

School District of Osceola County, FL

Neptune Elementary School



2015-16 School Improvement Plan

Neptune Elementary School

1200 BETSY ROSS LN, Saint Cloud, FL 34769

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	59%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Neptune Elementary will provide challenging and engaging standards-based instruction through data driven decisions, collaboration, problem solving, and a shared vision for success.

Provide the school's vision statement

Neptune Elementary School will be a top performing school in Osceola County, Florida.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

There are several opportunities throughout the year that allow for teachers to learn about students' cultures and to build relationships.

- Cultural diversity is highlighted during instruction.
- School forms/documents/flyers are available in two languages .
- A translator is provided at parent/teacher meetings and family fun nights if necessary.
- Teachers are motivated to meet with parents several times during the year to discuss student concerns, goals and progress.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Neptune creates an environment where students feel safe and respected before, during and after school.

- Students, where permitted, are constantly supervised in all areas on campus.
- Safety patrols are placed in high traffic areas in the morning and at dismissal to ensure student respect and safety.
- During dismissal students are walked to their designated areas by a teacher or staff member.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Neptune has a school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time.

To ensure a safe and orderly educational environment where students can learn, faculty and staff members are working collaboratively in the best interest of children, recognizing and identifying appropriate behavior. To create this environment, we have adopted a positive behavior support system that we affectionately call "SOAR"

S.O.A.R. stands for Strive, Organize, Attitude, and Respect.

During the first few weeks of school, students will receive instruction concerning these valuable behavior traits and how to earn "ROCKET DOLLARS" for exhibiting appropriate behaviors. Students who earn ROCKET DOLLARS will receive special opportunities to celebrate, including incentives, activity opportunities, and school wide recognition on the morning announcements and during our

celebration assembly. If students do not follow the SOAR expectations a minor infraction will be issued along with an intervention to follow.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Neptune Elementary School works in conjunction with our school counselor, school social worker, community counseling agencies and Families in Transition liaison to provide needed social-emotional services such as social skills and conflict resolution groups. We also help to provide basic needs such as supplemental weekend food, transportation and uniform support. We help support the whole family unit during celebrated holidays such as Thanksgiving and Christmas.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	13	14	7	11	5	50
One or more suspensions	5	2	1	1	3	12
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	25	24	23	72
Retained 1 time	11	20	22	27	17	97
Retained more than 1 time	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	7	16	6	32

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The MTSS model at Neptune Elementary consists of an intensive tiered support program in both the behavioral and academic areas. Students exhibiting two or more early warning indicators, and/or those not positively responding to the Core Tier 1 behavioral or academic plans are provided increasing intensified interventions. The Problem Solving Team and Intervention Assistance Team work collaboratively to work through the problem-solving process to identify issues, determine appropriate interventions, collect and analyze data, and determine next steps.

Behavior

The school has an established Intervention Assistance Team (IAT) that is responsible for all components of the Tier 1 positive behavior plan; has positively stated and displayed behavioral

expectations throughout the school campus; has procedures for reinforcing and reteaching positive behavioral expectations; and uses the data to identify behavioral issues in order to remain proactive with regards to behavior at the Core level. The IAT continually identifies students that are at risk for, or currently exhibiting early warning indicators in the area of behavior.

Students in need of more intensive support are provided a specific behavior intervention plan that identifies specific behavior targets. Data collection and monitoring are conducted daily, and the Intervention Assistance Team discusses individual students in Tiers 2 and 3 on a monthly basis to determine the effectiveness of the implemented intervention. Mentors are provided to at risk students, and the Guidance Counselor, Social Worker, and other staff are utilized to provide these students with additional support and outreach opportunities.

Academic

The MTSS support system recognizes the relationship and connection between the behavior and academic elements of student success. Students exhibiting early warning indicators receive academic support focused on identified gaps in learning during the school wide intervention/enrichment time labeled "Rockettime." The intervention/enrichment program runs four days a week for 45min a day and includes weekly monitoring of attendance, academic growth, and behavior. Students in high risk categories receive additional support through the block intervention program. This program runs four days a week for 45 min a day, providing a total of 90 min of daily small group support focused on the individual needs of the students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the

school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Harwood, Linda	Principal
Mahoney, Shannon	Assistant Principal
Wiltshire, Shernelle	Guidance Counselor
Ulenski, Adam	Instructional Coach
Duval, Dayana	Instructional Coach
Ortiz, Melissa	Instructional Coach
	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal and Assistant Principal

- Provide a common vision and language for the continued use of data-based decision making
- Provide needed resources and materials to ensure optimum levels of program success
- Provide or coordinate valuable and continuous professional development
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom walk-throughs to monitor fidelity of interventions in use
- Communicate consistent and clear message to parents and staff regarding MTSS plans and procedures at the site

Classroom Teacher

- Keep ongoing progress monitoring notes in MTSS folder (STAR/I-Ready/Formative Assessments, Curriculum Assessments, SAT 10, FSA scores, work samples)
- Attend weekly MTSS/PLC team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity
- Participate in continual professional development opportunities focused on the core curriculum, interventions, data collection and analysis, and the MTSS process

MTSS Coach/Guidance Counselor

- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested
- Participate in decisions regarding student placement in MTSS programs and levels of intervention

Literacy/Math/Science Coach

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Coach teachers in appropriate Tier 2 & 3 interventions

- Keep progress monitoring notes & evidence of implemented interventions
 - Collect school-wide data for team to use in determining at-risk students
 - Participate in decisions regarding student placement in MTSS programs and levels of intervention
- ESOL Coach/Compliance Specialist
- Participate in decisions regarding student placement in MTSS programs and levels of intervention
 - Provide resources for ELL students in MTSS

School Psychologist

- Participate in the development of intervention plans
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Provide support in the collection, documentation, interpretation, and analysis of data
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Neptune Elementary works in conjunction with the District Homeless Educational Liaison and the community to provide various services to our homeless and migrant students such as: community program access through the school counselor and social worker, school pictures and book fair allowance, supplemental weekend food, and uniform support. We also help support the whole family unit during celebrated holidays such as Thanksgiving and Christmas.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

When migrant children are enrolled at NPES, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. The Migrant Center will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be offered the same opportunities as all other students. Migrant liaison provides services and support to student and parents. The liaison coordinates with Title I and other program to ensure that student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI

funds will be used to expand the summer school program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-bullying program to students that incorporates counseling as needed.

Nutrition Programs

Free breakfast is provided to all Neptune Elementary students free of charge through a federally funded program. The District also provides free lunch to those students that qualify for reduced lunch. The Wellness Team is lead by coordinator Matt Koppe. The wellness committee promotes nutritional information through the distribution of the Nutritional Nuggets flyer that is made available to all students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Linda Harwood	Principal
Leah Hayes	Teacher
Annette Hrnir	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC convened at the meeting in September 2015 to review the 2015-2016 CIMS. Many components were similar to last year, and updates were made to reflect the new data for academics and early warning systems (EWS).

Development of this school improvement plan

SAC reviewed the School Improvement Plan at the end of the school year and provided input and questions regarding this year's plan. SAC will meet to approve the final draft of the School Improvement plan in October, 2015. SAC will conduct a mid-year review of progress towards the goals set.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC will support improvements by providing funds in the amount of \$8000.00 to help with the purchase of IReady. This program is designed to help students struggling with reading and math by providing interventions through benchmark driven instruction.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The SAC is actively working on recruiting additional members and will send out additional notices via IRIS outdials, agenda stickers, flyers at parent nights, text messages (per parent request) and other reminders of upcoming meetings.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ulenski, Adam	Instructional Coach
Blake, Stephanie	Teacher, K-12
Grabowski, Betsey	Teacher, K-12
Kline, Sherry	Teacher, K-12
Leonardo, Emily	Teacher, K-12
Perez, Maribel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the Literacy Leadership Team will be our Just Read Florida! week in January. Additionally, the media specialists works with the teachers and students to encourage students to read SSYRA books and AR books. Students earn charms for their dog tags to demonstrate their accomplishments within these literacy programs.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school will use Wednesdays to provide PLCs with time to collaborate on lesson planning, writing common formative assessments, learning goals, scales, etc., while also providing support from the leadership team on our current focus of "Will and Skill."

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Under the leadership of our District HR Department and School Board, we are committed to providing highly qualified teachers at our school. Each year the district supports and conducts a local job fair to find candidates for our schools. Further, as administrators at the school level, we participate in recruiting trips to a variety of universities to interview potential teachers to meet specific needs within our school.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Neptune Elementary School's teacher mentoring program provides each teacher new to Neptune, (regardless of experience or qualifications) a one year grade level mentor. The mentor's responsibility is to be supportive, help the new teacher get oriented with grade level curriculum, school policies and procedures etc. Teachers with certification codes requiring portfolios are assigned a mentor for a minimum of two years. Those mentors are responsible for observing instruction, modeling instruction, and assisting with documenting proficiency by collecting appropriate documentation for the portfolio. As an added support, the Literacy Coach offers a bi-monthly workshop after school that focuses on instructional and curriculum needs as indicated by progress monitoring data and/or administration classroom walkthroughs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Neptune Elementary School will ensure its core instructional programs and materials are aligned to Florida standards by following the School District of Osceola County Curriculum Maps. All ELA curriculum used is either part of the current reading adoption (Journey's/Mcmillan McGraw Hill) or supplemental curriculum approved by SDOC Elementary Programs or found on the state approved supplement curriculum list. To ensure classroom instruction meets the rigor of the Florida standards the following strategies will be used to monitor academic instruction: classroom walkthroughs, data chats and PLC weekly meetings. The academic coaches and administrative team will be responsible for ensuring the use of core instructional programs and materials.

The school will use Go Math and Science Fusion curriculum to implement standards based instruction. Through weekly Professional Learning Community meetings, teachers and coaches will effectively plan, and collaborate to create learning goals, scales and rubrics, and common assessments based on the standards. These practices will increase the rigor in our instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The teacher uses multiple progress monitoring tools, including but not limited to STAR data, I-Ready assessments, common formative assessment data, etc., to identify students' instructional needs. Instruction is modified during flexible groups for ELA and math during the classroom instruction. Additionally, all students participate in Rockettime which is a designated block of time to provide students with remediation or enrichment, depending on their needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,000

Data will be analyzed to determine the bottom 25% as well as "bubble" kids. Curriculum will be decided upon by standards not being mastered by the students being served.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mahoney, Shannon, mahoneys@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

STAR testing and I-Ready assessments will be used to progress monitor the program and its effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In the Spring, the District invites the parents of students attending these programs to attend Kindergarten Roundup at their zoned site. Parents are introduced to our kindergarten faculty, given an opportunity to register their children, tour the school, receive information and resources, and enjoy the family event.

Through the various early childhood programs, the parents of our PreK children will have more contact with our school as part of Parental Involvement Policies. Kindergarten teachers will "screen" our Pre-Kindergarten students in order to determine readiness/proficiency levels.

College and Career Readiness

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

Using various strategies, the school will introduce students to the importance of attending college. We will implement AVID, wear college shirts weekly, post pennants on teachers' doors from the colleges they attended, have family AVID nights, a career cafe program, and use the morning announcements to increase awareness.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. All teachers will engage students in rigorous, standards-based instruction in all academic areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will engage students in rigorous, standards-based instruction in all academic areas. 1a

G069178

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	76.0
FCAT 2.0 Science Proficiency	53.0

Resources Available to Support the Goal 2

- Curriculum Coaches to guide/support implementation and progress
- Sub/Title I Budget for Professional Development and follow-up
- Weekly PLC common planning time provided for all grade levels
- Ongoing professional development opportunities for continual learning
- Library of curriculum resources available for instruction and assessment-including technology, progress monitoring opportunities, and multiple assessment options
- Common lesson design framework directly aligned with the district observation/evaluation protocol in order to align all phases of the cycle
- Will and Skill Professional Development
- C-Palms

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity of implementation of standards-based instruction in the classroom

Plan to Monitor Progress Toward G1. 8

Standards-based instructional fidelity across classrooms.

Person Responsible

Linda Harwood

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

All observation data (CWTs, informals, formals, reflective visits, etc.), teacher surveys, state/district assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will engage students in rigorous, standards-based instruction in all academic areas. **1**

 G069178

G1.B1 Lack of fidelity of implementation of standards-based instruction in the classroom **2**

 B179900

G1.B1.S1 Using coaching techniques during modeling of lessons to ensure the transfer of teacher skills from instructional coach to classroom teacher **4**

 S191179

Strategy Rationale

Specific coaching techniques cue the classroom teacher into the focus of instructional practices the coach is modeling.

Action Step 1 **5**

Instructional coach will use a specific coaching technique to demonstrate certain instructional skills for teachers.

Person Responsible

Adam Ulenski

Schedule

Annually, from 8/24/2015 to 6/10/2016

Evidence of Completion

The teachers will use anecdotal notes during the modeled lesson to record instructional skills the coach modeled. The group will debrief the model lesson to discuss the instructional skills that occurred, plan a lesson using observed skills, and later on coaches will observe teachers with the lens of skills that were demonstrated.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Coaches will keep records of skills being modeled in the lessons and make copies of teacher's anecdotal notes that they took as they observed.

Person Responsible

Adam Ulenski

Schedule

Annually, from 8/24/2015 to 6/10/2016

Evidence of Completion

The lesson plans developed by the coach and teachers that indicate the instructional skills that are being modeled.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Coaches will conduct walk-throughs in classrooms to determine the effectiveness of modeled lessons.

Person Responsible

Melissa Ortiz

Schedule

Annually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Walk-through checklists will be used to identify the instructional skills that were modeled.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Instructional coach will use a specific coaching technique to demonstrate certain instructional skills for teachers.	Ulenski, Adam	8/24/2015	The teachers will use anecdotal notes during the modeled lesson to record instructional skills the coach modeled. The group will debrief the model lesson to discuss the instructional skills that occurred, plan a lesson using observed skills, and later on coaches will observe teachers with the lens of skills that were demonstrated.	6/10/2016 annually
G1.MA1	Standards-based instructional fidelity across classrooms.	Harwood, Linda	8/24/2015	All observation data (CWTs, informals, formals, reflective visits, etc.), teacher surveys, state/district assessment data	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Coaches will conduct walk-throughs in classrooms to determine the effectiveness of modeled lessons.	Ortiz, Melissa	8/24/2015	Walk-through checklists will be used to identify the instructional skills that were modeled.	6/10/2016 annually
G1.B1.S1.MA1	Coaches will keep records of skills being modeled in the lessons and make copies of teacher's anecdotal notes that they took as they observed.	Ulenski, Adam	8/24/2015	The lesson plans developed by the coach and teachers that indicate the instructional skills that are being modeled.	6/10/2016 annually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will engage students in rigorous, standards-based instruction in all academic areas.

G1.B1 Lack of fidelity of implementation of standards-based instruction in the classroom

G1.B1.S1 Using coaching techniques during modeling of lessons to ensure the transfer of teacher skills from instructional coach to classroom teacher

PD Opportunity 1

Instructional coach will use a specific coaching technique to demonstrate certain instructional skills for teachers.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

Annually, from 8/24/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Instructional coach will use a specific coaching technique to demonstrate certain instructional skills for teachers.	\$0.00
Total:			\$0.00