



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Neptune Middle School

2727 NEPTUNE RD

Kissimmee, FL 34744

407-935-3500

www.osceola.k12.fl.us

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
66%

Alternative/ESE Center
No

Charter School
No

Minority Rate
72%

School Grades History

2013-14
B

2012-13
B

2011-12
B

2010-11
A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Neptune Middle School

Principal

Cindy Mohen

School Advisory Council chair

Karen Perry, Lisa Coamey

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cindy Mohen	Principal
Judy Dunham	Assistant Principal
Maritza Luciano	Assistant Principal
Martha Booth	Dean of Students
Katie Adams	Dean of Students
Barbara Chamberlain	Dean of Students/Intensive math teacher
Diana Triplett	Reading Coach
Annamarie Greller	Math Coach
Kathy Brooks	ESE Compliance Specialist
Jessica Ruiz	ESOL Compliance Specialist
Deysi Ortiz	MTSS /Guidance

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The NMS SAC membership reflects the school's demographics, with 51% of our members representing parents, students and community members.

The voting members are:

Katie Adams, Dean of Students

Yessiree Aleman-O'Neill, Parent
Lourdes Alvarez-Rios, R/LA teacher
Elizabeth Asquini, R/LA teacher
Nancy Bohn, SAC Secretary/Treasurer, Science teacher
Lisa Coamey, SAC Co-Chair/Parent
Judy Dunham, Assistant Principal
Gema Evans, Social Studies teacher
Faith Gable, Student
Marianne Gable, Parent
Ana Gonzalez, Parent
Lisa Green, Parent
Mireya Guillaume, Parent
Edward Gutierrez, Parent
Diana Guzman, Parent
Ricardo Guzman, Parent
Ann Hartey, Parent
Gary Johndro, Parent
Felicia Kelly, Parent
Lynne Larkins, Parent
Martiza Luciano, Assistant Principal
Danny Maldonado, Parent
Ileana Mercado-Alicia, IND teacher
Cindy Mohen, Principal
Eric Mueller, Science teacher
Tricia Murray, Parent
Marie Ortiz, Parent
Dan Patton, Student
Jeff Patton, Parent
Jennifer Patton, R/LA teacher/Parent
Karen Perry, SAC Co-Chair/Science teacher/Parent
Marycarmen Reyes, Parent
Laura Salas, Parent
Bruno Santos, Parent
Alicia Taylor, Parent
Matt Taylor, Parent
Jeanne Zurewich, Math teacher/parent

Involvement of the SAC in the development of the SIP

The 2013-14 SIP was drafted in May of 2013. The new format for the 2013-14 SIP was presented at the initial meeting of the year on August 27, 2013, along with a copy of the SIP document drafted last year listing targeted goals and strategies. The 2012 FCAT data and the new problem solving process was also reviewed. SAC members will collaborate to target 2-3 goals that address academic areas for improvement. Approval of the 2013-14 SIP is targeted for the September 24, 2013 meeting.

Activities of the SAC for the upcoming school year

SAC meetings will be held monthly on the 4th Tuesday at 5:30 pm in the school's Learning Resource Center. A SIP goal will be featured monthly at each SAC meeting and goal progress monitoring will be ongoing. The leadership team will provide quarterly data reports and address any concerns voiced by the stakeholders. The parent, teacher, administrative, and student members of SAC will work collaboratively to make improvements targeting student learning gains, safety and well being.

Projected use of school improvement funds, including the amount allocated to each project

SAC funds are utilized to support school improvement goals, including professional development.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cindy Mohen

Principal

Years as Administrator: 6

Years at Current School: 24

Credentials

Masters - Educational Leadership/ Masters - Mathematics Education/ Bachelors - Elementary Education/ Professional Educator's Certificate: Educational Leadership, Elementary Education, Mathematics 5-9, School Principal, Social Science 5-9

Performance Record

2006: School grade "A"; learning gains: reading 65%, math 71%, lowest quartile reaing 70%; AYP - no; percent of criteria met 79%; H, ED, ELL, SWD in need of improvement in reading and math
 2007: School grade "B"; learning gains: reading 56%, math 69%, lowest quartile reading 61%, math 67%; AYP - no; percent of criteria met 82%; H, ED, ELL, SWD in need of improvement in reading and ED, ELL, SWD need improvement in math
 2008: School grade "B"; learning gains: reading 64%, math 73%, lowest quartil reading 71%, math 73%; AYP - no; percent of criteria met 77%; H, ED, ELL, SWD need improvement in reading and math
 2009: School grade "A"; learning gains: reading 68%, math 73%, lowest quartile reading 71%, math 70%; AYP - no; percent of criteria met 87%; ELL, SD in need of improvement in reading and H, ELL, SD in math
 2010: School grade "A"; learning gains: reading 62%, math 70%, lowest quartile reading 63%, math 71%; AYP - no; percent of criteria met 69%; W, H, ELL, SWD, ECON. DISADV. in need of improvement in reading & math
 2011: School grade "A"; learning gains: reading 65%, math 71%; lowest quartile gains: reading 69%, math 75%; AYP - no; percent of criteria met 72%; H, ELL, SWD, ECON. DISADV. in need of improvement in reading & W, H, ELL, SWD, ECON. DISADV. in need of improvement in math
 2012: School Grade "B"; learning gains: reading 67%, math 67%; lowest quartile gains: 64% reading, 64% math; participation acceleration points 13, performance acceleration points 49.
 2013: School Grade "B"; learning gains: reading 69%, math 70%; lowest quartile gains: 66% reading, 65% math; participation acceleration points 18, performance acceleration points 50.

Judy Dunham

Asst Principal

Years as Administrator: 9

Years at Current School: 17

Credentials

Masters -Educational Leadership/ Bachelors - Public Administration/

Professional Educator's Certificate: Educational Leadership, School Principal, Social Science 5-9, NBCT 13

Performance Record

2004: School grade "B"; AYP – no; percent of criteria met 83%; SWD in need of improvement in reading and H, ED, ELL, SWD in need of improvement in math

2005: School grade "A"; AYP – no; percent of criteria met 79%; H, ED, ELL, SWD in need of improvement in reading and math

2006: School grade "A"; learning gains: reading 65%, math 71%, lowest quartile reading 70%; AYP - no; percent of criteria met 79%; H, ED, ELL, SWD in need of improvement in reading and math

2007: School grade "B"; learning gains: reading 56%, math 69%, lowest quartile reading 61%, math 67%; AYP - no; percent of criteria met 82%; H, ED, ELL, SWD in need of improvement in reading and ED, ELL, SWD need improvement in math

2008: School grade "B"; learning gains: reading 64%, math 73%, lowest quartile reading 71%, math 73%; AYP - no; percent of criteria met 77%; H, ED, ELL, SWD need improvement in reading and math

2009: School grade "A"; learning gains: reading 68%, math 73%, lowest quartile reading 71%, math 70%; AYP - no; percent of criteria met 87%; ELL, SD in need of improvement in reading and H, ELL, SD in math

2010: School grade "A"; learning gains: reading 62%, math 70%, lowest quartile reading 63%, math 71%; AYP - no; percent of criteria met 69%; W, H, ELL, SWD, ECON. DISADV. in need of improvement in reading & math

2011: School grade "A"; learning gains: reading 65%, math 71%; lowest quartile gains: reading 69%, math 75%; AYP - no; percent of criteria met 72%; H, ELL, SWD, ECON. DISADV. in need of improvement in reading & W, H, ELL, SWD, ECON. DISADV. in need of improvement in math

2012: School Grade "B"; learning gains: reading 67%, math 67%; lowest quartile gains: 64% reading, 64% math; participation acceleration points 13, performance acceleration points 49.

2013: School Grade "B"; learning gains: reading 69%, math 70%; lowest quartile gains: 66% reading, 65% math; participation acceleration points 18, performance acceleration points 50.

Maritza Luciano

Asst Principal

Years as Administrator: 14

Years at Current School: 0

Credentials

Masters- English for Speakers of other Languages and Educational Leadership/Bachelors in Biology and Chemistry
Professional Educator's Certificate: Biology, Chemistry, Educational Leadership, English for Speakers of other Languages, School Principal, and Middle Grades

Performance Record

Discovery Intermediate School 2005 School Grade C, AYP not met, 61% criteria met, Groups needing improvement in
1) Reading are H, B, ED, ELL, and SWD, and in 2) Math are H, B, ED, ELL, and SWD;

Discovery Intermediate School 2006 School Grade B, AYP not met, 77% criteria met, Groups needing improvement in
1) Reading are H, B, ED, ELL, and SWD, and in 2) Math are H, B, ED, ELL, and SWD ;

Discovery Intermediate School 2007 School Grade C, AYP not met, 69% criteria met, Groups needing improvement in
1) Reading are H, B, ED, ELL, and SWD, and in 2) Math are H, B, ED, ELL, and SWD ;

Discovery Intermediate School 2008 School Grade C, AYP not met, 69% criteria met, Groups needing improvement in
1) Reading are H, B, ED, ELL, and SWD, and in 2) Math are H, B, ED, ELL, and SWD

Discovery Intermediate School 2009 School Grade C: Learning Gains Reading 62% and Math 66% , Lowest Quartile Gains In Reading 72% and Math 67%, AYP not met, 69% criteria met, Groups needing improvement in

1) Reading are H, B, ED, ELL, and SWD, and in 2) Math are H, B, ED, ELL, and SWD

Discovery Intermediate School 2010 School Grade C: Learning Gains in Reading 61% and Math 65%, Lowest Quartile Gains in Reading 64% and Math 65%, AYP not met, 69% criteria met. Groups needing improvement in

1) Reading are H, B, ED, ELL, and SWD, and in 2) Math are H, B, ED, ELL, and SWD

Discovery Intermediate School 2011 School Grade C, Learning Gains in Reading 60% and Math 65%, Lowest Quartile Gains in Reading 67% and Math 70%. AYP not met; 1) Reading are H, B, ED, ELL, and SWD, and in

2) Math are H, B, ED, ELL, and SWD

Discovery Intermediate School 2012 School Grade D, Learning Gains in Reading 58% and Math 58%, Lowest Quartile gains in Reading 55% and Math 58%. AYP not met; 1) Reading are H, B, ED, ELL, and SWD, and in

2) Math are H, B, ED, ELL, and SWD

Discovery Intermediate School 2013 School Grade C, Learning Gains in Reading 69% and Math 61%, Lowest Quartile Gains in Reading 67% and Math 68%. AYP not met: 1) Reading

are H,B,ED,ELL,and SWD,and in
2) Math are H,B,ED,ELL,and SWD

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Annamarie Greller

Part-time / School-based

Years as Coach: 4

Years at Current School: 5

Areas

Mathematics, Data

Credentials

Bachelors Degree in Liberal Arts, Educational Mathematics,
Professional Educator's Certificate:
Mathematics 6-12

Performance Record

2008-2013 (same listed for principal)

Diana Triplett

Full-time / School-based

Years as Coach: 9

Years at Current School: 10

Areas

Reading/Literacy

Credentials

Masters Degree/Bachelor's Degree Professional Education
Certificate: Elementary Education, ESOL, Middle Grades
Integrated Curriculum, Primary Education, Reading Endorsed,
NBCT, ELA

Performance Record

2008-2013 (same as list for principal)

Classroom Teachers

of classroom teachers

89

receiving effective rating or higher

84, 94%

Highly Qualified Teachers

100%

certified in-field

83, 93%

ESOL endorsed

42, 47%

reading endorsed

27, 30%

with advanced degrees

47, 53%

National Board Certified

5, 6%

first-year teachers

5, 6%

with 1-5 years of experience

21, 24%

with 6-14 years of experience

48, 54%

with 15 or more years of experience

15, 17%

Education Paraprofessionals**# of paraprofessionals**

20

Highly Qualified

20, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

8

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Every teacher new to Neptune Middle School is assigned a mentor in the same curriculum area to help make the transition to the school a smooth one. Educators new to the profession are assigned a mentor who has Clinical Education training and attend a new teacher orientation program weekly for the first semester. The first session takes place during pre-planning in the form of a scavenger hunt for information from key personnel in all areas of the campus. The subsequent sessions offer basic training needed in areas such as the PINNACLE grading program, the PBS discipline procedures, and other essential technology training. Each meeting features pertinent information, a question and answer opportunity, and a session with faculty/staff members.

In addition, to an individual mentor, each teacher is supported by the grade level PLC facilitator, the department chairman, and a colleague in their assigned building. Also, the leadership team members adopt new personnel to check in on during room preparation for Open House, every day for the first few days of school and weekly throughout the year to support as needed.

Cortney Ray* Annamarie Greller Duties of new teacher mentors includes:

Math Math coach Classroom visits, weekly meetings to provide training and support as needed, weekly monitoring of lesson plans/data

Melanie Rose* Claudia Smith *indicates inexperienced teachers

ASD ASD

Tresa Kirkland* Viviana Aun

CTE Keyboard CTE Keyboard

Keturah Chino* Barbara Chamberlain

Intensive math Intensive math/Dean

Holly McHale Barbara Chamberlain Duties of mentors supporting teachers new to our school:

Math Intensive math/Dean Classroom visits during pre-planning, optional attendance at weekly informational meetings, training support as needed, monthly monitoring of lesson plans/data

Kathy Brooks Jaime Medina

RCS IND

Vivian Dekony Ileana Mercado

IND IND

Michael Persaud Diana Triplett

LA/R Reading Coach

Richard Steirer Barbara Chamberlain

Intensive math Intensive math/Dean

Kristina Jasmin PattiAnn Stacy

Science 6th Science 6th

Jessica Ruiz Noelly Rivera

ECS ELL Para

Christina Wilds Chris Zurewich

SS SS Dept. Chairman

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Intervention Assistance Team looks over the data-based problem-solving process. This team is comprised of the Principal, Assistant Principal, School Psychologist, 3 school Guidance Counselors,

Reading Coach, Math Coach, Positive Behavior Support (PBS) Designee, Behavior Technician, ELL Compliance Specialist, Deans, Data Entry Clerk, regular education teacher, ESE teacher, Resource Compliance Specialist, Social Worker; in addition, grade level team representatives are included to provide additional input.

This group meets on a monthly basis as a core group to discuss student progress in both academics and behavior. Data is reviewed and problem solving is conducted to determine the effectiveness of the core instruction at school-wide data meetings twice monthly and monthly IAT meetings. Implementation of new interventions for small groups takes place to maximize student success. The core group is divided into subgroups based on areas of expertise. The subgroups meet on alternating weeks to define behavior/academic concerns, analyze the roots of those concerns, develop and implement new interventions for individual cases and evaluate the process. The IAT assists grade level teams in implementation of intervention strategies, helps in conducting observations/screenings, develops methods of progress monitoring, and evaluates the effectiveness of the intervention strategies. The MTSS Coach is in constant communication with the District Support Team for MTSS and shares best practices with other colleagues.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Each member of the leadership team supports the MTSS process by targeting academic goals in reading, math, writing, and science, and also addressing student attendance and suspension rates. The school-based leaders work hand in hand with the IAT to define and analyze needed student support and to develop and implement strategies/interventions to assure improvement in specific areas. The leadership team and the IAT conducts detailed examination of all pertinent data, both academic and behavioral and then problem solve with professional learning community department chairs.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The plan to support the MTSS includes: SPARKLE (Students Participating in Academic Remediation, Know-how, Learning & Enrichment) conducted twice weekly for 30 minutes, SPIRIT after school Power Hour tutoring sessions 4 days per week, academic Lunch n' Learns, teacher-led after school assistance sessions, and teachers mentoring first period students. In addition, special student groups are initiated to meet common needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: The Osceola Data Management System and Data Director tools are utilized to examine data in detail (FCAT, SESIR, discipline, demographic, attendance) to provide baseline indicators and indicate patterns/trends.

Academic Progress monitoring for Tiers II and III: STAR program for Math and Reading on a quarterly basis. Mini-assessments (based on school instructional focus calendar), district curriculum formative assessments, district quarterly assessments (EOQ's), Teen Biz, and PLATO test packs.

Behavioral Progress monitoring for Tiers II and III: Behavior Educational Plan and Functional Behavior Assessment/Behavior Data collection and analysis obtained from the PBS team is used to identify, assess & evaluate the effectiveness of behavioral component of MTSS.

Intervention Plan: based on a detailed point system.

Annual data: CELLA, FCAT, End of course exams (EOC's).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development on MTSS was initiated in 2007-08 and Neptune Middle continues to provide updates annually. PD on MTSS is conducted during teacher planning time during the school year, targeting grade level PLC's. Members of the IAT attend district and regional updates throughout the school year. PBS training is reviewed during pre-planning and reinforced throughout the school year as needed. MTSS updates are provided to parents through SAC meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 2

SPARKLE (Students Participating in Academic Remediation, Know-how, Learning & Enrichment) is conducted a minimum of twice weekly for 30 minutes before first period. Students work on academic skill remediation, organizational skills (binder checks) and remedial assessments. In addition, twice weekly students engage in silent sustained reading time to increase literacy skills.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The assistant principals supervise the overall implementation of the programs. SPARKLE is closely monitored by the first period teachers and guidance counselors. In addition, teachers and paraprofessionals provide grade recovery support. The Spirit after-school program is coordinated by a teacher who works with 4 academic teachers to provide remediation and enrichment support to students. The target audience is low performing students and students in need of academic assistance and/or after school care. The SPIRIT coordinator monitors program attendance. Monthly grade reports are also monitored by the guidance counselors to encourage struggling students to get enrolled in the program.

Additional grade recovery plans were implemented at the end of the 1st quarter.

* A lunch grade recovery session was started for any student in grades 6,7,8 to work on missing assignments and skill-building at lunch. The students were supervised by the LRS and teacher volunteers.

* A morning study hall was implemented during the first 30 minutes of school where teachers could send students to complete an assignment with assistance from the LRS, Media Specialist, and deans who volunteered their time.

At the end of the 2nd quarter, students that could potentially fail for the year were pulled from an elective class and placed in a grade recovery class supervised by a math support teacher. Students will recover grades and skill-build utilizing the PLATO lab packs and Teen Biz programs.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Cindy Mohen	Principal
Diana Triplett	Reading Coach
Desiree Senter	Media Specialist
Lana Tessler	R/LA teacher

Name	Title
Keri Freiermuth	R/LA teacher
Samantha McCool	R/LA teacher
Breckan Duckworth	R/LA teacher
Lourdes Alvarez	R/LA teacher
Lynn Russo	R/LA teacher
Liesl Vazquez	R/LA teacher
Natalie Laing	R/LA teacher
Betty Rodriguez	R/LA teacher
Michelle Kennedy	R/LA teacher
Todd Hariaczyi	R/LA teacher
Bobbi Holley	Career Technology Education Teacher

How the school-based LLT functions

The principal leads the group, preparing an agenda for a Thursday meeting every other week. The group members plan initiatives to promote a culture of literacy school-wide. The educators work together to examine data trends, assess school-wide needs, build reading resource libraries, and problem solve to make positive changes to increase student learning gains in both reading and writing. Each team member brings their knowledge, expertise, and experiences to collaboratively contribute to setting and achieving goals to ultimately increase student achievement in literacy.

Major initiatives of the LLT

This year's major initiatives will focus on increasing student time spent engaging in reading and family involvement in literacy. An author visit is planned for 6th grade to include an interactive literacy event for struggling readers and their families. Ben Mikaelson, will present to students during the school day, teachers after school and parents in the evening. The Battle of the Books after school club will target increasing the number of participants in a yearlong student club that will culminate in a district-wide reading competition. A summer Scholastic contest logging reading minutes found our students ranking 50th internationally and our summer reading challenge will reward readers with a popcorn and a movie event. Reading posters will be visible throughout the school featuring what the faculty and staff members are reading. Book trailers will be created by students and showcased on the morning television announcements to spark interest in all types of genres. Multiple school book fairs are scheduled to provide students with additional reading materials meeting their interests. Literacy awards to be presented for an outstanding literacy achievement by a teacher at the monthly faculty meetings.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

SURF, Students Uniting in Reading Fun, is a school-wide program which encourages students to read for 30 minutes 2 days weekly. Reading resource libraries have been provided for all classrooms, with a special effort being made this year to circulate the resources. Every language arts teacher is also reading certified. All students in grades 6-8 are enrolled in a 90-minute integrated reading/language arts course. Reading professional development is presented to all curriculum area teachers weekly during teacher planning time and in PLC's. Every teacher has received training in close reading and text dependent questioning. The Reading Coach and Learning Resource Specialist model reading best practices in PLC's and academic classrooms. Ongoing Common Core training is infused into the annual professional development plan for teachers in all curriculum areas.

Neptune Middle School celebrated Literacy Week January 13-16 by participating in the Million Minute Marathon logging more than 36,535 minutes for a period of 20 minutes reading school-wide. In addition, students showcased book trailers and Public Service Announcements to encourage students to read.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The Career Development course has students examine a wide variety of careers and create a four-year high school plan to prepare students for post secondary careers and college. The guidance counselor works closely with CTE teachers to inform students of all secondary school options, including IB, the School for the Arts and PATHS, arranges for high school visits, and assists with all aspects of high school planning. College night at the local Valencia Community College campus is hosted to offer additional information to students and parents.

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

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	61%	No	66%
American Indian				
Asian	87%	71%	No	88%
Black/African American	56%	55%	No	60%
Hispanic	57%	55%	No	61%
White	72%	72%	Yes	75%
English language learners	39%	23%	No	45%
Students with disabilities	38%	39%	Yes	45%
Economically disadvantaged	55%	53%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	381	29%	35%
Students scoring at or above Achievement Level 4	387	29%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	23	44%	50%
Students scoring at or above Level 7	21	40%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	837	67%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	269	22%	30%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	69	47%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	35	24%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	46	31%	40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	293	67%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	14	88%	95%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	54%	No	64%
American Indian				
Asian	82%	82%	Yes	84%
Black/African American	59%	47%	No	63%
Hispanic	54%	46%	No	59%
White	70%	69%	No	73%
English language learners	40%	23%	No	46%
Students with disabilities	33%	36%	Yes	40%
Economically disadvantaged	53%	47%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	343	27%	35%
Students scoring at or above Achievement Level 4	269	22%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	21	40%	50%
Students scoring at or above Level 7	15	29%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	837	67%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	203	65%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	77	18%	28%
Middle school performance on high school EOC and industry certifications	77	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	73	95%	100%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	22%	30%
Students scoring at or above Achievement Level 4	77	18%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	63%	70%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		100
Participation in STEM-related experiences provided for students	410	30%	40%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	963	71%	80%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	99	7%	1%
Students who fail a mathematics course	8	1%	0%
Students who fail an English Language Arts course	15	1%	0%
Students who fail two or more courses in any subject	25	2%	0%
Students who receive two or more behavior referrals	221	17%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	212	16%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Continue to host a quarterly parent event for each team in grades 6 and 7 and a collaborative activity quarterly for all of 8th grade. SAC will increase recruitment efforts during Open House and throughout the year to increase parent membership and attendance at monthly meetings. A SAC buddy system will be encouraged for parent members to bring a friend to the meetings. The PSST, Parents Supporting Students and Teachers, will expand the membership, electing officers and scheduling monthly meeting times. A database of parent volunteers will be developed and utilized throughout the year. Reminder callouts will be conducted prior to each monthly meeting.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
A 5% increase in parent membership in SAC.	11	51%	60%

Area 10: Additional Targets**Additional targets for the school**

The number of students in the AVID program is targeted to increase by a minimum of 10 students. Students must meet the required qualifications for AVID (first-time college in the family, single parent family, average academic performance). School-wide targets are to continue use of binders and Cornell notes in every academic classroom and add WICOR strategies.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of AVID students by a minimum of 2%.	144	11%	13%

Goals Summary

- G1.** 100% of our students will log time in extended learning opportunities.
- G2.** Decrease the number of students missing instructional time by a minimum of 10%.

Goals Detail

G1. 100% of our students will log time in extended learning opportunities.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Extended learning programs: SPIRIT, SPARKLE, Grade Recovery
- AVID school-wide strategies: Student binders, Cornell notes, WICOR
- STAR reading & math

Targeted Barriers to Achieving the Goal

- Parental support
- Student accountability
- Teacher implementation with fidelity
- Time for grade and skill recovery

Plan to Monitor Progress Toward the Goal

Academic progress checks (grades, binders, benchmark mastery)

Person or Persons Responsible

First period teachers, guidance counselors, administrators

Target Dates or Schedule:

Weekly progress reports, PLATO/Teen Biz monthly reports

Evidence of Completion:

Quarterly data reports: STAR, formative assessments, progress reports/report cards

G2. Decrease the number of students missing instructional time by a minimum of 10%.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Positive Support System
- Attendance policy/plan

Targeted Barriers to Achieving the Goal

- PBS plan not being followed and/or inconsistency with discipline referrals.
- Parents taking students out of school for extended periods of time.
- Students missing class time because they are pulled for disciplinary reasons.
- Limited incentives/rewards for attendance.
- Suspension consequences tied directly to level 3 & 4 behaviors

Plan to Monitor Progress Toward the Goal

Discipline data

Person or Persons Responsible

Assistant Principal (Dunham)

Target Dates or Schedule:

Quarterly

Evidence of Completion:

ODMS discipline report

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 100% of our students will log time in extended learning opportunities.

G1.B1 Parental support

G1.B1.S1 Contact parents of low performing students to enroll in SPIRIT after school tutoring and learning support.

Action Step 1

Identify low performing students and contact parents to enroll in the SPIRIT tutoring/extended learning program.

Person or Persons Responsible

Counselors (6-McCurdy, 7-Ortiz, 8-Wietor)

Target Dates or Schedule

1st quarter Report cards

Evidence of Completion

EWS list, Failure list

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

Low performing students participation/attendance in SPIRIT program

Person or Persons Responsible

SPIRIT coordinator (Lytle)

Target Dates or Schedule

Weekly

Evidence of Completion

SPIRIT attendance rosters

Plan to Monitor Effectiveness of G1.B1.S1

Student academic performance

Person or Persons Responsible

Counselors (6-McCurdy, 7-Ortiz, 8-Wietor)

Target Dates or Schedule

Weekly

Evidence of Completion

Academic checks

G1.B2 Student accountability

G1.B2.S1 Student's will keep a detailed log in their binder to monitor academic progress and participation in extended learning opportunities.

Action Step 1

Student Logs/progress checks

Person or Persons Responsible

Students and parents/teacher mentors

Target Dates or Schedule

Weekly

Evidence of Completion

Student binder

Facilitator:

Sarah Butler & AVID team members

Participants:

All students

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

Student binders and log sheets

Person or Persons Responsible

Homeroom teachers/teacher mentors

Target Dates or Schedule

Weekly

Evidence of Completion

Binder documents

Plan to Monitor Effectiveness of G1.B2.S1

Student academic progress

Person or Persons Responsible

Homeroom teachers/teacher mentors, counselors

Target Dates or Schedule

Twice quarterly

Evidence of Completion

Progress reports, report cards

G1.B3 Teacher implementation with fidelity

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

Action Step 1

Binder check

Person or Persons Responsible

Homeroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Binder rubric

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

School-wide binder use

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Organized binders

Plan to Monitor Effectiveness of G1.B3.S1

Organized binders school-wide

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

CIM binders

G1.B3.S2 Implement a daily log sheet for each homeroom teacher to document student extended learning time tasks in SPARKLE .

Action Step 1

Binder checks

Person or Persons Responsible

Homeroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Binder check rubric score

Action Step 2

Homeroom log sheets

Person or Persons Responsible

Homeroom students

Target Dates or Schedule

Daily use

Evidence of Completion

Log sheet

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Logs, binders

Person or Persons Responsible

Homeroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Log sheets, Binder rubrics

Plan to Monitor Effectiveness of G1.B3.S2

SPARKLE accountability system

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Binders, Logs

G1.B4 Time for grade and skill recovery

G1.B4.S1 Implement a grade recovery class.

Action Step 1

Grade recovery class

Person or Persons Responsible

Teachers, deans, LRS

Target Dates or Schedule

One period daily

Evidence of Completion

Master Schedule 2nd quarter

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Student work portfolio

Person or Persons Responsible

Grade recovery instructors

Target Dates or Schedule

Daily

Evidence of Completion

PIV grade reports

Plan to Monitor Effectiveness of G1.B4.S1

Failure list

Person or Persons Responsible

Guidance counselors (6 - McCurdy, 7 - Ortiz, 8 - Wietor)

Target Dates or Schedule

Twice quarterly

Evidence of Completion

ODMS failure reports

G2. Decrease the number of students missing instructional time by a minimum of 10%.

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

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

Action Step 1

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

Person or Persons Responsible

Deans (Booth, Chamberlain, Adams)

Target Dates or Schedule

Daily

Evidence of Completion

Disciplinary referrals, PBS minor infraction forms

Facilitator:

Bianca Chen, PBS coordinator

Participants:

All teachers

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

Discipline input into TERMS

Person or Persons Responsible

Keli Prickett

Target Dates or Schedule

Daily

Evidence of Completion

TERMS disciplinary report

Plan to Monitor Effectiveness of G2.B1.S1

Discipline report

Person or Persons Responsible

Assistant Principal (Dunham)

Target Dates or Schedule

Monthly

Evidence of Completion

ODMS discipline report

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

G2.B2.S1 Deny parent requests for student travel during school days other than family emergencies.

Action Step 1

Absence request forms unexcused except for emergencies, call to parent about the circumstances

Person or Persons Responsible

Principal (Mohen), Attendance clerk (E. West)

Target Dates or Schedule

Daily as received

Evidence of Completion

Attendance forms/data

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

Attendance report

Person or Persons Responsible

Assistant Principal (Luciano)

Target Dates or Schedule

Monthly

Evidence of Completion

Request for absence forms, Attendance phone log

Plan to Monitor Effectiveness of G2.B2.S1

Increase in instructional time for students

Person or Persons Responsible

Counselors (6-McCurdy, 7-Ortiz, 8-Wietor)

Target Dates or Schedule

Quarterly

Evidence of Completion

Report cards

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

G2.B3.S1 Students will be pulled during homeroom time, lunch time or from an elective class for discipline reasons.

Action Step 1

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

Person or Persons Responsible

Deans (Booth, Chamberlain, Adams)

Target Dates or Schedule

Daily

Evidence of Completion

Discipline log

Facilitator:

SESIR district online PD

Participants:

Deans, Administrators

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

Discipline log

Person or Persons Responsible

Deans (Booth, Chamberlin, Adams)

Target Dates or Schedule

Weekly

Evidence of Completion

Dean discipline logs

Plan to Monitor Effectiveness of G2.B3.S1

Disciplinary data

Person or Persons Responsible

Dean (Adams)

Target Dates or Schedule

Monthly

Evidence of Completion

ODMS disciplinary report

G2.B4 Limited incentives/rewards for attendance.

G2.B4.S1 Increase number of rewards/incentives for perfect attendance.

Action Step 1

Attendance rewards

Person or Persons Responsible

Attendance team

Target Dates or Schedule

Monthly/Quarterly/Yearly

Evidence of Completion

Number of students earning attendance rewards

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Attendance Plan

Person or Persons Responsible

Nancy Bohn, Science teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G2.B4.S1

Attendance Plan

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance data

G2.B5 Suspension consequences tied directly to level 3 & 4 behaviors

G2.B5.S1 Implement an intervention before the 2nd suspension.

Action Step 1

Parent/student counseling session

Person or Persons Responsible

Counselors, deans

Target Dates or Schedule

Following suspension

Evidence of Completion

Disciplinary referral form

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Suspension rate

Person or Persons Responsible

Keli Prickett

Target Dates or Schedule

Daily

Evidence of Completion

Disciplinary referral forms

Plan to Monitor Effectiveness of G2.B5.S1

Suspension report

Person or Persons Responsible

Judy Dunham

Target Dates or Schedule

Monthly

Evidence of Completion

ODMS discipline data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental Academic Instruction (SAI) funds of approximately \$13,000 will be utilized to operate the SPIRIT After School Program. The initiative offers one hour of tutoring for the four academic areas (math, science, reading/writing, social studies) targeting students qualifying as EWS candidates and/or low academic performers. Research-based Achieve 3000 Teen Biz and PLATO science and math programs will be utilized to improve student performance. One additional hour of high interest activities and/or homework time will be available following the tutoring provided by instructional volunteers.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. 100% of our students will log time in extended learning opportunities.

G1.B2 Student accountability

G1.B2.S1 Student's will keep a detailed log in their binder to monitor academic progress and participation in extended learning opportunities.

PD Opportunity 1

Student Logs/progress checks

Facilitator

Sarah Butler & AVID team members

Participants

All students

Target Dates or Schedule

Weekly

Evidence of Completion

Student binder

G2. Decrease the number of students missing instructional time by a minimum of 10%.

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

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

PD Opportunity 1

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

Facilitator

Bianca Chen, PBS coordinator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Disciplinary referrals, PBS minor infraction forms

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

G2.B3.S1 Students will be pulled during homeroom time, lunch time or from an elective class for discipline reasons.

PD Opportunity 1

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

Facilitator

SESIR district online PD

Participants

Deans, Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Discipline log