

School District of Osceola County, FL

Neptune Middle School



2019-20 Schoolwide Improvement Plan

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Neptune Middle School

2727 NEPTUNE RD, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Thomas Rademacher

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (54%) 2016-17: B (57%) 2015-16: B (57%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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<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.

Excellence for all . . . whatever it takes.

Provide the school's vision statement.

Education which inspires all students to achieve their highest potential.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Rademacher, Thomas	Principal	The principal oversees the vision and mission of the school. Assigns the roles and responsibilities of the leadership team to ensure the SIP is being monitored. Conducts a monthly stocktake to monitor the SIP and make adjustments based on the data.
Remy, Christina	Assistant Principal	The Assistant Principal oversees the Science Achievement goal as well as the ELL Task force and Title 1. Meets with the Science department to ensure they progress monitor students and students are getting the support they need through WIN time.
Sassic, Dustin	Assistant Principal	In charge of ensuring students are in the appropriate classes through master scheduling. Overseeing the MTSS process, PLC process, and Civics. Preparing the stocktake process with each subject area lead to ensure Neptune continues to move forward.
Crisp, Kara	Instructional Coach	Tracking the each PLC as they move through the 7 stages. Ensuring the elective team is progressing through the PLC process. Supports all new teachers.
Rosario, Kacie	Instructional Coach	In charge of the literacy goal and ensuring literacy is school wide. Supports the literacy PLC to ensure students are being supported on all levels and monitors progress towards the literacy goals.
Wilson, Lisa	Instructional Coach	In charge of the mathgoal. Supports the Math PLC to ensure students are being supported on all levels and monitors progress towards the math goals.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	42	152	232	0	0	0	0	426
One or more suspensions	0	0	0	0	0	0	44	45	42	0	0	0	0	131
Course failure in ELA or Math	0	0	0	0	0	0	12	9	11	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	0	0	52	68	94	0	0	0	0	214

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	28	69	83	0	0	0	0	180

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	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

72

Date this data was collected or last updated

Wednesday 7/17/2019

Prior Year - 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	23	24	21	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	84	72	0	0	0	0	156
Course failure in ELA or Math	0	0	0	0	0	0	0	10	4	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	0	0	0	91	90	146	0	0	0	0	327
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	10	32	40	0	0	0	0	82

Prior Year - 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	23	24	21	0	0	0	0	68	
One or more suspensions	0	0	0	0	0	0	0	84	72	0	0	0	0	156	
Course failure in ELA or Math	0	0	0	0	0	0	0	10	4	0	0	0	0	14	
Level 1 on statewide assessment	0	0	0	0	0	0	91	90	146	0	0	0	0	327	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	10	32	40	0	0	0	0	82

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	45%	54%	51%	48%	52%
ELA Learning Gains	55%	48%	54%	49%	51%	54%
ELA Lowest 25th Percentile	49%	42%	47%	36%	39%	44%
Math Achievement	55%	49%	58%	55%	48%	56%
Math Learning Gains	58%	51%	57%	62%	54%	57%
Math Lowest 25th Percentile	56%	47%	51%	56%	49%	50%
Science Achievement	52%	47%	51%	53%	51%	50%
Social Studies Achievement	81%	72%	72%	78%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	42 (23)	152 (24)	232 (21)	426 (68)
One or more suspensions	44 (0)	45 (84)	42 (72)	131 (156)
Course failure in ELA or Math	12 (0)	9 (10)	11 (4)	32 (14)
Level 1 on statewide assessment	52 (91)	68 (90)	94 (146)	214 (327)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	50%	48%	2%	54%	-4%
	2018	46%	46%	0%	52%	-6%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	52%	47%	5%	52%	0%
	2018	43%	46%	-3%	51%	-8%
Same Grade Comparison		9%				
Cohort Comparison		6%				
08	2019	45%	49%	-4%	56%	-11%
	2018	49%	52%	-3%	58%	-9%
Same Grade Comparison		-4%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	53%	45%	8%	55%	-2%
	2018	45%	43%	2%	52%	-7%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	23%	30%	-7%	54%	-31%
	2018	17%	29%	-12%	54%	-37%
Same Grade Comparison		6%				
Cohort Comparison		-22%				
08	2019	44%	47%	-3%	46%	-2%
	2018	51%	43%	8%	45%	6%
Same Grade Comparison		-7%				
Cohort Comparison		27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	42%	42%	0%	48%	-6%
	2018	46%	42%	4%	50%	-4%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	62%	36%	67%	31%
2018	98%	68%	30%	65%	33%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	73%	6%	71%	8%
2018	72%	70%	2%	71%	1%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	49%	44%	61%	32%
2018	98%	52%	46%	62%	36%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	44%	56%	57%	43%
2018	100%	39%	61%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	51	45	28	48	47	28	55			
ELL	30	47	46	34	49	52	21	57	77		
ASN	65	62		81	58		58	85	100		
BLK	46	54	46	41	59	61	33	88			
HSP	49	53	49	51	56	52	50	77	90		
MUL	58	60		56	74		53	93			
WHT	64	60	49	72	66	76	66	91	94		
FRL	47	53	46	49	56	54	46	78	90		

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	20	35	25	19	42	45	15	28			
ELL	19	37	38	21	37	40	16	44	36		
ASN	68	55		80	67		80				
BLK	46	43	40	43	56	43	59	85	67		
HSP	44	47	40	45	49	47	45	71	63		
MUL	63	50		50	59		57	75			
WHT	67	52	31	67	62	69	66	80	79		
FRL	46	46	35	46	52	48	47	71	64		
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	8	29	28	13	51	54	13	38			
ELL	16	35	33	24	52	52	7	33			
ASN	73	65		81	85						
BLK	46	53	46	48	64	52	64	82	89		
HSP	45	45	34	50	62	56	45	73	67		
MUL	51	50		50	58						
WHT	67	59	41	69	61	59	67	89	79		
FRL	45	45	33	48	60	56	47	72	69		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Science stayed at 52% proficient. We have seen a trend in reading proficiency and science proficiency with in our 8th grade group.

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

Our Algebra 1 EOC pass rate showed a 5% decline from the previous year. Neptune had every level 3 student in Algebra to maximize acceleration compared to the previous year when 63 students who were level 3 were not in Algebra.

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

7th grade math was 31% lower then the state average

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

Acceleration improved 23%. We ensured we had the right students in our Accelerated classes through the master schedule and implemented intervention and tutoring for students needing support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We have identified that attendance is an area of concern.

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

1. 7th grade math
2. Science
3. Acceleration

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy
Rationale	Research states, if teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase. Only 52% of students were proficient in ELA including only 13% SWD and 16%ELL. Learning gains in the Lowest 25% was 49%.
State the measurable outcome the school plans to achieve	The goal is to have 55% students proficient, including 20% SWD and 24%ELL, and 55% learning gains in the lowest quartile.
Person responsible for monitoring outcome	Kacie Rosario (kacie.rosario@osceolaschools.net)
Evidence-based Strategy	Intervention time for all Level 1 reading students with their reading/language arts teacher to for extra time and support on grade level standards. 6. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Some students need extra time and support to be successful on grade level standards, using an intervention time allows them to receive that extra time and support.
Action Step	
Description	<ol style="list-style-type: none"> 1. The ELL task force will focus on our ELL students to ensure they are getting extra time and support during WIN time in language acquisition, as well as connect families to the school community through 4 parent engagement nights. 1 in October, January, February, and March. 2. PLC's will use 1 common formative assessment per unit to track student progress and plan future lessons. 3. Rademacher, Remy and Sassic will use the Marzano growth tool to give effective feedback to teachers to improve instruction. 4. All level 1 students in ELA will receive reading support outside of their core instruction through intervention time 5. Students in TIER 3 will be pulled by the reading coach to support students that are multiple grade levels behind. 6. Teacher teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative Team.

7. Teacher teams will track every student by standard using a tracker, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery.
 8. Students will be provided Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.
 9. Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.
 10. Professional development will be conducted throughout the year to build shared knowledge of highly effective ELA instruction. Tier 1 Core Instruction will be strengthened by the provision of ongoing professional development provided by the District for all grades K-8.
 11. The Literacy Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.
 12. All students will be monitored using the DIBELS Universal Screener at the beginning of the year, Osceola Writes three times a year, Next Steps to Guided Reading Assessment three times a year, and district formative assessments quarterly.
 13. District formative assessments will be given every four and a half weeks in all accountability areas.
- SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.
14. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

Person Responsible Kacie Rosario (kacie.rosario@osceolaschools.net)

#2	
Title	Ensure high levels of mathematics achievement for all students in Math
Rationale	Research states, if teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase. 55% of students were proficient in math including 22% SWD and 19%ELL. Learning gains in the Lowest 25% was 56%.
State the measurable outcome the school plans to achieve	The goal is to have 59% students proficient, including 26% SWD and 23%ELL, and 60% learning gains in the lowest quartile.
Person responsible for monitoring outcome	Lisa Wilson (lisa.wilson@osceolaschools.net)
Evidence-based Strategy	Intensive math time for all Level 1 math students to for extra time and support on previous grade level standards. All Tier 2 students will receive extra time and support outside the core instruction during WIN time with their math teacher. Through the PLC process teachers will identify student needs and build time into the units for remediation.Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Research shows some students need extra time and support to be successful on grade level standards, using an intervention time allows them to receive that extra time and support.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will use common formative assessment per unit to track student progress and plan future lessons. 2. Sassic, Rademacher, Remy will use the Marzano growth tool to give effective feedback to teachers to improve instruction 3. All level 1 students in math will receive intensive reading outside of their core instruction. Tier 2 students will be distributed during intervention time(WIN) to receive math support from an math certified teacher. 4. The ELL task force will focus on our ELL students to ensure they are getting extra time and support during WIN time in language acquisition, as well as connect families to the school community through 4 parent engagement nights. 1 in October, January, February, and March. 5. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus 6. Math formative assessments will be on-going throughout the school year. Students will be assessed through PLC and district created assessments, checklists (Success Criteria),

- and fluency checks. Assessments will be analyzed by PLCs and Math Coach to monitor effectiveness of instruction. Coaching support will be offered by the Math Coach.
7. Teachers will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3 in math. Math tier 2 interventions will occur within math instruction by grade level math teachers and tier 3 interventions will occur outside the math block using an interventionist or math coach.
 8. Individual data chats will be conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school.
 9. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
 10. District formative assessments will be given every four and a half weeks in all accountability areas.
- SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.
11. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

Person Responsible Lisa Wilson (lisa.wilson@osceolaschools.net)

#3	
Title	Ensure high levels of science achievement for all students
Rationale	Research states, if teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase. 52% of students were proficient in Science.
State the measurable outcome the school plans to achieve	The goal is to have 56% of students proficient
Person responsible for monitoring outcome	Christina Remy (christina.remy@osceolaschools.net)
Evidence-based Strategy	Through Professional Learning Communities teachers will give common formative assessments and use the data to determine who needs extra time and support in the content and who needs to be enriched. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Research shows some students need extra time and support to be successful on grade level standards, using an intervention time allows them to receive that extra time and support.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will use common formative assessment per unit to track student progress and plan future lessons. 2. Sassic, Rademacher, Remy will use the Marzano growth tool to give effective feedback to teachers to improve instruction 3. Teachers will use the WIN intervention time to remediate low performing students and enrich students who are mastering grade level standards. 4. The ELL task force will focus on our ELL students to ensure they are getting extra time and support during WIN time in language acquisition, as well as connect families to the school community through 4 parent engagement nights. 1 in October, January, February, and March. 5. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus 6. Individual data chats will be conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school. 7. Tier 2 Interventions - Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional

resources and support to sharpen their comprehension.

8. Data Tracking Student by Standard - Teachers will track essential standards. After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.

9. Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.

10. Students will track their own learning through teacher provided success criteria

11. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.

12. District formative assessments will be given every four and a half weeks in all accountability areas.

SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.

13. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.

14. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

Person Responsible	Christina Remy (christina.remy@osceolaschools.net)
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#4	
Title	Ensure a schoolwide post secondary culture for all students
Rationale	Research shows that when schools have a post secondary culture and accelerate students with support their overall performance improves. We will implement WICOR AVID strategies school wide to ensure students are ready for the next step in their academic careers.
State the measurable outcome the school plans to achieve	Our current Acceleration is at 92%. The expectation is that we will improve our Acceleration to 96%, a 4% increase from the year before.
Person responsible for monitoring outcome	Dustin Sassic (dustin.sassic@osceolaschools.net)
Evidence-based Strategy	<p>Ensure all students are placed appropriately in accelerated classes. Implement an intervention time for students to receive extra time and support. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield AVID strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase in accelerated classes.
Action Step	
Description	<ol style="list-style-type: none"> 1. The ELL task force will focus on our ELL students to ensure they are getting extra time and support during WIN time in language acquisition, as well as connect families to the school community through 4 parent engagement nights. 1 in October, January, February, and March. 2. PLC's will use common formative assessments to track student progress and plan future lessons. 3. Sassic will ensure students are placed appropriately based on their data. 4. Through the MTSS process teachers will identify students in need of support. 5. Admin will monitor the use of WICOR strategies in the classroom and on lesson plans. 6. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus 7. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 8. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Person Responsible	Dustin Sassic (dustin.sassic@osceolaschools.net)

#5	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
State the measurable outcome the school plans to achieve	<p>All ELA, Reading, Math, Science, Civics, and US History PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data.</p> <p>All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020.</p> <p>ELA, Math, proficiency and gains will increase by 4% in all sub groups.</p> <p>Science proficiency will increase by 4% in all sub groups</p> <p>Social Studies proficiency will increase by 4% in all sub groups.</p>
Person responsible for monitoring outcome	Kara Crisp (kara.crisp@osceolaschools.net)
Evidence-based Strategy	<p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p> <ol style="list-style-type: none"> 1.Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, and Science PLCs. 3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1.Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 2. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. 3.Collaborative teaming professional development will be conducted throughout the year to

build shared knowledge of PLC processes.

4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs.

Professional development will be conducted to train staff on the School City platform.

5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

6. A PLC Guiding Coalition will be formed to oversee the process.

7. District formative assessments will be given every four and a half weeks in all accountability areas.

8. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

9. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

10. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Kara Crisp (kara.crisp@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students

are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned 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.

Neptune Middle School MTSS team meets one time per month to review student data and determine student needs and supports. Students are supported through an intervention period in which they receive extra time and support based on their needs. Our lowest performing students are given support by our reading and math coach during their intervention period in a small setting.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of

all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy				\$3,105.17
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	0311 - Neptune Middle School	Title, I Part A		\$600.00
			<i>Notes: Florida Reading Association Conference</i>			
		120-Classroom Teachers	0311 - Neptune Middle School	Title, I Part A		\$2,505.17
			<i>Notes: Reading Remediation</i>			
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students in Math				\$4,005.17
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	0311 - Neptune Middle School	Title, I Part A		\$1,500.00
			<i>Notes: Florida Conference for Teachers of Mathematics</i>			
		120-Classroom Teachers	0311 - Neptune Middle School	Title, I Part A		\$2,505.17
			<i>Notes: Math remediation</i>			
3	III.A.	Areas of Focus: Ensure high levels of science achievement for all students				\$0.00

4	III.A.	Areas of Focus: Ensure a schoolwide post secondary culture for all students	\$0.00
5	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.	\$0.00
Total:			\$7,110.34