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Neocity Academy

195 NEOCITY WAY, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Yvette Ponzoa

Start Date for this Principal: 12/22/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (79%) 2018-19: A (76%) 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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195 NEOCITY WAY, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>39%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>62%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of NeoCity Academy is to develop students who believe that the world can be a better place and that they can be the ones to make it happen.

Provide the school's vision statement.

NeoCity Academy was founded under the belief that a future where students own their learning is fundamentally more impactful than one where they do not. NeoCity Academy is actively engaging students in inquiry-driven, project-based learning to make this possible, with the ultimate goal of graduating students ready to change the world.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Meechin, Michael	Principal	Schoolwide Operations Strategic School Improvement School Budget and Finances Recruitment, Hiring and Retention Professional Development Students with Disabilities (IEPs & Section 504) Community Relations & Partnerships Graduation Data & At-Risk Master Schedule University & Industry Partnerships Standardized Assessments Advanced Placement Assessments Other Duties as Assigned
Ullmann, Julia	Assistant Principal	Student Admissions Positive Behavior Supports & Student Discipline Attendance Interventions & Incentives Gifted Education Summer Instructional Programs Multi-Tiered Systems of Support After School Programs & Extracurriculars DOE Data Validation & Grade Reporting Emergency Management Plans Master Schedule Advanced Placement & Capstone (Curriculum) Presentation of Learning Threat Assessment Process Serve as Local Education Agency Representative, When Necessary Other Duties as Assigned
Jasmin, Kristina	Dean	Build Capacity Through Professional Development Community Meetings Coordinate Advisory Program Coordinate New Teacher Onboarding & Support Coordinate Student Discipline Coordinate Attendance Interventions Coordinate Positive Behavior Supports & Interventions Coordinate Student Celebrations Coordinate Student Transportation Proctor Standardized Assessments, When Necessary MTSS Team Member Serve a Local Education Agency Representative, When Necessary Supervise Students on Campus Other Duties as Assigned

Name	Position Title	Job Duties and Responsibilities
Cuellar, Ariel	Instructional Coach	Build Capacity Through Canvas Professional Development Coordinate all Advanced Placement Programs Coordinate all Local, State, and National Standardized Assessments Coordinate all Industry Certification Assessments Coordinate all Graduation Testing Requirements Coordinate all SSD & Assessment Accommodations Proctor Standardized Assessments, When Necessary MTSS Team Member Serve as Local Education Agency Representative, When Necessary Supervise Students on Campus Other Duties as Assigned
Motta, Jonathan	Instructional Coach	Coordinate & Support the Implementation of Bulb Digital Portfolios Coordinate & Build Capacity for Student Internships Coordinate the Individual Learning Plan MTSS System Coordinate the Presentation of Learning Coordinate any Student Exhibitions of Work Coordinate Freshmen Orientation Programs Coordinate Program of Study Advisory Boards Proctor Standardized Assessments, When Necessary MTSS Team Member Serve as Local Education Agency Representative, When Necessary Supervise Students on Campus Other Duties as Assigned

Demographic Information

Principal start date

Friday 12/22/2017, Yvette Ponzoa

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

450

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	115	114	102	91	422
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	9	9	12	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	8	6	7	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 9/12/2022

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	123	106	98	100	427
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	9	9	12	14	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	8	6	7	13	34
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	123	106	98	100	427
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	9	9	12	14	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	8	6	7	13	34
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	95%	45%	51%				91%	57%	56%
ELA Learning Gains	74%						51%	48%	51%
ELA Lowest 25th Percentile	86%						63%	43%	42%
Math Achievement	86%	37%	38%				91%	46%	51%
Math Learning Gains	57%						45%	41%	48%
Math Lowest 25th Percentile	67%						90%	46%	45%
Science Achievement	90%	32%	40%				100%	69%	68%
Social Studies Achievement		39%	48%					70%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	62%	-62%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	44%	40%	57%	27%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
ELL	80	47									
ASN	100	83									
BLK	100	76									
HSP	95	72	82	92	52						
WHT	94	74	86	78	61						
FRL	91	71	79	88	57						
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	100	71									
BLK	93	79									
HSP	94	75	83	93	54						
WHT	94	70	86	94	64						

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	88	67	78	94	60						
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	93	59	69	86	52						
WHT	94	45		93	50						
FRL	91	55	60	85	37						

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	88
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	79
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	77
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall our proficiency levels are very high among all measured grade levels. Our subgroup data are attributed to very small populations in EL and SWD categories. Trends are that student proficiency remains high and in most cases increases as we progress through the school year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We will continue to analyze data in mathematics, particularly in learning gains. Our student group is so small in the state-tested areas that it remains in focus for our school.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We continue to use data from NWEA and progress monitoring, but more importantly, from formative work completed in the classroom. We use this data to track student progress toward proficiency on various outcomes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning gains in English Language Arts were our greatest area of growth.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Continuing to analyze data from formative work from our students and making instructional shifts accordingly is the way that we have made academic gains in these areas.

What strategies will need to be implemented in order to accelerate learning?

No further actions are required to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We continue to use lessons that are developed by our teachers as exemplars and these drive the professional development that is provided for our staff. Teachers training teachers on lessons used for our students has effectively incorporated additional inquiry-based learning strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue our process of identifying strategies that work and continue to build capacity in those areas.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students at NeoCity Academy need to continue to make learning gains in literacy, specifically on both the ELA 9 and 10 FSA. At a school like NeoCity Academy, it is not enough to only focus on the achievement levels of students, but also ensure that they are making learning gains.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

95% of students in 9th and 10th grade show proficiency on the PM3 for ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will use progress monitoring tools, including PM1, PM2, and PM3, to track the progress of our students enrolled in the respective English course.

Person responsible for monitoring outcome:

Michael Meechin (michael.meechin@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will engage in an inquiry-based curriculum that is aligned with the standards in the respective English Language Arts course. Tier 1 instructions include inquiry-driven classrooms. Small group tutoring is provided during Research 1x per week. We will utilize MTSS to determine individual student needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our inquiry-based curriculum is developed to engage students in high levels of critical thinking. We know that this will produce a student who is able to succeed in the PM3.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. All instructional staff will be trained in best practices and inquiry-driven strategies to increase student engagement.
2. Differentiated instructional strategies will be implemented in our classrooms to ensure that we are meeting students where they are.
3. Leadership will monitor classrooms via observations and walkthroughs providing specific feedback to our instructional staff.
4. We will offer additional support and intervention to struggling students during our Research time.
5. Test coordinator visits ELA classrooms to explain the new monitoring system and student expectations for performance.
6. Revise the parent contact system.
7. Data chat with ELA teachers after PM1 and PM2.

Person Responsible

Michael Meechin (michael.meechin@osceolaschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students at NeoCity Academy need to continue to make learning gains in the areas of mathematics, specifically making learning gains on the Geometry FSA. At a school like NeoCity Academy, it is not enough to only focus on the achievement levels of students, but also to ensure that all students are making adequate learning gains.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Less than 10% of students who take the Geometry FSA will experience a slide back in their scale score. Slide back is defined as a decrease in the student's scale score.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will use progress monitoring tools, including NWEA, mock exams, and stocktake data to track the progress of our students enrolled in the Geometry Honors course.

Person responsible for monitoring outcome:

Julia Ullmann (julia.ullmann@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students will engage in an inquiry-based curriculum that is aligned with the standards in the respective Geometry course. Mentoring and peer support will be provided for the new geometry teacher.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our inquiry-based curriculum is developed to engage students in high levels of critical thinking. We know that this will produce a student who is able to succeed on the FSA and make adequate learning gains.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. All instructional staff will be trained in best practices and inquiry-driven strategies to increase student engagement.
2. Differentiated instructional strategies will be implemented in our classrooms to ensure that we meet students where they are.
3. Leadership will monitor classrooms via observations and walkthroughs providing specific feedback to our instructional staff.
4. We will offer additional support and intervention to students who are struggling during our Research time.
5. New teacher support in Geometry.
6. Quaterly data chat with geometry teacher.

Person Responsible

Julia Ullmann (julia.ullmann@osceolaschools.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA data showed the school had several small subgroups. The school wants to ensure that no subgroup falls below 45%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will ensure that no subgroup falls below 45%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will use progress monitoring tools, including NWEA, PM1, and PM2 to track the progress of our subgroups.

Person responsible for monitoring outcome:

Julia Ullmann (julia.ullmann@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all their students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers that share common planning will participate in weekly collaborative meetings that will focus on the development of inquiry-driven lessons and assessments.
2. Collaborative meetings will be supported and work in conjunction with the instructional coaches.
3. Teachers will focus on creating learning goals and targets for individual students.
4. Teachers will participate in professional development that is targeted at meeting the needs of the diverse learners in their classrooms.
5. Students will participate in targeted intervention in tiers 1, 2, and 3.

Person Responsible

Julia Ullmann (julia.ullmann@osceolaschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The Leadership Team helps to maintain a cohesive school mission, vision and strategy focused on school achievement. Improvement in this area, rather than the operational management of school, is the main priority of our Leadership Team. Effective instructional leadership teams are powerful in affecting positive change in our school. Our team consists of the Principal, Assistant Principal, Dean of Students, Data and Assessment Coordinator, and Experiential Learning Coordinator. Our insight survey shows areas of opportunity for growth and support with our instructional leadership practices.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

According to our 2020-21 Insight Survey, only 28% of instructional staff believed that there were opportunities for leadership growth. We would like to increase this to 55% of instructional staff as measured on this year's Insight Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We have added this item to our Strategic School Improvement Plan and will receive updates are Leadership Team Meetings quarterly.

Person responsible for monitoring outcome:

Michael Meechin (michael.meechin@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Increasing teacher leadership opportunities within the School Leadership Team can improve teacher motivation and ownership in our systems. In addition, it can build teacher confidence in their own abilities and teaches them to motivate, lead and encourage their teacher peers.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We have worked purposefully to include our teachers in developing and implementing our professional development initiatives. Having our teachers work in teams - they are able to coach each other and share best practices. This collaboration also improves teacher morale, making it more likely that good teachers will remain in the profession (Gates Foundation, 2009).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Our Strategic School Improvement Plan includes a professional development plan that is focused on the targeted use of professional learning community time.
2. Our PLC time is planned, and teacher leaders cover common themes in the content areas throughout the year.
3. Teacher-leader selection is focused on selecting a balance of visionaries and strong instructional

practitioners.

4. Our teachers will be developing and leading professional development based on strategies that are identified as exemplars in our classrooms

Person Responsible Michael Meechin (michael.meechin@osceolaschools.net)

#5. Positive Culture and Environment specifically relating to SEL

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Well-implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. A positive school climate includes a safe environment, strong student and staff relationships, and learning support. It provides the foundation that students need to develop the social, emotional, and academic competencies they need to succeed in life.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2021-22 SEL Climate Survey showed 44% of students answered favorably about school belonging and 56% of students positively ranked cultural awareness. In 2022-23 this question will be increased by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We are using our SEL surveys to compile and track this data.

Person responsible for monitoring outcome:

Michael Meechin (michael.meechin@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students are diverse in their learning styles and needs. It is essential to address their needs throughout all courses within the curriculum.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

SEL is not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-created (Gardner, 1983).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The curriculum will be planned to keep students interested and focus on the problem-solving process tied to real-world issues impacting youth.
2. Teachers and staff will continue building a positive school culture that includes all learners.
3. As we plan lessons student agency will remain focused - giving them voice and choice in their learning.
4. Students are provided outlets throughout the day such as mental health awareness, breathing exercises, yoga, and meditation.
5. We will continue to work with students through Canvas to provide resources to focus on the college application, admission, and financial aid processes.
6. Utilizing HERO to keep data on attendance for clubs and organizations at Research.
7. Create a strong PBIS staff team to aid in creating PBIS events and opportunities for students.

Person Responsible Michael Meechin (michael.meechin@osceolaschools.net)

#6. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. Then student achievement will increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA, Math, proficiency, and gains will increase by 5% in all groups.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Administration, leadership team, and PLC Leads will monitor the collaborative teams to ensure time is being used effectively and evaluate each PLC Team's level weekly.
2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively.
3. School Stocktake Model will occur every month, and the PLC administrator and facilitator will report progress to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Julia Ullmann (julia.ullmann@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

PLC is defined as "...an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour, 2006).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Set clear objectives that are focused on student learning. The PLC model is grounded in the assumption that building teachers' competencies will lead to improved academic, behavioral, or social outcomes for students. Consequently, student learning is both the foundation and evidence of an effective PLC.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. PLCs will develop and implement Collective Commitments (NORMs) agreed upon and adhered to by team members.
2. PLCs will meet four times a month during early release, PLC time will be spent working together for student success.
3. Collaborative teaming PD will be conducted throughout the year to build shared knowledge of PLC processes by the PLC facilitator and administrator.
4. Current data will be used by PLCs to assess, analyze, reflect, and revise plans on progression of students' needs.
5. Mentoring will be conducted by the PLC administrator and facilitator for struggling teams, and additional support will be given so they become an effective collaborative team.
6. Each grade level/content area team will have an embedded leadership team member to monitor and

assist in the process.

7. Teachers will plan together within PLCs to incorporate WICOR and AVID strategies into their instruction to support engagement for subgroups.

Person Responsible

Julia Ullmann (julia.ullmann@osceolaschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our school has been built from the ground up beginning with one grade level. We now have three grade levels and our culture is focused on building an inquiry-driven learning process that is focused on solving real-world problems. Students at NeoCity embrace a Culture of No Excuses - where engaging in purposeful work focused on learning outcomes (standards) is the expectation for all learners.

We have several support systems that ensure all students are successful and completing the work that is assigned to them.

Our culture puts students first and centers their learning around them. Students are provided with times within the school day where they own their learning. Student autonomy in the learning process allows students to take ownership of their time management and organizational skills. In addition, our curriculum focuses on a design-thinking problem-based approach - no matter the content area students are working through complex problems.

Our parents are kept informed via our School Advisory Council, Remind channels, and robust social media platforms. Our SAC also provides input on the school improvement planning and goal-setting processes.

Identify the stakeholders and their role in promoting a positive school culture and environment.

All members of our School Leadership Team and our School Counselors.