

School District of Osceola County, FL

# Narcoossee Middle School



## 2019-20 Schoolwide Improvement Plan

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# Narcoossee Middle School

2700 N NARCOOSSEE RD, Saint Cloud, FL 34771

www.osceolaschools.net

## Demographics

Principal: Francisco Rivera Mieleles

Start Date for this Principal: 1/5/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	52%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (64%) 2017-18: A (65%) 2016-17: A (65%) 2015-16: B (58%) 2014-15: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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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[www.osceolaschools.net](http://www.osceolaschools.net)

### 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	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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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

### Purpose and Outline of the SIP

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## 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	Job Duties and Responsibilities
Weeden, Gary	Principal	All school operations. Supervise the ELA department, school budget, SIP,
Stone, David	Assistant Principal	School discipline, Supervise Math, Social Studies, Electives, plant management
Melvin, Michael	Dean	
Alexander, Jennifer	Instructional Coach	Math and MTSS Coach
Smalling, Marisha	Instructional Coach	
Clevenger, Marcia	Assistant Principal	Master Schedule, supervise Science, ELA, Stock Take

### 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	397	402	411	0	0	0	0	1210	
Attendance below 90 percent	0	0	0	0	0	0	37	53	53	0	0	0	0	143	
One or more suspensions	0	0	0	0	0	0	3	12	4	0	0	0	0	19	
Course failure in ELA or Math	0	0	0	0	0	0	43	40	15	0	0	0	0	98	
Level 1 on statewide assessment	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	35	39	40	0	0	0	0	114

**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	0	1	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)**

81

**Date this data was collected or last updated**

Thursday 10/10/2019

**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	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 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	20	18	12	0	0	0	0	50

**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	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 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	20	18	12	0	0	0	0	50

## 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	62%	45%	54%	63%	48%	52%
ELA Learning Gains	59%	48%	54%	61%	51%	54%
ELA Lowest 25th Percentile	49%	42%	47%	49%	39%	44%
Math Achievement	65%	49%	58%	61%	48%	56%
Math Learning Gains	60%	51%	57%	60%	54%	57%
Math Lowest 25th Percentile	53%	47%	51%	55%	49%	50%
Science Achievement	62%	47%	51%	66%	51%	50%
Social Studies Achievement	86%	72%	72%	90%	76%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	397 (0)	402 (0)	411 (0)	1210 (0)
Attendance below 90 percent	37 (38)	53 (38)	53 (49)	143 (125)
One or more suspensions	3 (11)	12 (17)	4 (22)	19 (50)
Course failure in ELA or Math	43 (2)	40 (3)	15 (3)	98 (8)
Level 1 on statewide assessment	0 (44)	0 (39)	0 (31)	0 (114)

### 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	60%	48%	12%	54%	6%
	2018	58%	46%	12%	52%	6%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	57%	47%	10%	52%	5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	58%	46%	12%	51%	7%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				
08	2019	64%	49%	15%	56%	8%
	2018	65%	52%	13%	58%	7%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	55%	45%	10%	55%	0%
	2018	62%	43%	19%	52%	10%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	33%	30%	3%	54%	-21%
	2018	41%	29%	12%	54%	-13%
Same Grade Comparison		-8%				
Cohort Comparison		-29%				
08	2019	67%	47%	20%	46%	21%
	2018	57%	43%	14%	45%	12%
Same Grade Comparison		10%				
Cohort Comparison		26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	56%	42%	14%	48%	8%
	2018	54%	42%	12%	50%	4%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	67%	33%
2018	100%	68%	32%	65%	35%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	73%	13%	71%	15%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	84%	70%	14%	71%	13%
Compare		2%			
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	79%	49%	30%	61%	18%
2018	90%	52%	38%	62%	28%
Compare		-11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	44%	54%	57%	41%
2018	97%	39%	58%	56%	41%
Compare		1%			

## 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	30	51	49	35	54	53	27	56	63		
ELL	40	53	46	45	52	44	22	65	69		
ASN	88	73		88	64		67	89	89		
BLK	57	56	48	59	59	61	53	86	79		
HSP	58	58	50	60	57	49	56	83	76		
MUL	54	71		48	58						
WHT	66	59	45	70	63	57	70	88	75		
FRL	49	54	49	53	56	49	49	74	76		
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						

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
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		

### 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)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	630
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
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	80
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	62
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	60
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	58
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	66
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	57
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.**

ELA Lowest 25%. It is above the state average and up from last year. One contributing factor could be a lack of access to grade level reading in core subjects. Of this, our FRL students showed the biggest loss in ELA and Math.

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

7th grade Math- The previous year was very high. Also, many proficient 7th graders took the 8th grade FSA. 6th grade also dropped 7 points which could be attributed to a new teacher in the PLC. Algebra EOC was also a significant drop of 11 points.

**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.**

Lowest 25% in both Math and ELA are closest to state and district average.

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

ELL ELA achievement went up 15 points. A focus by a new RCS of monitoring these students was a big focus and careful scheduling for support.

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

Number of 6th graders who were level 1 in Reading and Math

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

1. Lowest 25% Math
2. Lowest 25% ELA (FRL)
3. Algebra 1 EOC Pass Rate
4. 6th grade Math Achievement
5. 7th grade Math Achievement

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Ensure high levels of learning for all students in literacy
<b>Rationale</b>	School wide we will implement effective instructional strategies, in order to increase literacy achievement for all students.
<b>State the measurable outcome the school plans to achieve</b>	ELA Achievement 10 points above state average and over 50% for ELA lowest 25%
<b>Person responsible for monitoring outcome</b>	Marisha Smalling (marisha.smalling@osceolaschools.net)
<b>Evidence-based Strategy</b>	School wide focus on reading, writing, and collaborating across all content areas coupled with an MTSS team that identifies and intervenes with our most struggling readers. 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.
<b>Rationale for Evidence-based Strategy</b>	When students are exposed to grade level text and tasks in all content areas and given the opportunity to collaborate with peers to complete these tasks the research shows that their ELA achievement will increase. Additionally, when data indicates that particular students are not able to perform these tasks at grade level then interventions will be put in place to ensure that students are given instruction in their area of weakness.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Training all teachers in the use of Achieve 3000. Teachers will understand how to find articles which fit with their curriculum and how to use the best strategies and techniques to help students learn standards through reading, writing, collaborating and inquiring.</li> <li>2. Train all content teachers on Core text marking.</li> <li>3. Ask PLC's to commit to one close reading activity using the ELA Core Shifts per month and build to more regular use</li> <li>4. Use data to respond to the needs of our most struggling readers through MTSS. Interventions will take place during Bear Academy and students who show a good response will be exited while ones who do not will be moved into Tier 3.</li> <li>5. Monthly monitoring of Reading data at MTSS Reading meeting to determine if students are progressing. Monitoring implementation of content area close reading by walk throughs.</li> </ol>
<b>Person Responsible</b>	Marisha Smalling (marisha.smalling@osceolaschools.net)

#2	
<b>Title</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met (PLC Action Plan)
<b>Rationale</b>	Research shows that when teacher work together to ensure that all students learn essential standards that student achievement increases.
<b>State the measurable outcome the school plans to achieve</b>	Our goal is for each Professional Learning Community at Narcoossee Middle School to 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 64% to 68%.
<b>Person responsible for monitoring outcome</b>	David Stone (david.stone@osceolaschools.net)
<b>Evidence-based Strategy</b>	All PLC's at NCMS will follow the PLC non-negotiables as described by the district. By doing this teachers will focus on learning, create a collaborative culture and focus on results.
<b>Rationale for Evidence-based Strategy</b>	Working collaboratively in Professional Learning Communities (PLCs) is the expected way of work in Osceola County. Research indicates that levels of learning increase dramatically when educators work collaboratively and take collective responsibility for the success of ALL students.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ensure that all PLC's are aware of the expectation that they meet a minimum of 6 times a month and monitoring that they do.</li> <li>2. All PLC's will School City tfor assessing , analyzing, reflecting and revising plans on course progression on individual student's needs.</li> <li>3. A PLC guiding coalition will be formed to oversee the process.</li> <li>4. PLC's will develop common assessments that measure essential standards and analyze data to inform decisions.</li> <li>5. As per the new District Plan Goal 4D ELA, Math, Social Studies, and Science PLCs are to be at stage 5 of the PLC Seven Stages Rubric by December 2019 the remaining PLCs are to be at stage 5 by May 2020.</li> </ol>
<b>Person Responsible</b>	David Stone (david.stone@osceolaschools.net)



#3	
<b>Title</b>	Ensure high levels of learning for all students in Science
<b>Rationale</b>	Science is critical to the understanding of all content areas including literacy, math, and is a natural subject for teaching inquiry.
<b>State the measurable outcome the school plans to achieve</b>	Increase 8th grade Science Achievement from 56% to 59%
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	Use WICOR in each Science class on a daily basis to teach the essential standards.
<b>Rationale for Evidence-based Strategy</b>	As an AVID National Demonstration School, we use WICOR to ensure that all lessons are rigorous and engaging. Writing, Inquiry, Organization, and Reading will enrich student achievement beyond Science.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create and introduce a lesson plan which includes WICOR strategies.</li> <li>2. Ask Science teachers to commit to identifying using one WICOR strategy in class on a daily basis</li> <li>3. PLC will review lesson plans and reflect on strategies used</li> <li>4. Teams will visit teachers in another grade level at least once a semester to collect ideas and give feedback</li> <li>5. Science department will meet once a semester to share observations and strategies</li> </ol>
<b>Person Responsible</b>	[no one identified]

#4	
<b>Title</b>	Ensure schoolwide AVID is implemented and maintain a post secondary culture for ALL students
<b>Rationale</b>	AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society
<b>State the measurable outcome the school plans to achieve</b>	Teachers will use WICOR strategies in 75% of classrooms as observed in Strategy Walks which will take place quarterly.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	WICOR School wide and School Counselor College and Career Readiness lessons.
<b>Rationale for Evidence-based Strategy</b>	WICOR is a proven strategy that ensure high yield techniques are used to help students read, write, talk, and problem solve. Students need information on colleges and careers that are available.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Schedule WICOR professional development with district personnel.</li> <li>2. Ask teachers to commit to include WICOR Strategies in lesson plans.</li> <li>3. AVID Site team will schedule strategy walks to learn about and share WICOR strategies</li> <li>4. College and career planning lessons will be given through all 7th grade Social study classes</li> <li>5. Each student will create a post secondary and high school plan in 8th grade which will prepare them for the rigor of advanced high school classes.</li> </ol>
<b>Person Responsible</b>	[no one identified]

#5

**Title** Ensure high levels of learning for all students in Math

**Rationale** Math is a gateway subject for many students. Our Achievement levels have remained consistent with the exception of Algebra 1 EOC, 6th grade Math and overall achievement among FRL students.

**State the measurable outcome the school plans to achieve**

Increase Algebra 1 EOC Pass Rate to 90% and increase overall Math proficiency to 69%.

**Person responsible for monitoring outcome**

Jennifer Alexander (jennifer.alexander@osceolaschools.net)

**Evidence-based Strategy**

Full implementation of new viable curriculum with supports in place for students who are lacking skills or not learning on first teach.

**Rationale for Evidence-based Strategy**

Research shows that viable and dependable curriculum along with supports will increase student achievement in all sub-groups.

**Action Step**

**Description**

1. All teachers will be trained in the use of new CUPS and Pearson Envision Curriculum
2. Algebra teachers will be trained in the use of Algebra Nation
3. Test yourself at the end of each unit and district formative assessments will be given twice a quarter.
4. Teachers in PLC's will use data from common formative assessments to identify students who are not mastering the standards.
5. Students who are not successful with formative assessments will be given additional instruction through WIN in order to master essential standards. SWD and ELL students will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.

**Person Responsible**

Jennifer Alexander (jennifer.alexander@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.

a. PFEP Link

**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.**

Our MTSS team meets weekly and we rotate from Math, Reading, and Behavior MTSS meetings. Students not being successful are served in Tier 2 during a designated intervention time which is 30 minutes a day 4 days a week. Students who show significant gaps in skills receive interventions twice a week and their progress is monitored monthly to see how they are responding to the intervention.

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.

#### 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 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				\$5,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000		0040 - Narcoossee Middle School	Other Federal		\$5,900.00
			Notes: Purchase of FSA Assessment Grade 6,7,8			
2	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met (PLC Action Plan)				\$0.00
3	III.A.	Areas of Focus: Ensure high levels of learning for all students in Science				\$0.00
4	III.A.	Areas of Focus: Ensure schoolwide AVID is implemented and maintain a post secondary culture for ALL students				\$0.00
5	III.A.	Areas of Focus: Ensure high levels of learning for all students in Math				\$0.00
Total:						\$5,900.00