2013-2014 SCHOOL IMPROVEMENT PLAN

Narcoossee Middle School

2700 N NARCOOSSEE RD

Saint Cloud, FL 34771

407-891-6600

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	51%

Alternative/ESE Center	Charter School	Minority Rate
No	No	49%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	A	A	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.

Table of Contents

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

Narcoossee Middle School

Principal

Mr. Matthew Phillips

School Advisory Council chair

Dr. Robert Hicks

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

Name	Title
Mr. Matthew Phillips	Principal
Mrs. Marcia Clevenger	Assistant Principal
Mrs. Dustin Sassic	Dean
Mr. Nancy Bogaenko	Dean
Mrs. Sheila Steirer	Literacy Coach
Ms. Leigh Osypian	Resource Teacher
Mr. Brian Joseph	Media Specialist

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

Pending

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

Dr. Robert Hicks and Mr. Matthew Phillips - Co-Chairs
Ms. Jessica Wilson - Secretary/Treasurer (SDE)
School District Employees
Parents
Community Members
SAC Composition, School Related % 35, Non School Related % 65
SAC Demographics % Caucasian 90, % Black 0, % Hispanic 5, % Asian 5, % Other 0
School Demographics % Caucasian 44, % Black 6, % Hispanic 67%, % Asian 2, % Other 0

Involvement of the SAC in the development of the SIP

The School Advisory Council assisted in the identification of the critical areas in which the school should focus. Additionally they helped in the development of the 2013-2014 school improvement goals and targets.

Activities of the SAC for the upcoming school year

The School Advisory Council supports the School Improvement plan with all of its endeavors. It monitors the school's progress towards the SIP goals while providing financial support for activities that are academically focused. The SAC meets on the first Thursday of each month and offers family/parent workshops in addition to showcasing special groups from the school. SAC continues to strive to increase parental involvement and attract additional members.

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

No specific projects are projected at this time.

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
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Mr. Matthew Phillips		
Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	Masters in Educational Leadership Bachelors in Elementary Education K-6
Performance Record	Narcoossee Middle School 2012/13 - A % Students Making Learning Gains: 65(Rdg.) 55(Math) % Lowest Quartile Making Learning Gains: 53(Rdg.) 53 (Math) Cypress Elementary School 2011/12 - B % Students Making Learning Gains: 73(Rdg.) 65(Math) % Lowest Quartile Making Learning Gains: 64(Rdg.) 74(Math) Cypress Elementary School 2010/11 - A % Students Making Learning Gains: 74(Rdg.) 69(Math) % Lowest Quartile Making Learning Gains: 65(Rdg.) 77(Math)

Mrs. Marcia Clevenger		
Asst Principal	Years as Administrator: 0	Years at Current School: 3

Credentials	Masters in Educational Leadership, Bachelor of Arts in Education with emphasis in Social Studies and Mathematics Certification in Educational Leadership, Middle Grades Integrated Curriculum, Middle School Mathematics, Middle School Social Sciences, Elementary K-6
Performance Record	First year as Assistant Principal Narcoossee Middle School 2012/13 - A % Students Making Learning Gains: 65(Rdg.) 55(Math) % Lowest Quartile Making Learning Gains: 53(Rdg.) 53 (Math) 2011/12 - A % Students Making Learning Gains: 69(Rdg.) 68(Math) % Lowest Quartile Making Learning Gains: 65(Rdg.) 60 (Math)

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Mrs. Sheila Steirer		
Full-time / School-based	Years as Coach: 9	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Bachelors in Special Education Certification in English 6-12, Elementary Education 1-6, Reading Endorsement, ESOL Endorsement, Specific Learning Disabilities K-12, Mentally Handicapped K-12, Middle Grades Integrated Curriculum
Performance Record	New to position - Start date 01/21/14

Ms. Leigh Osypian		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2

Areas	RtI/MTSS
Credentials	Masters in Educational Leadership, Bachelors in Elementary Education, Bachelors in Special Education Educational Leadership K-12, Elementary Education K-6, Exceptional Student Education K-12, ESOL Endorsed, Reading Endorsed
Performance Record	New to position - Start date 8/2013

Classroom Teachers

# of classroom teachers
68

 # receiving effective rating or higher
69, 101%

 # Highly Qualified Teachers
96%

 # certified in-field
57, 84%

 # ESOL endorsed
27, 40%

 # reading endorsed
14, 21%

 # with advanced degrees
33, 49%

 # National Board Certified
1, 1%

 # first-year teachers
1, 1%

 # with 1-5 years of experience
18, 26%

 # with 6-14 years of experience
38, 56%

 # with 15 or more years of experience
11, 16%

Education Paraprofessionals

# of paraprofessionals
10

Highly Qualified
10, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
2

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

1. Rigorous recruiting standards: School Administration
2. Emphasis on staff culture and professional development: Entire faculty
3. Mentor program for first year teachers and new teachers to Osceola County School District: Kent King

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

Mr. Kent KIng is the Mentor Lead at Narcoossee Middle School. Each new teacher is paired with a veteran teacher based on an individual needs basis. Ongoing mentor/mentee Professional Learning Communities are utilized to share information and collaborate.

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 Problem Solving Team (PST) meets weekly to address school wide and student needs. Individual student data is reviewed with areas of concern noted and a plan of support is put in place. School wide data is also reviewed and compared to the SIP goals to gauge progress.

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

Mr. Matthew Phillips, Principal - Data disaggregation, school-based leadership
Mrs. Marsha Clevenger, Assistant Principal - Data disaggregation, school-based leadership
Mr. Dustin Sassic, Dean - Behavioral data and develops appropriate interventions
Mrs. Nancy Bogaenko, Dean - Behavioral data and develops appropriate interventions
Mrs. Sheila Steirer, Literacy Coach - Provide instructional support, professional development
Ms. Leigh Osypian, Resource Teacher - MTSS/RTI Coordinator
Mr. Brian Joseph, Media Specialist - Provide materials and instructional support

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

Weekly PST meeting occur to monitor the fidelity of the school's MTSS and SIP. Additionally, monthly progress monitoring meetings will occur to ensure that the process is appropriately being implemented.

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

Data from FCAT, STAR, and Orbit are being utilized to access and analyze data to monitor the effectiveness of the supports that have been put into place.

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

Ongoing professional development will occur with faculty and staff to support a greater understanding of MTSS and build capacity in data-based problem solving. During SAC meetings, MTSS and data-based problem solving will be discussed to help parents gain additional understanding.

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: 425

SPIRIT Program - a free program offered to all students of NCMS. This program provides a wide variety of programs that enhance, enrich and re-mediates in a fun and inviting manner. This program is meant to enhance overall school performance. Students are monitored for performance, attendance, and behavior.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Student grades are monitored throughout the school year to determine if the program is being effective in helping students. Surveys are also conducted for feedback. Additionally, FCAT data is reviewed during the summer to compare SPIRIT students' progress with students that are not enrolled in this program.

Who is responsible for monitoring implementation of this strategy?

Mrs. Mandy White Bartlett, SPIRIT Program Coordinator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Matthew Phillips	Principal
Kim Evancho	Reading Teacher
Michelle Thompson	Reading Teacher
Marisha Smalling	LA Teacher
Shannon Dennison	LA Teacher
Pamela Daniels	Reading Teacher
Annette Kalloo	Reading Teacher
Lisa Kemp	LA Teacher
Theresa Maiden	LA Teacher
Elizabeth McHenry	ELA Teacher
Jackie Shares	ELA Teacher
Sheila Steirer	Literacy Coach

How the school-based LLT functions

Sheila Steirer, Literacy Coach, presides over their meetings held monthly. The goal is to promote literacy among students, staff, and the community and to also oversee the implementation of the reading plan.

Major initiatives of the LLT

School-wide Word of the Week
Battle of the Books
Promotion of Sunshine State Books
Increase in Media Center collection
Author Visit
School-wide Literacy Night

Every Teacher Contributes to Reading Instruction

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

NCMS faculty will participate in on-going, school based professional development and integrate strategies into their curriculum. All teachers have access to Teen Biz, which provides extended, non-fiction text that can be incorporated regularly into instruction. Additionally, teachers are displaying and discussing the books that they are currently reading to model life long reading for our students.

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

Not applicable

College and Career Readiness

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

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

Strategies for improving student readiness for the public postsecondary level

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	71%	67%	No	74%
American Indian				
Asian	66%	79%	Yes	69%
Black/African American	75%	52%	No	78%
Hispanic	65%	64%	No	69%
White	74%	69%	No	77%
English language learners	47%	29%	No	52%
Students with disabilities	33%	25%	No	39%
Economically disadvantaged	61%	57%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	330	32%	38%
Students scoring at or above Achievement Level 4	356	34%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	728	70%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	645	62%	80%

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)	37	63%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	29%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	24%	29%

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	250	74%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	63%	62%	No	66%
American Indian				
Asian	66%	79%	Yes	69%
Black/African American	53%	55%	Yes	58%
Hispanic	56%	55%	No	60%
White	67%	66%	No	70%
English language learners	38%	29%	No	44%
Students with disabilities	27%	22%	No	34%
Economically disadvantaged	52%	52%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	285	31%	50%
Students scoring at or above Achievement Level 4	213	24%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	707	68%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	614	59%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	233	68%	80%
Middle school performance on high school EOC and industry certifications	228	98%	100%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%		No	66%
American Indian				
Asian	66%		No	69%
Black/African American	53%		No	58%
Hispanic	56%		No	60%
White	67%		No	70%
English language learners	38%		No	44%
Students with disabilities	27%		No	34%
Economically disadvantaged	52%		No	57%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	42%	46%
Students scoring at or above Achievement Level 4	124	53%	54%

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	101	30%	45%
Students scoring at or above Achievement Level 4	94	28%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	78	8%	10%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	78	8%	10%
Completion rate (%) for CTE students enrolled in *accelerated* courses		97%	98%
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		
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	284	24%	20%
Students who fail a mathematics course	14	0%	0%
Students who fail an English Language Arts course	13	0%	0%
Students who fail two or more courses in any subject	14	0%	0%
Students who receive two or more behavior referrals	243	23%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	130	13%	9%

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

-Parent Night - Student Led Conferences

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Student Led Conferences - New for 2014	106	10%	20%

Area 10: Additional Targets

Additional targets for the school

There will be a reduction in school referrals by 30%

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce school referrals by 30%	1540		

Goals Summary

G1.   Improve student intervention systems and conduct monthly school-wide progress monitoring meetings

G2.   Become a PBS Gold Model School

G3.   NCMS will become an AVID Demonstration School

Goals Detail

G1. Improve student intervention systems and conduct monthly school-wide progress monitoring meetings

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

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- CTE

- EWS

- EWS - Middle School

- Additional Targets

Resources Available to Support the Goal

- Orbit System in place

- School Based MTSS Coordinator

- Strong Leadership Team

Targeted Barriers to Achieving the Goal

- Knowledge and use of the orbit system

- Not enough time to meet and plan interventions

- Personnel to run the interventions

Plan to Monitor Progress Toward the Goal

Successful intervention systems in place with monthly meetings

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Evidence of the intervention system being used and students making progress; Results of monthly meetings

G2. Become a PBS Gold Model School

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Middle School
- Parental Involvement
- Additional Targets

Resources Available to Support the Goal
- School-wide PBS team
- PBS training

Targeted Barriers to Achieving the Goal
- Budget constraints to provide appropriate and desirable incentives
- Student and faculty buy in

Plan to Monitor Progress Toward the Goal

Incentive availability

Person or Persons Responsible
Mr. Sassic

Target Dates or Schedule:
Monthly

Evidence of Completion:
Monthly budget review and purchase of incentives

G3. NCMS will become an AVID Demonstration School

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Algebra 1 EOC

- Civics EOC

- Science - Middle School

- Parental Involvement

Resources Available to Support the Goal

- Strong AVID Site Team

- Desire and will to be part of AVID

Targeted Barriers to Achieving the Goal

- School-Wide Buy In

- Funding

Plan to Monitor Progress Toward the Goal

Survey results will be reviewed

Person or Persons Responsible
Mrs. Dennis

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Survey results

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Improve student intervention systems and conduct monthly school-wide progress monitoring meetings

G1.B1 Knowledge and use of the orbit system

G1.B1.S1 Professional development on how to use the Orbit system

Action Step 1

Professional development

Person or Persons Responsible

NCMS Faculty and Staff

Target Dates or Schedule

Wednesday faculty meeting

Evidence of Completion

Meeting agenda, proper use of the program

Facilitator:

Mr. Sassic

Participants:

Faculty and Staff

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

Proper use of Orbit system

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

Monthly

Evidence of Completion

Viewing of appropriate use of the Orbit system

Plan to Monitor Effectiveness of G1.B1.S1

The Orbit system will be reviewed for proper usage and updates will be made when necessary

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

Daily

Evidence of Completion

Periodic checks for appropriate use

G1.B2 Not enough time to meet and plan interventions

G1.B2.S1 Plan out all meeting dates for the school year and post on the NCMS calendar

Action Step 1

Block off monthly meeting dates on the NCMS calendar

Person or Persons Responsible

Mr. Phillips

Target Dates or Schedule

August

Evidence of Completion

View of the NCMS calendar

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

Meeting dates to be on calendar

Person or Persons Responsible

Mr. Phillips

Target Dates or Schedule

August

Evidence of Completion

Check to see that the dates are reserved on the calendar

Plan to Monitor Effectiveness of G1.B2.S1

Monthly meetings will be scheduled for meeting dates

Person or Persons Responsible

Mr. Phillips

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting notes from each grade level progress monitoring meetings

G1.B3 Personnel to run the interventions

G1.B3.S2 Tutor room and Math tutor

Action Step 1

An appropriate budget will be set aside to "man" the tutor room and a Math tutor program

Person or Persons Responsible

Mr. Phillips

Target Dates or Schedule

October

Evidence of Completion

Budget line item; the tutor room and Math tutor program will be up and running

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

A tutor room will be available for students that need extra assistance. A Math tutor program will be implemented remediating students in need.

Person or Persons Responsible

Mr. Phillips, Ms. Osypian

Target Dates or Schedule

Monthly

Evidence of Completion

Master Schedule; STAR Reports; Pinnacle Viewer to check grades

Plan to Monitor Effectiveness of G1.B3.S2

Students that are attending the tutor room or Math tutor program will have their grades or STAR results tracked for effectiveness.

Person or Persons Responsible

Tutors, Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

STAR Results, Principal Viewer to check grades, FCAT results

G2. Become a PBS Gold Model School

G2.B1 Budget constraints to provide appropriate and desirable incentives

G2.B1.S1 Fundraisers

Action Step 1

Fundraisers to be implemented

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly budget reports

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

Request funding from SAC and Boosters

Person or Persons Responsible

Mr. Sassic and Mr. Phillips

Target Dates or Schedule

Monthly SAC and Booster Meeting

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of G2.B1.S1

Review of PBS Budget

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

Monthly

Evidence of Completion

The ability to provide appropriate and desirable incentives

G2.B1.S2 Request funding from SAC and Boosters

Action Step 1

Prepare a funding request to present to SAC and Boosters

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

November

Evidence of Completion

SAC and Booster meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2

The PBS Budget will be monitored for sufficient funds

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

Monthly

Evidence of Completion

Copy of PBS budget

Plan to Monitor Effectiveness of G2.B1.S2

The PBS account will be monitored for sufficient funds

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

Monthly

Evidence of Completion

Print out of the PBS Account

G2.B2 Student and faculty buy in

G2.B2.S1 PBS training

Action Step 1

Daily reminders of PBS expectations

Person or Persons Responsible

Faculty

Target Dates or Schedule

Daily, lunch and hallways

Evidence of Completion

PowerPoint presentations at lunch and monthly lessons

Action Step 2

Monthly workshops to increase understanding of PBS

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

During monthly faculty meetings

Evidence of Completion

minutes from the faculty meetings

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

Survey to monitor teacher and students thoughts on PBS

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

Quarterly

Evidence of Completion

survey results

Plan to Monitor Effectiveness of G2.B2.S1

Survey review

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

Quarterly

Evidence of Completion

survey results

G2.B2.S2 PBS School-Wide Support Team

Action Step 1

A School-wide PBS support team will be developed

Person or Persons Responsible

all interested faculty and staff

Target Dates or Schedule

monthly meetings after school

Evidence of Completion

meeting agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S2

A listing of who is on the team

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

monthly

Evidence of Completion

attendance sheet from meetings

Plan to Monitor Effectiveness of G2.B2.S2

Have at least one representative from every grade level and/or subject area on the committee

Person or Persons Responsible

Mr. Sassic

Target Dates or Schedule

Monthly

Evidence of Completion

Listing of committee members

G3. NCMS will become an AVID Demonstration School

G3.B1 School-Wide Buy In

G3.B1.S1 Increasing student and faculty understanding of AVID and its purpose and advantages.

Action Step 1

Provide students with information about

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 2

Provide training

Person or Persons Responsible

faculty and staff

Target Dates or Schedule

monthly

Evidence of Completion

agenda

Facilitator:

AVID Teachers

Participants:

Faculty

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

The AVID Coordinator will meet monthly with the Administrative Team to debrief from previous months training and plan for upcoming trainings

Person or Persons Responsible

Mrs. Dennis and Mr. Phillips

Target Dates or Schedule

Monthly

Evidence of Completion

Notes from meetings

Plan to Monitor Effectiveness of G3.B1.S1

Teachers to complete "needs" survey in reference to AVID

Person or Persons Responsible

Faculty

Target Dates or Schedule

Quarterly

Evidence of Completion

Survey results

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) money will be utilized to fund the Tutor room, Math Tutor Program, and additional instructional programs to assist in meeting the needs of our students.

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. Improve student intervention systems and conduct monthly school-wide progress monitoring meetings

G1.B1 Knowledge and use of the orbit system

G1.B1.S1 Professional development on how to use the Orbit system

PD Opportunity 1

Professional development

Facilitator

Mr. Sassic

Participants

Faculty and Staff

Target Dates or Schedule

Wednesday faculty meeting

Evidence of Completion

Meeting agenda, proper use of the program

G3. NCMS will become an AVID Demonstration School

G3.B1 School-Wide Buy In

G3.B1.S1 Increasing student and faculty understanding of AVID and its purpose and advantages.

PD Opportunity 1

Provide training

Facilitator

AVID Teachers

Participants

Faculty

Target Dates or Schedule

monthly

Evidence of Completion

agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve student intervention systems and conduct monthly school-wide progress monitoring meetings	$10,000
G2.	Become a PBS Gold Model School	$2,000
	Total	$12,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Total
Various Fundraisers	$1,000	$0	$1,000
SAI	$0	$10,000	$10,000
SAC and Boosters	$1,000	$0	$1,000
Total	$2,000	$10,000	$12,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve student intervention systems and conduct monthly school-wide progress monitoring meetings

G1.B3 Personnel to run the interventions

G1.B3.S2 Tutor room and Math tutor

Action Step 1

An appropriate budget will be set aside to "man" the tutor room and a Math tutor program

Resource Type

Personnel

Resource

Personnel to facilitate and provide instruction in the Tutor Room; Personnel to instruct students in Math

Funding Source

SAI

Amount Needed

$10,000

G2. Become a PBS Gold Model School

G2.B1 Budget constraints to provide appropriate and desirable incentives

G2.B1.S1 Fundraisers

Action Step 1

Fundraisers to be implemented

Resource Type

Other

Resource

Incentives

Funding Source

Various Fundraisers

Amount Needed

$1,000

G2.B1.S2 Request funding from SAC and Boosters

Action Step 1

Prepare a funding request to present to SAC and Boosters

Resource Type

Other

Resource

Incentives

Funding Source

SAC and Boosters

Amount Needed

$1,000