

School District of Osceola County, FL

Neptune Elementary School



2016-17 Schoolwide Improvement Plan

Neptune Elementary School

1200 BETSY ROSS LN, Saint Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	B

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Neptune Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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.

c. 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 the Positive Behavior Support (PBIS) system that we affectionately call "SOAR" with our students and staff.

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.

d. 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.

3. Early Warning Systems

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

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

N/A

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

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	
Attendance below 90 percent	0	13	14	7	11	5	0	0	0	0	0	0	0	50
One or more suspensions	0	5	2	1	1	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	25	24	23	0	0	0	0	0	0	0	72
Retained 1 time	0	11	20	22	27	17	0	0	0	0	0	0	0	97
Retained more than 1 time	0	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	1	7	16	6	0	0	0	0	0	0	0	32

c. 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 reading specialists that provide intensive reading intervention in grades k-5. This program runs five days a week for 30 min a day.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Harwood, Linda	Principal
Mahoney, Shannon	Assistant Principal
Wiltshire, Shernelle	School Counselor
Ulenski, Adam	Instructional Coach
Duval, Dayana	Teacher, K-12

b. Duties

1. 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

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

2. 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.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, 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. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC convened at the meeting in September 2016 to review the 2016-2017 CIMS. Many components were similar to last year, and updates were made to reflect the new data for academics and early warning systems (EWS).

b. 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 September, 2016. SAC will conduct a mid-year review of progress towards the goals set.

c. Preparation of the school's annual budget and plan

2. 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 \$5000.00 to help with the purchase of MyOn. This program is designed to help students struggling with reading and provides numerous text options at individual reading levels.

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

No

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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."

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 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 Rocketime which is a designated block of time to provide students with remediation or enrichment, depending on their needs.

2. 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, shannon.mahoney@osceolaschools.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** All staff will create an environment that will rigorously challenge all students with a specific focus on our ELL and ESE populations.
- G2.** Neptune Elementary will provide support and professional development to assist teachers in creating and implementing high quality standards-based lessons.

Strategic Goals Detail

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

G1. All staff will create an environment that will rigorously challenge all students with a specific focus on our ELL and ESE populations. **1a**

 **G085369**

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	80.0
ELA/Reading Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal **3**

- Minimal learning gains by ELL students in reading and math

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Para support
- LLI Reading Intervention
- Support from District Sheltered Resource Teacher
- Support from District ESE Resource Teachers
- Journey's leveled readers
- iReady Program
- .

G2. Neptune Elementary will provide support and professional development to assist teachers in creating and implementing high quality standards-based lessons. 1a

G085370

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Reading - All Students	80.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of analyzing (understanding and communicating) data to inform instructional decisions

Resources Available to Help Reduce or Eliminate the Barriers 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
- C-Palms
- I-Ready offline and online platforms

Plan to Monitor Progress Toward G2. 8

Standards-based instructional fidelity across classrooms.

Person Responsible

Linda Harwood

Schedule

Monthly, from 8/3/2016 to 5/30/2017

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

G2. Neptune Elementary will provide support and professional development to assist teachers in creating and implementing high quality standards-based lessons. **1**

 G085370

G2.B6 Lack of analyzing (understanding and communicating) data to inform instructional decisions **2**

 B227030

G2.B6.S2 Conduct monthly data chats during PLCs. **4**

 S239541

Strategy Rationale

Teachers will communicate their instructional decisions based on the conclusions they drew from the data.

Action Step 1 **5**

Teachers will keep records of student data in academic domains.

Person Responsible

Shannon Mahoney

Schedule

On 5/31/2017

Evidence of Completion

Grade level and class level spreadsheets will be presented during lesson planning and data chats.

Plan to Monitor Fidelity of Implementation of G2.B6.S2 6

Academic coaches will meet monthly with PLC teams to share data and facilitate conversation about their instructional decisions.

Person Responsible

Shannon Mahoney

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Notes will be collected from the meeting about the conclusions that teachers have drawn from their data and their plans for instruction based on their conclusions.

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 7

I-Ready diagnostic will be given multiple times a year to track student progress.

Person Responsible

Adam Ulenski





Schedule

On 5/30/2017

Evidence of Completion

Teachers will bring datasheets and instructional decision notes to analyze if their decisions affected student data at PLC meetings and data chats.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1  M317687	Standards-based instructional fidelity across classrooms.	Harwood, Linda	8/3/2016	All observation data (CWTs, informals, formals, reflective visits, etc.), teacher surveys, state/district assessment data	5/30/2017 monthly
G2.B6.S2.MA1  M317685	I-Ready diagnostic will be given multiple times a year to track student progress.	Ulenki, Adam	8/3/2016	Teachers will bring datasheets and instructional decision notes to analyze if their decisions affected student data at PLC meetings and data chats.	5/30/2017 one-time
G2.B6.S2.MA1  M317686	Academic coaches will meet monthly with PLC teams to share data and facilitate conversation about...	Mahoney, Shannon	8/3/2016	Notes will be collected from the meeting about the conclusions that teachers have drawn from their data and their plans for instruction based on their conclusions.	5/30/2017 monthly
G2.B6.S2.A1  A310150	Teachers will keep records of student data in academic domains.	Mahoney, Shannon	8/3/2016	Grade level and class level spreadsheets will be presented during lesson planning and data chats.	5/31/2017 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G2.B6.S2.A1	Teachers will keep records of student data in academic domains.	\$0.00
Total:			\$0.00