

School District of Osceola County, FL

Narcoossee Middle School



2018-19 Schoolwide Improvement Plan

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Narcoossee Middle School

2700 N NARCOOSSEE RD, Saint Cloud, FL 34771

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our #1 priority is student achievement with high expectations being the responsibility of our entire community.

Provide the school's vision statement.

Everything we do is solely for the students; we believe we can teach all students and that all students will learn given the appropriate resources.

School Leadership Team

Membership

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

Name	Title
Telemko, Frank	Principal
Clevenger, Marcia	Assistant Principal
Joseph, Brian	Instructional Media
Stone, David	Assistant Principal
Melvin, Michael	Dean
Gibbs, Cindy	Instructional Coach
Smalling, Marisha	Instructional Coach
Bartlett, Amanda	Teacher, Career/Technical

Duties

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

The NCMS Leadership Team serves as members of a school-wide continuous improvement model. Each member has a specific responsibility as members of various committees or departments. Some examples are; MTSS, PBIS, ELL Task force etc. During the monthly and bi-weekly PLC process, Leadership members work with Gradelevel, and department PLCs by providing quantitative data and reports to each facilitator.

The Leadership team also assist Administration and district staff in the development of curriculum and DOE projects. Teachers utilize the Leadership Team for support with discipline, mental health resources, specifically with middle grades students.

Marcia Clevenger acts as the MTSS Coach, conducts weekly meetings for both behavior and discipline. Also oversees the Guidance Dept. In addition, she creates the school-wide Bell schedule and student schedules. Conducts CWT and PLC data.

Mr. Stone oversees the Dean of Students department and the administrative PLCs (stocktakes). In addition, ensures the school-wide safety and threat assessment drills and procedures are completed. Conducts CWT and PLC data.

Marisha Smalling is the Literacy Coach and creates the professional development critical path for teacher, PLC facilitator, new teacher mentor, iReady coordinator. Member of the MTSS team,

Literacy Committee and ELL Task Force.

Cindy Gibbs, member of the Threat Assessment and MTSS team. Provides ESE data and supports to teachers.

Michael Melvin is a member of the Threat Assessment team, discipline committee and Stocktake PLC.

Brian Joseph is a member of the ELL task force and Literacy committee.

Frank Telemko conduct CWT, monitors PLC groups, member of the safety committee, ELL Task Force and Literacy Committee. Each month is part of the school-wide AVID Site Team

Early Warning Systems

Year 2017-18

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	38	38	49	0	0	0	0	125
One or more suspensions	0	0	0	0	0	0	11	17	22	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	2	3	3	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	44	39	31	0	0	0	0	114

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	20	18	12	0	0	0	0	50

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	1	2	0	0	0	0	3

Date this data was collected

Tuesday 9/11/2018

Year 2016-17 - As Reported

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	0	11	15	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	62	64	0	0	0	0	126
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	35	32	63	0	0	0	0	130

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	0	19	24	0	0	0	0	43

Year 2016-17 - Updated

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	0	11	15	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	62	64	0	0	0	0	126
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	35	32	63	0	0	0	0	130

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	0	19	24	0	0	0	0	43	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The two areas that will be identified are ELA lowest quartile and Algebra. Both areas have been decreasing by a few percentage points over a four year trend. The ELA scores have had a decrease without a gain. ELA lowest quartile decreased from 49 to 46. However that was one point below state average. The number of students Algebra that took the Algebra exam did increase.

Which data component showed the greatest decline from prior year?

Both Civics and Science did decrease by 4 points each.

Which data component had the biggest gap when compared to the state average?

Only ELA lowest quartile performed below state average by one point.

Which data component showed the most improvement? Is this a trend?

Math proficiency did increase the most (6pts). This has been a trend. Specifically seventh grade math did show a 21 point gain.

Describe the actions or changes that led to the improvement in this area.

The increase of intervention time. It was scheduled during the middle of the day and the time was increased to 30 min, to allow for remediation and acceleration.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	47%	53%	65%	50%	52%
ELA Learning Gains	60%	51%	54%	58%	53%	53%
ELA Lowest 25th Percentile	46%	42%	47%	43%	44%	45%
Math Achievement	66%	49%	58%	57%	45%	55%
Math Learning Gains	61%	55%	57%	50%	49%	55%
Math Lowest 25th Percentile	58%	52%	51%	48%	44%	47%
Science Achievement	62%	48%	52%	56%	47%	50%
Social Studies Achievement	86%	75%	72%	88%	81%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	38 (0)	38 (11)	49 (15)	125 (26)
One or more suspensions	11 (0)	17 (62)	22 (64)	50 (126)
Course failure in ELA or Math	2 (0)	3 (0)	3 (0)	8 (0)
Level 1 on statewide assessment	44 (35)	39 (32)	31 (63)	114 (130)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	58%	46%	12%	52%	6%
	2017	54%	47%	7%	52%	2%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	58%	46%	12%	51%	7%
	2017	65%	49%	16%	52%	13%
Same Grade Comparison		-7%				
Cohort Comparison		4%				
08	2018	65%	52%	13%	58%	7%
	2017	66%	48%	18%	55%	11%
Same Grade Comparison		-1%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	62%	43%	19%	52%	10%
	2017	55%	41%	14%	51%	4%
Same Grade Comparison		7%				
Cohort Comparison						
07	2018	41%	29%	12%	54%	-13%
	2017	28%	28%	0%	53%	-25%
Same Grade Comparison		13%				
Cohort Comparison		-14%				
08	2018	57%	43%	14%	45%	12%
	2017	57%	47%	10%	46%	11%
Same Grade Comparison		0%				
Cohort Comparison		29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	54%	42%	12%	50%	4%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	68%	32%	65%	35%
2017	100%	69%	31%	63%	37%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	84%	70%	14%	71%	13%
2017	89%	74%	15%	69%	20%
Compare		-5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	90%	52%	38%	62%	28%
2017	92%	46%	46%	60%	32%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	39%	58%	56%	41%
2017	90%	43%	47%	53%	37%
Compare		7%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	55	48	36	51	39	30	64			
ELL	25	53	48	39	53	49	16	62			
ASN	74	63		87	89		78	73	90		
BLK	54	51	46	49	56	50	48	75	80		
HSP	56	58	47	60	57	55	47	82	77		
MUL	71	63		63	58						
WHT	68	62	43	72	63	63	75	91	82		
FRL	55	56	45	58	56	58	53	81	77		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	40	36	26	44	40	15	58			
ELL	25	51	48	32	49	47	26	69			
ASN	80	77		73	67		90	100	87		
BLK	52	57	56	51	62	56	65	89	81		
HSP	59	58	48	53	55	51	52	90	78		
MUL	63	68		71	57		75				
WHT	68	61	48	68	63	63	73	89	86		
FRL	53	56	46	50	54	55	55	82	71		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensure high levels of learning for all students in literacy
Rationale	School wide we will implement effective instructional strategies, in order to increase literacy achievement for all students.
Intended Outcome	We plan to increase our proficiency rate from 62 percent this past year to 66 percent for the 2018 - 2019 school year.
Point Person	Marisha Smalling (marisha.smalling@osceolaschools.net)
Action Step	
Description	<p>1.) We have an emphasis for sharing common formative assessment data with our PLC's.</p> <p>2.) Then taking that data and making instructional decisions to develop lessons that target the standards in which students either have not demonstrated proficiency, or have demonstrated proficiency, in order to enrich or remediate the content in our classrooms.</p> <p>3.) Teachers that are showing exemplary outcomes in their data share their effective instructional practices, in order to modify instruction with struggling students.</p> <p>4.) Throughout the school year professional development is offered to help enhance effective literacy instruction. Some examples include Core Connections, AVID, Achieve 3000 for ELA and content areas, and i Ready. These training will all be held at Narcoossee Middle School and be offered at least two times per year. Additionally, we offer monthly professional development for example collaborative structures and monitoring for learning. We base these trainings on CWT data as well as teacher interest.</p> <p>5.) In content areas we group students heterogeneously, so students can collaborate in groups using Kagan strategies to enhance their engagement and comprehension. We are also mindful of Hattie's research using high yield strategies to improve student learning.</p> <p>6.) School wide we implement I Ready to monitor progress and differentiate instruction based on each students individual learning path. The program also provides instructional groupings and strategies lessons for remediation and enrichment.</p> <p>7.) Every teacher is aware of their lowest quartile students and using the MTSS process, Tier 2 and Tier 3 interventions are implemented for students not making adequate progress.</p> <p>8.) As a National Demonstration School for AVID strategies, every classroom on our campus uses W.I.C.O.R. strategies to help facilitate literacy by using writing, inquiry, collaboration, organization, and reading lessons.</p> <p>Data chats are a vital part of communicating progress and expectations for showing growth and proficiency toward standards.</p> <p>9.) ELL task force and Literacy Leadership Team will meet monthly to take stock of the culture of literacy happening at our school and what we can do to encourage a focus on school wide literacy.</p>
Person Responsible	Marisha Smalling (marisha.smalling@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>PLC's will use data obtained through common formative assessments, I Ready, Achieve 3000, and previous FSA scores. PLC's will meet every Wednesday and during two planning periods a month. Here at Narcoossee Middle School we implement W.I.N (What I Need), this allows teachers to have additional planning time once every two weeks, as well as time to communicate progress monitoring toward standards with the students. W.I.N. time is also used to meet the needs of our Tier 2 and Tier 3 students by providing them additional supports. The MTSS committee meets every Tuesday to look at data, in order to determine what interventions are working and what interventions need to be taking place.</p>

In order to enrich and offer support to our students we offer Academic Saturday School as well as before and after school Academic Camps. Narcoossee's Stocktake Model will take place every month to report progress in literacy achievement to the Principal. Administration will review CWT data to develop Look-Fors and instructional strategies. Monthly literacy committee meetings are held with the ELL Task force to monitor academic strategies.

Person Responsible Marisha Smalling (marisha.smalling@osceolaschools.net)

Activity #2

Title AVID schoolwide: Develop collaborative study groups and student leaders.

Rationale Collaborative Study Group: To encourage rigor and inquiry in the classroom and encourage student leadership growth.
Student leaders: provide opportunities that allows students to cultivate leadership qualities
To have collaborative study groups across math content classrooms.

Intended Outcome Student leaders: to develop awareness of personal strengths/skills and utilize them to better the school and community.
Through using AVID strategies school wide including binders, writing, inquiry, collaboration, organization, and reading (WICOR) we plan to keep our "A" school status and increase our learning gains from 65% to 68% school wide.

Point Person Amanda Bartlett (amanda.bartlett@osceolaschools.net)

Action Step

Description 1.) Student leaders: Identify students within campus clubs and organizations to promote and maintain AVID school-wide strategies.
2.) Develop a schedule for visiting content classrooms. Students will model strategies during WIN and upon request.
3.) Collaborative study groups: Set date with district director of AVID and administration. Arrange for scheduling and payment of substitutes.
4.) AVID Elective teachers will model Philosophical Chairs and Socratic Seminars to ELA and Social Study teachers.

Person Responsible Amanda Bartlett (amanda.bartlett@osceolaschools.net)

Plan to Monitor Effectiveness

Description Collaborative study Groups: Administration and AVID elective teachers will complete WICOR walk-throughs. Discuss teacher feedback during PLCs.
Narcoossee's Stocktake Model will take place every month to report progress in AVID school-wide

Student leaders: Exhibit positive behaviors to others and serving as a role model for their peers.

Person Responsible Amanda Bartlett (amanda.bartlett@osceolaschools.net)

Activity #3	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met, with the PLC Action Plan embedded within the action steps and monitoring
Rationale	Being an active member of a Professional Learning Community is an expectation for all teachers, in order to ensure high levels of learning for all students through refining the teaching process by using high yield strategies, analyzing common formative data, and adapting instruction to student needs. As a result, student achievement in all areas will increase.
Intended Outcome	We hope that each Professional Learning Community at Narcoossee Middle School progress from their baseline stage on The Seven Stages of Professional Learning Communities to a higher stage; to the ultimate goal of bringing the Professional Learning Team full circle from planning, developing common assessments, analyzing student learning, adapting instruction to meet student needs, to reflecting on instruction. As a result of this process, student proficiency and learning gains will increase in each academic area. Through the PLC process we hope to keep our "A" school status and increase our learning gains from 65% to 68%.
Point Person	Martisha Smalling (smallinm@osceola.k12.fl.us)
Action Step	
Description	<p>PLC's are an integral part of refining the teaching and learning process at Narcoossee Middle School. We have a collaborative culture among our teachers, students, and administrators which focuses on learning and continuous improvement for all.</p> <p>*Administration provided additional time for teachers to meet with their PLC teams before school began in order to establish their norms and begin the planning process.</p> <p>*The leadership team meets with all teams at the beginning of the school year to determine the baseline stage for the PLC and see what support they need in order to move further along the PLC stages. Periodically Professional Learning Communities will be encouraged to revisit where they are on the PLC stages, in order to monitor their progress along the PLC process. Struggling and new PLC teams will be given mentoring in order to advance in their PLC collaborative stage.</p> <p>Additional action steps include,</p> <ol style="list-style-type: none"> 1.) School PLC teams will meet each month during early release and on two individual planning periods a month. 2.) Each month professional development will be held, in order to help each PLC team refine its collaborative process. 3.) Formative assessments will be conducted regularly, and student learning will be analyzed, in order to adapt instruction to meet each students needs.
Person Responsible	Marisha Smalling (marisha.smalling@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1.) Administrators and the PLC facilitator will meet weekly with PLC teams, to ensure that time is being used to evaluate student learning. 2.) Professional Learning Communities will share notes as well as common assessment data, which will lead to plans to adapt instruction to meet student needs. 3.) Administration will ensure that teams have the opportunity to observe one another as well as collaborate on cross curricular activities to enrich learning for all students. 4.) PLC Seven stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams.

5.) School Stocktake Model will take place every month to report PLC progress to Mr. Telemko.

Person Responsible Marisha Smalling (marisha.smalling@osceolaschools.net)

Activity #4	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	School wide we will implement effective instructional strategies, in order to increase math achievement for all students.
Intended Outcome	We hope to increase our proficiency rate from 66% percent this past year to 70% percent for the 2018 - 2019 school year.
Point Person	David Stone (david.stone@osceolaschools.net)
Action Step	
Description	<p>1.) We have an emphasis for sharing common formative assessment data with our PLC's.</p> <p>2.) Then taking that data and making instructional decisions to develop lessons that target the standards in which students either have not demonstrated proficiency, or have demonstrated proficiency, in order to enrich or remediate the content in our classrooms.</p> <p>3.) Teachers that are showing exemplary outcomes in their data share their effective instructional practices, in order to modify instruction with struggling students.</p> <p>4.) Throughout the school year professional development is offered to help enhance effective math instruction. Some examples include I Ready and monthly optional professional development held at Narcoossee including collaborative structures and monitoring for learning.</p> <p>5.) In content areas we group students heterogeneously, so students can collaborate in groups using Kagan strategies to enhance their engagement and comprehension. We are also mindful of Hattie's research using high yield strategies to improve student learning.</p> <p>6.) Additional intensive math classes have been added to assist with Tier 2 interventions and support Algebra I students.</p> <p>7.) School wide we implement I Ready to monitor progress and differentiate instruction based on each student's individual learning path. The program also provides instructional groupings and strategies lessons for remediation and enrichment.</p> <p>8.) Every teacher is aware of their lowest quartile students and using the MTSS process, Tier 2 and Tier 3 interventions are implemented for students not making adequate progress.</p> <p>9.) As a National Demonstration School for AVID strategies, every classroom on our campus uses W.I.C.O.R. strategies to help facilitate literacy by using writing, inquiry, collaboration, organization, and reading lessons.</p> <p>10.) Data chats are a vital part of communicating progress and expectations for showing growth and proficiency toward standards.</p>
Person Responsible	David Stone (david.stone@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>PLC's will use data obtained through common formative assessments, I Ready, and previous FSA scores. PLC's will meet every Wednesday and during two planning periods a month. Here at Narcoossee Middle School we implement W.I.N (What I Need), this allows teachers to have additional planning time once every two weeks, as well as time to communicate progress monitoring toward standards with the students. The MTSS committee meets every Tuesday to look at data, in order to determine what interventions are working and what interventions need to be taking place. In order to enrich and offer support to our students we offer Academic Saturday School as well as before and after school Academic Camps. Narcoossee's Stocktake Model will take place every month to report progress in math achievement to Principal.</p>

Person Responsible David Stone (david.stone@osceolaschools.net)

Activity #5

Title Ensure the MTSS processes are embedded into instructional grouping.

Rationale We ensure that interventions are in place so students are receiving appropriate tier instruction in order to have a path to grade level proficiency. According to Hattie's research students receiving appropriate MTSS interventions has an effect size of 1.29, showing a high level of effectiveness in increasing student achievement.

Intended Outcome At NCMS last year we had 65% of our students showing learning gains. This year, through the MTSS process our students will increase from 65% showing learning gains to 70%.

Point Person Marcia Clevenger (marcia.clevenger@osceolaschools.net)

Action Step

Description

- 1.) Monthly meetings - every Tuesday a different grade level meets to discuss MTSS progress.
- 2.) In addition to monthly meetings, all instructional personnel are able to communicate through TEAMS in order to share documents and stay up to date with MTSS information.
- 3.) Behavior: FBA BIP
- 4.) Literacy/Math: MTSS fidelity sheet to make sure students are receiving appropriate interventions based on their tier level. W.I.N. time is used to help meet the needs of our Tier 2 and Tier 3 students.
- 5.) Intensive Math classes provide additional tier 2 support.

Person Responsible Marcia Clevenger (marcia.clevenger@osceolaschools.net)

Plan to Monitor Effectiveness

Description MTSS committee will use data obtained through district common formative assessments, I Ready, and previous FSA scores. The MTSS committee will meet every Tuesday to monitor the effectiveness of the MTSS interventions and the fidelity tracking sheets. We will use W.I.N time (What I Need), to communicate student progress with appropriate stakeholders. The MTSS committee meets every Tuesday to look at data, in order to determine what interventions are working and what interventions need to be taking place. Narcoossee's Stocktake Model will take place every month to report progress in MTSS achievement to the Principal.

Person Responsible Marcia Clevenger (marcia.clevenger@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Meet and Greet Parent Night, Literacy Night, ELL Parent Breakfast, AVID Contract Night, AVID Parent Coffee Talk, Science Forensic Night, Bear Times newsletter and Monthly Academic Booster and SAC meetings, are all of the aforementioned events used to foster relationships with families and are available to the entire community. Progress reports are distributed halfway through each quarter to notify parents of their child's progress in classes. In addition, parents have access to the district parent portal, this allows for easy access to student grades. The School Website is used to communicate important school events as well as provide parents and community members access to the School Improvement Plan and the Mission and Vision of the school. The AVID site team is a resource involving school and community members. Parents and students have access to the Remind program which sends out text messages to keep them updated with school events. Access is free for every parent and student. Currently, we have over 800 parents and students registered. A new addition to Narcoossee Middle School will be the NCMS Facebook account, created and maintained by our Media Specialist.

PFEP Link

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

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.

Guidance counselor is available to students daily. Students are encouraged to seek assistance when needed, group sessions which focus on social skills, anger management, and coping skills are also organized and held as needed. Additionally, all faculty and staff are available to students to discuss personal concerns. In a crisis situation the guidance counselor, leadership team and Sheriff's resource officer are equipped to ensure that the child is not in danger of being hurt or hurting themselves. Lastly, a licensed mental health counselor visits our school to consult with students who are in need of counseling services. During the daily intervention time, What I Need (WIN), students have opportunities to reach out and work individually or in groups, with Deans, Guidance or other resource teachers "as needed".

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

AVID coordinators visit feeder elementary schools to introduce the AVID program and provide information to teachers and students about the program. Students are also invited to attend the 6th Grade Orientation Program during the summer.

The fine arts department also reaches out to feeder elementary schools to recruit new students for the program through performances at the feeder schools.

Administration and deans will visit elementary feeder schools to help with the choosing of the elective courses offered at NCMS. The administration introduced themselves and showed a power point that introduced students to many of the expectations and activities at the middle school level.

High school counselors and special program representatives come to our campus to assist 8th grade students in course selection and registration.

A district-scheduled 6th Grade Orientation Night is held in the spring so that students can visit the middle school and learn about the different facets of being a middle school student. Students meet teachers and get to tour the campus to see the different areas in the middle school.

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 Leadership Team (PST) meets weekly to address school wide and student needs. Individual student data is reviewed with areas of concern noted and a plan of support is put in place. School wide data is

also reviewed and compared to the SIP goals to gauge progress.

Supplemental Academic Instruction (SAI) money will be utilized to fund After-School Academic Camps and additional instructional programs to assist in meeting the needs of our students. AVID tutors are utilized to provide assistance for those that have organization and academic struggles.

The administration meets monthly with grade chairs, PLC teams, PBIS, and AVID Site Team members to ensure expectations and goals are met for each group. The Literacy Leadership Team meets monthly to develop academic and research-based resources to help teachers integrate literacy strategies in content classrooms. The Literacy Leadership Team develops activities to help foster a school-wide culture of literacy.

The Assistant Principals meet weekly with the Guidance and Dean of Students departments to review academic and behavioral trends, update the MTSS progress, and review concerns or general department information.

District Resource teachers are invited and attend department PLC team meetings to help with the interpretation of data and helps teachers brainstorm ideas and design lessons to meet the needs of all students.

The Professional Development Path is a living document that is revised monthly to meet the needs of the faculty in ensuring success for all students. Progress Monitoring and school-wide data is used to help create specific Professional Development. The second Tuesday of the month is designated for voluntary PD during teacher planning. Instructional coaches will conduct Professional Development based on the needs of the school. Teachers will be empowered to facilitate PD based on conferences they attend and their expertise in a given area.

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

The AVID school-wide program hosts a variety of events, including College Week, College t-shirt day, and teacher-led college discussions, that promote college awareness and help build interest in colleges. The AVID elective courses are offered to over 200 students. These classes are designed to help prepare students for rigorous academic courses.

Part V: Budget

Total:

\$8,500.00