016-17 school year. SAC funds are utilized to support the targeted school improvement goals, including professional development. The SAC unanimously voted last Spring to use SAC funds to purchase 2016-17 student agendas. The remaining SAC funds will be used for professional development tied to the improvement goals and to support the 2016-17 SIP action plan strategies. The allocation of SAC funds for specific purposes were addressed at the monthly SAC meetings, requiring approval by the voting members. Specifically, funds were spent on student agendas, professional development opportunities (Language Arts/Reading conference, Literacy Symposium, Families in Transition training, AVID Conferences, FSA training), Science Night for students and parents, the purchase of calculators for testing, State History Fair travel costs for students and parents, and Science Scholastic periodicals.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Moukaddam, Joumana	Principal
Senter, Desiree	Instructional Technology
Triplett, Diana	Instructional Coach
Freiermuth, Keri	Teacher, K-12
Pedranti, Linda	Teacher, K-12
Dunham, Judy	Assistant Principal
Patton, Jennifer	Teacher, K-12
Laing, Natalie	Teacher, K-12
Rodriguez, Betty	Teacher, K-12
Griesser, Sheryl	Teacher, ESE
Luquis, Patricia	Teacher, K-12
Wietor, Joy	School Counselor
Alvarez, Lourdes	Teacher, K-12
McNamara-Crince, Robyn	Teacher, K-12
Kennedy, Michelle	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 again 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 in 2014 and finished in the top 3 in 2015 and 2016. A summer Scholastic contest logging reading minutes found our students ranking in the top 100 internationally for the past two years. Our school summer reading challenge will rewarded summer readers with a popcorn and a movie event in the Fall.

The administrative team is launching a challenge to all stakeholders to be a reader of adolescent literature in an effort to model for our students and discuss books being read to motivate and encourage them to read. Books being read by the faculty and staff members will be visible throughout the school by proudly displaying them on a book stand or special display area for the students to see. 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 will also be presented for an outstanding literacy achievement by a teacher at the monthly faculty meetings.

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

1. 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 involved 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. Annual PLC training targets continuing to perfect our collaborative efforts. For the past three years the grade level academic PLC's have conducted two rounds of lesson study to further maximize student success.

2. 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, Learning Resource Specialist, Teacher mentors
6. Ongoing participation in endorsement courses - Reading, ESOL, & Gifted certification

3. 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 each is required to 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 pre-planning two additional meetings take place, and mentors, as well as administrators, check on them daily, offering their services to help with room preparation and resources needed. Subsequent sessions offer basic training needed in areas such as the FOCUS program (attendance, grading, discipline), the PBIS discipline procedures, Marzano's evaluation system, and other essential technology and curriculum 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 an "encouragram" and gift daily for the first few weeks of school to "make their day" and ease the transition.

In addition, to an individual mentor, each teacher is supported by the grade level PLC facilitator, the department chairman, a colleague in their assigned building, and as well as team and department colleagues. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Instructional materials purchased are aligned with the new Florida standards. Teachers have been provided with training on use of 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 the standards-based goals to the students. Coaches model standards-based lessons in classrooms and provide materials and structured coaching as needed. Ongoing, school-based professional development, every Tuesday during teacher planning, emphasizing high yield best practices also continues to be provided to enhance student mastery of the standards. This year student individual checklists of the standards for each course will be utilized to improve accountability for both the teacher and the student.

The district curriculum team provides course curriculum guides mapping out a timetable for implementation. Department chairs and administrative team members monitor the pacing of the curriculum through PLC meetings and CWT's. Twice annually, the district curriculum team conducts Reflective Visits to collaboratively review SIP goal progress, implementation of instructional programs, and reflect on trends observed. The group sets improvement goals to monitor progress on throughout the year.

Math teachers will continue with year three of training in Math Solutions. The administrative team utilizes the program's Classroom Observation tool to monitor fidelity of implementation in the classroom, as well as CWT's conducted weekly.

As a result of the recent change in the writing assessment for the FSA , professional development will continue to 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. All ELA teachers will participate in the district's continuation of Core Connections training.

b. Instructional Strategies

1. 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 2016-17 SIP will target the PLC's collaboration and examination of data as one of our academic goals in an effort to make instructional changes to positively impact student performance. Quarterly assessment data, and formative classroom data will be tracked to best support student needs. 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, complete with a checklist of standards.

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 after-school program offers tutoring for the students having difficulty attaining proficiency on the standards, and includes one hour of tutoring by teachers in math, language arts, reading and science. Struggling math

students are enrolled in an intensive math class in addition to their regular math, and engage in a research-based program, iReady 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 Dr. Marzano's Framework, Ruby Payne's "Framework for Understanding Poverty", ESE and ESOL strategies, Core Connections, collaborative groups, Close reading, AVID strategies and focused small group instruction.

2. 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: 135,000

This year Neptune Middle School will offer extended learning opportunities through implementation of two after school programs. Prodigy, in its second year of implementation, is grant-funded through a partnership with the Education Foundation of Osceola County and the Department of Juvenile Justice. The program promotes creativity and cultural expression through offerings such as musical theater, broadcasting and cartoon animation. The second program is sponsored by the YMCA and focuses on increasing school attendance, improving academic achievement and connecting with parents to provide a safe after school environment for students.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

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 after school programs is tracked by the program coordinators. Progress reports are provided to parents as needed. Homeroom teacher mentors communicate with the program tutors to help determine the effectiveness of the program.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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, this year infused into the social studies curriculum, 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 Osceola 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. In addition, all 7th grade students are scheduled to visit the VCC campus.

2. 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. A focus on careers is also integrated into all academic and elective classes.

3. 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 component through the social studies class, 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, and the Learning Resource Center displays a pennant for the colleges our faculty members attended.

4. 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, Geometry, Physical Science, Culinary Arts, English I, Spanish, Biology and World History) will be offered to academically proficient 8th grade students, and students on an accelerated track.

The Duke and Osceola/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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 decrease the number of students who fall into early warning systems group for discipline (students receiving 3 or more referrals).

G2.   Neptune Middle School will implement rigorous standards-based instruction through Professional Learning communities. Instructional personnel will utilize effective collaborative planning strategies, common assessments and data analysis in order to improve classroom instruction and student performance.

G3.   Neptune Middle School will decrease the number of students who fall into early warning systems group for attendance (students missing 10 or more days of instructional time).

Strategic Goals Detail

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

G1. Neptune Middle School will decrease the number of students who fall into early warning systems group for discipline (students receiving 3 or more referrals). `1a`

🔍 G085419

Targets Supported `1b`

Indicator	Annual Target
2+ Behavior Referrals	10.0

Targeted Barriers to Achieving the Goal `3`

- Academic disengagement
- Inconsistent teacher discipline procedures

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Guidance Counselors
- Academic Teams
- Deans
- PBIS Behavior Flow Chart
- PBIS Reward System

Plan to Monitor Progress Toward G1. `8`

Discipline Data will be collected and evaluated monthly to identify students who have received discipline referrals.

Person Responsible
Alissa Williams

Schedule
Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion
FOCUS Discipline reports, MTSS data

Plan to Monitor Progress Toward G1. `8`

Guidance counselors will pull grade reports to identify students who have D's or F's as well as discipline referrals

Person Responsible
Joy Wietor

Schedule
Every 6 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion
Focus reports, MTSS data

G2. Neptune Middle School will implement rigorous standards-based instruction through Professional Learning communities. Instructional personnel will utilize effective collaborative planning strategies, common assessments and data analysis in order to improve classroom instruction and student performance. `1a`

🔍 G085420

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	68.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal `3`

- Lack of fidelity in implementation of PLC's and tasks not aligned to standards (teacher/student buy-in)

- Lack of fidelity in implementation of CORE Commonalities (Common Organizational Requirements for Excellence).

- Difficulty in identifying common factors contributing to low performing subgroups.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School resource teachers

- Leadership Team

- PD for PLC implementation

- Strong new teacher mentor program

- Literacy Coach

- AVID School Wide strategies

- In-house staff development and train the trainer

- After school program YMCA & Prodigy

- i-Ready data

-

Plan to Monitor Progress Toward G2. `8`

Administrators will visit PLC meetings and attend PLC professional development

Person Responsible
Maritza Luciano

Schedule
Weekly, from 8/10/2016 to 5/31/2018

Evidence of Completion
PLC minutes and PLC meetings, common assessment data from PLC

Plan to Monitor Progress Toward G2. `8`

Monthly data meetings to evaluate student performance

Person Responsible
Joumana Moukaddam

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
FOCUS data, i-Ready data, MTSS data

G3. Neptune Middle School will decrease the number of students who fall into early warning systems group for attendance (students missing 10 or more days of instructional time). `1a`

🔍 G085421

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	10.0

Targeted Barriers to Achieving the Goal `3`
- Parents taking students out of school for extended period of time.
- Home circumstances (FIT, illness, lack of parental support, etc.) resulting in poor student attendance

Resources Available to Help Reduce or Eliminate the Barriers `2`
- Attendance policy/plan
- School-wide Positive Behavior Support
- Deans and counselors to assist in mentoring students with attendance concerns
- Crisis counselor
- Weekly attendance reports.

Plan to Monitor Progress Toward G3. `8`

Focus Reports for Attendance and Academic progress monitoring (grades, binders, benchmark mastery, iReady)

Person Responsible
Maritza Luciano

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Weekly attendance reports, Monthly FOCUS attendance reports, MTSS data, meeting minutes when applicable.

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 decrease the number of students who fall into early warning systems group for discipline (students receiving 3 or more referrals). `1`

🔑 G085419

> **G1.B1** Academic disengagement `2`
>
> 🔑 B227185

>> **G1.B1.S1** Identify and track students who are academically disengaged resulting in discipline referrals. `4`
>>
>> 🔑 S239694

>> **Strategy Rationale**
>>
>> When students are engaged, they are less likely to experience discipline issues.

>> **Action Step 1** `5`

>> Deans will monitor academic performance for all students who receive a discipline referral.

>>> **Person Responsible**
>>>
>>> Judy Dunham

>>> **Schedule**
>>>
>>> Quarterly, from 8/10/2016 to 5/31/2017

>>> ***Evidence of Completion***
>>>
>>> Discipline and PBIS data

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

Students will be provided academic progress updates when referred to the dean's office.

Person Responsible

Alissa Williams

Schedule

On 5/31/2017

Evidence of Completion

Printed grade sheets attached to referral.

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

Monthly data meetings

Person Responsible

Joumana Moukaddam

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FOCUS data

G1.B2 Inconsistent teacher discipline procedures 2

🔑 B227186

> **G1.B2.S1** Provide PBIS teacher training as well as training for effective classroom management strategies. 4
>
> 🔑 S239695
>
> ### Strategy Rationale
>
> Consistent use of the PBIS system school wide with fidelity will reduce the number of discipline referrals.
>
> **Action Step 1** 5
>
> PBIS Training and PBIS Discipline Flowchart will be provided to all teachers. Effective classroom management training will be provided to all teachers.
>
> #### Person Responsible
>
> Diana Triplett
>
> #### Schedule
>
> Annually, from 8/10/2016 to 5/31/2017
>
> #### *Evidence of Completion*
>
> Agenda and Sign in sheets from professional development(s). Copy of PBIS discipline flowchart, that was provided to all teachers.
>
> **Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6
>
> Classroom walk-throughs will indicate the use of PBIS system (discipline steps followed, expectations posted and taught, reward system posted and utilized)
>
> #### Person Responsible
>
> Judy Dunham
>
> #### Schedule
>
> Weekly, from 8/10/2016 to 5/31/2017
>
> #### *Evidence of Completion*
>
> Student use of sand dollars for various PBIS events and rewards, Discipline data demonstrates use of PBIS flowchart procedures.

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

Monthly data meetings

Person Responsible

Joumana Moukaddam

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FOCUS Discipline data

G2. Neptune Middle School will implement rigorous standards-based instruction through Professional Learning communities. Instructional personnel will utilize effective collaborative planning strategies, common assessments and data analysis in order to improve classroom instruction and student performance. `1`

🔑 G085420

G2.B1 Lack of fidelity in implementation of PLC's and tasks not aligned to standards (teacher/student buy-in) `2`

🔑 B227187

G2.B1.S1 Master schedule now provides for common planning for subject areas `4`

🔑 S239696

Strategy Rationale

Provide staff with tools which will enable them to set-up and run their PLC with fidelity.

Action Step 1 `5`

Provide teachers with a set schedule for PLC meetings and establish PLC norms; provide all PLCs with a copy of the guiding questions to be used at each meeting. Assign one to two members of leadership team to attend each PLC; review minutes of each PLC

Person Responsible

Maritza Luciano

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC meeting minutes, data from standards based common assessments, progress monitoring data

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

Collection of meeting minutes, administrative follow-up discussions

Person Responsible

Maritza Luciano

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC fidelity checklist, data shared in OneDrive (minutes, agendas, etc.)

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

Student performance will improve

Person Responsible

Joumana Moukaddam

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student assessment data, FOCUS data, MTSS data

G2.B2 Lack of fidelity in implementation of CORE Commonalities (Common Organizational Requirements for Excellence). 2

🔍 B227188

G2.B2.S1 Provide awareness of CORE expectations with strategies for effective implementation 4

🔍 S239697

Strategy Rationale

When best practices are utilized by all stakeholders, students performance will improve

Action Step 1 5

Professional Development during pre-planning and as offered throughout the school year.

Person Responsible

Joumana Moukaddam

Schedule

On 5/31/2017

Evidence of Completion

Pre-planning agenda and sign in sheets. Sign in sheets and agendas from various PD opportunities throughout the year.

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

Weekly Classroom Walkthroughs will show evidence of CORE commonalities (best practices) being used.

Person Responsible

Joumana Moukaddam

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Anecdotal notes on weekly CWT's

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

Progress monitoring of student data

Person Responsible

Joumana Moukaddam

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Monthly data meeting minutes, i-Ready data, FOCUS data

G2.B3 Difficulty in identifying common factors contributing to low performing subgroups. 2

🔑 B227189

G2.B3.S1 Disaggregate data to identify low performing students and those most at risk, provide targeted remediation to those students. 4

🔑 S239698

Strategy Rationale

Identification of students in need of directed support, will enable school personnel to provided targeted instruction and remediation to those who are identified.

Action Step 1 5

Collect and review student data identifying those most at risk. Problem solve with the members of the MTSS team in order to provide effective interventions.

Person Responsible

Raquel Hernandez

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

MTSS meeting minutes, MTSS data, FOCUS data

Action Step 2 5

Develop a remediation schedule, place identified students into groups based on the needs assessment.

Person Responsible

Jared Stewart

Schedule

Monthly, from 10/25/2016 to 5/31/2017

Evidence of Completion

Remediation schedule, data and work samples collected during remediation sessions.

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

Classroom walk-through during remediation sessions

Person Responsible

Joumana Moukaddam

Schedule

Weekly, from 10/25/2016 to 5/31/2017

Evidence of Completion

Anecdotal notes from CWTs

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

Monthly data meetings to discuss progress of students identified as being at risk

Person Responsible

Joumana Moukaddam

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

MTSS data, remediation session data, i-Ready data, FOCUS data

G3. Neptune Middle School will decrease the number of students who fall into early warning systems group for attendance (students missing 10 or more days of instructional time). 1

🔑 G085421

G3.B1 Parents taking students out of school for extended period of time. 2

🔑 B227190

G3.B1.S1 Implement policy of deeming travel during school days other than family emergencies as unexcused absences; if unexcused absences exceed 5 days, the student will be referred for ETIT meeting. 4

🔑 S239699

Strategy Rationale

This policy fsupports the district attendance policy

Action Step 1 5

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

Person Responsible

Maritza Luciano

Schedule

On 5/31/2017

Evidence of Completion

Call log documenting phone call date, time and details of discussion.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Weekly attendance report

Person Responsible

Jayne West

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FOCUS attendance data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Improved attendance rate for students identified as at risk by EWS datarate

Person Responsible

Maritza Luciano

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FOCUS attendance data

G3.B2 Home circumstances (FIT, illness, lack of parental support, etc.) resulting in poor student attendance `2`

🔍 B227191

G3.B2.S1 An attendance team will closely monitor student attendance and implement meetings/ interventions to correct the problem. `4`

🔍 S239700

Strategy Rationale

Students in attendance will make greater learning gains.

Action Step 1 `5`

An attendance team (counselors, team leaders, deans) will monitor the number of student tardies and days absent and implement a plan to address attendance EWS.

Person Responsible

Maritza Luciano

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FOCUS Attendance reports

Action Step 2 `5`

Students will be referred to Guidance Counselor on assignment once identified as having attendance concerns. The counselor will meet student and evaluate the need for further support and monitoring.

Person Responsible

Mary McCurdy

Schedule

On 5/31/2017

Evidence of Completion

Anecdotal notes on student meetings, attendance reports,

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Evidence of intervention at set intervals (3, 5, 7 and 10 days absent)

Person Responsible

Maritza Luciano

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly attendance reports, copies of letters sent home, attendance contracts, intervention logs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Evaluation of attendance reports targeting EWS students,

Person Responsible

Maritza Luciano

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly attendance report

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M318003	Discipline Data will be collected and evaluated monthly to identify students who have received...	Williams, Alissa	9/14/2016	FOCUS Discipline reports, MTSS data	5/31/2017 monthly
G1.MA2 M318004	Guidance counselors will pull grade reports to identify students who have D's or F's as well as...	Wietor, Joy	8/15/2016	Focus reports, MTSS data	5/31/2017 every-6-weeks
G2.MA2 M318012	Monthly data meetings to evaluate student performance	Moukaddam, Joumana	8/10/2016	FOCUS data, i-Ready data, MTSS data	5/31/2017 monthly
G3.MA1 M318017	Focus Reports for Attendance and Academic progress monitoring (grades, binders, benchmark mastery,...	Luciano, Maritza	8/10/2016	Weekly attendance reports, Monthly FOCUS attendance reports, MTSS data, meeting minutes when applicable.	5/31/2017 monthly
G1.B1.S1.MA1 M317999	Monthly data meetings	Moukaddam, Joumana	8/10/2016	FOCUS data	5/31/2017 monthly
G1.B1.S1.MA1 M318000	Students will be provided academic progress updates when referred to the dean's office.	Williams, Alissa	8/10/2016	Printed grade sheets attached to referral.	5/31/2017 one-time
G1.B1.S1.A1 A310373	Deans will monitor academic performance for all students who receive a discipline referral.	Dunham, Judy	8/10/2016	Discipline and PBIS data	5/31/2017 quarterly
G1.B2.S1.MA1 M318001	Monthly data meetings	Moukaddam, Joumana	8/10/2016	FOCUS Discipline data	5/31/2017 monthly
G1.B2.S1.MA1 M318002	Classroom walk-throughs will indicate the use of PBIS system (discipline steps followed,...	Dunham, Judy	8/10/2016	Student use of sand dollars for various PBIS events and rewards, Discipline data demonstrates use of PBIS flowchart procedures.	5/31/2017 weekly
G1.B2.S1.A1 A310374	PBIS Training and PBIS Discipline Flowchart will be provided to all teachers. Effective classroom...	Triplett, Diana	8/10/2016	Agenda and Sign in sheets from professional development(s). Copy of PBIS discipline flowchart, that was provided to all teachers.	5/31/2017 annually
G2.B1.S1.MA1 M318005	Student performance will improve	Moukaddam, Joumana	8/10/2016	Student assessment data, FOCUS data, MTSS data	5/31/2017 monthly
G2.B1.S1.MA1 M318006	Collection of meeting minutes, administrative follow-up discussions	Luciano, Maritza	8/10/2016	PLC fidelity checklist, data shared in OneDrive (minutes, agendas, etc.)	5/31/2017 monthly
G2.B1.S1.A1 A310375	Provide teachers with a set schedule for PLC meetings and establish PLC norms; provide all PLCs...	Luciano, Maritza	8/10/2016	PLC meeting minutes, data from standards based common assessments, progress monitoring data	5/31/2017 weekly
G2.B2.S1.MA1 M318007	Progress monitoring of student data	Moukaddam, Joumana	8/10/2016	Monthly data meeting minutes, i-Ready data, FOCUS data	5/31/2017 monthly
G2.B2.S1.MA1 M318008	Weekly Classroom Walkthroughs will show evidence of CORE commonalities (best practices) being used.	Moukaddam, Joumana	8/10/2016	Anecdotal notes on weekly CWT's	5/31/2017 weekly
G2.B2.S1.A1 A310376	Professional Development during pre-planning and as offered throughout the school year.	Moukaddam, Joumana	8/10/2016	Pre-planning agenda and sign in sheets. Sign in sheets and agendas from various PD opportunities throughout the year.	5/31/2017 one-time
G2.B3.S1.MA1 M318009	Monthly data meetings to discuss progress of students identified as being at risk	Moukaddam, Joumana	8/10/2016	MTSS data, remediation session data, i-Ready data, FOCUS data	5/31/2017 monthly
G2.B3.S1.MA1 M318010	Classroom walk-through during remediation sessions	Moukaddam, Joumana	10/25/2016	Anecdotal notes from CWTs	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1 🔑 A310377	Collect and review student data identifying those most at risk. Problem solve with the members of...	Hernandez, Raquel	8/10/2016	MTSS meeting minutes, MTSS data, FOCUS data	5/31/2017 weekly
G2.B3.S1.A2 🔑 A310378	Develop a remediation schedule, place identified students into groups based on the needs assessment.	Stewart, Jared	10/25/2016	Remediation schedule, data and work samples collected during remediation sessions.	5/31/2017 monthly
G3.B1.S1.MA1 🔑 M318013	Improved attendance rate for students identified as at risk by EWS datarate	Luciano, Maritza	8/10/2016	FOCUS attendance data	5/31/2017 monthly
G3.B1.S1.MA1 🔑 M318014	Weekly attendance report	West, Jayne	8/10/2016	FOCUS attendance data	5/31/2017 weekly
G3.B1.S1.A1 🔑 A310379	Absence request forms unexcused except for emergencies; call made to parent about the...	Luciano, Maritza	8/10/2016	Call log documenting phone call date, time and details of discussion.	5/31/2017 one-time
G3.B2.S1.MA1 🔑 M318015	Evaluation of attendance reports targeting EWS students,	Luciano, Maritza	8/10/2016	Weekly attendance report	5/31/2017 weekly
G3.B2.S1.MA1 🔑 M318016	Evidence of intervention at set intervals (3, 5, 7 and 10 days absent)	Luciano, Maritza	8/10/2016	Weekly attendance reports, copies of letters sent home, attendance contracts, intervention logs	5/31/2017 weekly
G3.B2.S1.A1 🔑 A310380	An attendance team (counselors, team leaders, deans) will monitor the number of student tardies...	Luciano, Maritza	8/10/2016	FOCUS Attendance reports	5/31/2017 weekly
G3.B2.S1.A2 🔑 A310381	Students will be referred to Guidance Counselor on assignment once identified as having attendance...	McCurdy, Mary	8/10/2016	Anecdotal notes on student meetings, attendance reports,	5/31/2017 one-time
G2.MA1 🔑 M318011	Administrators will visit PLC meetings and attend PLC professional development	Luciano, Maritza	8/10/2016	PLC minutes and PLC meetings, common assessment data from PLC	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. Neptune Middle School will decrease the number of students who fall into early warning systems group for discipline (students receiving 3 or more referrals).

G1.B2 Inconsistent teacher discipline procedures

G1.B2.S1 Provide PBIS teacher training as well as training for effective classroom management strategies.

PD Opportunity 1

PBIS Training and PBIS Discipline Flowchart will be provided to all teachers. Effective classroom management training will be provided to all teachers.

Facilitator

Diana Triplett, member(s) of PBIS team

Participants

All teachers

Schedule

Annually, from 8/10/2016 to 5/31/2017

G2. Neptune Middle School will implement rigorous standards-based instruction through Professional Learning communities. Instructional personnel will utilize effective collaborative planning strategies, common assessments and data analysis in order to improve classroom instruction and student performance.

G2.B2 Lack of fidelity in implementation of CORE Commonalities (Common Organizational Requirements for Excellence).

G2.B2.S1 Provide awareness of CORE expectations with strategies for effective implementation

PD Opportunity 1

Professional Development during pre-planning and as offered throughout the school year.

Facilitator

Diana Triplett, Other staff members

Participants

All faculty

Schedule

On 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Deans will monitor academic performance for all students who receive a discipline referral.	$0.00
2	G1.B2.S1.A1	PBIS Training and PBIS Discipline Flowchart will be provided to all teachers. Effective classroom management training will be provided to all teachers.	$0.00
3	G2.B1.S1.A1	Provide teachers with a set schedule for PLC meetings and establish PLC norms; provide all PLCs with a copy of the guiding questions to be used at each meeting. Assign one to two members of leadership team to attend each PLC; review minutes of each PLC	$0.00
4	G2.B2.S1.A1	Professional Development during pre-planning and as offered throughout the school year.	$0.00
5	G2.B3.S1.A1	Collect and review student data identifying those most at risk. Problem solve with the members of the MTSS team in order to provide effective interventions.	$0.00
6	G2.B3.S1.A2	Develop a remediation schedule, place identified students into groups based on the needs assessment.	$0.00
7	G3.B1.S1.A1	Absence request forms unexcused except for emergencies; call made to parent about the circumstances.	$0.00
8	G3.B2.S1.A1	An attendance team (counselors, team leaders, deans) will monitor the number of student tardies and days absent and implement a plan to address attendance EWS.	$0.00
9	G3.B2.S1.A2	Students will be referred to Guidance Counselor on assignment once identified as having attendance concerns. The counselor will meet student and evaluate the need for further support and monitoring.	$0.00
		Total:	$0.00