# Neptune Elementary School

**2017-18 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) | **2016-17 Title I School** | **2016-17 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 | 82% |

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | A | C | C* | C |

*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 was approved by the Osceola County School Board on 11/14/2017.

## 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

# Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Neptune Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Central - [Lucinda Thompson](#) | - 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 provides 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.**

Neptune Elementary is a diverse school. Each year we host a multitude of school wide and grade level events that are geared toward building our school community, formulating relationships, and creating awareness among our stakeholders. Some of these events include, but are not limited to: Title I Night; Literacy Night; Math/Science Night, Field Trips, PTO, SAC, and Fundraising events for our community. Our faculty members maintain contact with parents through the use of agendas, school wide parent/teacher conference nights, email, text message services, and logged phone calls.

**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 implemented the Sanford Harmony program school wide. Sanford Harmony is a social-emotional teaching program that cultivates strong classroom relationships between all students and staff. Neptune Elementary has an active mentoring program focused on connecting at risk students to an individual mentor with daily or weekly check-in's to ensure each child has the support needed to be successful. There are multiple social-emotional groups meeting weekly, as well as a leadership group run by the administration to help students develop leadership and character skills needed to be successful. All students have access to a self-referral process at Neptune. It is important for all students to feel they have an adult to listen to on campus. The students fill out the forms to request a meeting with the adult of their choice in order to discuss an issue, concern, or to get needed support. The forms go to the designated adult and are addressed within 24 hours.

## 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

**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 | 19 | 22 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| 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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

*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 "Rocketime." 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**
Yes

*1. PFEP Link*
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/466944.

*2. Description*
A PIP has been uploaded for this school or district - see the link above.

**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.**

.Neptune Elementary has a Business Partner Liaison and an OASIS Coordinator. The staff members attend monthly Business Partner Meetings to learn about businesses that would like to partner with schools, what they have to offer to support our future and how other schools work with business partners. They reach out to businesses and community members to partner in education with our school and communicate ways they can support our students and staff. The staff members stay in contact with them on a regular basis and they are invited to attend and participate in our building capacity events. The OASIS Coordinator works to involve community members in volunteering for school events and in participating in our Bookmark Buddies program, which targets struggling readers in third grade. Throughout the school year, the community is invited to events such as literacy, math, STEM, and book fair nights where the school promotes and engages family involvement and provides resources for parents to support student achievement at home.

## C. Effective Leadership

### 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 |
| Duval, Dayana | Instructional Coach |
| McKenna, Katie | Instructional Coach |
| Maple, Heather | Instructional Coach |

#### 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/Reading Specialists
• 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 English, Language Arts, Mathematics, 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 Hrncir | Teacher |
| Vanessa Berrn | Parent |
| Michelle Porto | Parent |
| Christina Baggett | Teacher |
| Jennifer Canane | Parent |
| Daniella Pena | Parent |
| Casey Harville | Parent |
| Mallory Bravato | Parent |
| Silvana Vitale | Parent |
| Manuea DiPiazza | Parent |
| Candi Pinder-Jones | Teacher |
| Lorraine Rodriguez | Education Support Employee |

### b. Duties

***1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

SAC convened at the meeting in October 19, 2017 to review the 2017-2018 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 April 11, 2017 SAC meeting 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 19, 2017. SAC will conduct a mid-year review of progress towards the goals set.

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

We will ensure that funds are being used to align with the SIP academic areas in ways such as Professional Development, resources for the classroom, and positive rewards to celebrate success. The budget will be reviewed monthly and requests will be voted upon monthly as long as quorum is present.

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

SAC provided $2000 in funds toward buying science resources that supported science enrichment instruction. $150 in funds went towards SAC t-shirt to recruit new members to meet SAC compliance requirements.

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

*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 |
|------|-------|
| McKenna, Katie | Instructional Coach |
| Blake, Stephanie | Teacher, K-12 |
| Duval, Dayana | Instructional Coach |
| Mahoney, Shannon | Assistant Principal |
| Smialek, Sarah | Teacher, K-12 |
| Jackson, Alysha | Teacher, K-12 |
| Vargas-Ortiz, Marlenys | Teacher, K-12 |
| Lahayne, Abigail | Teacher, K-12 |
| Morrisson, Stephanie | Teacher, K-12 |
| Weston, Sheri | 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. Students earn charms for their dog tags to demonstrate their accomplishments within these literacy programs.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §1114(b)(7)(A)(iii)(IV).

### 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 Professional Development and PLCs team planning 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 currlculum 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

***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.***

# 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.** If Neptune Elementary ensures high levels of standard-based learning for all students by working in collaborative teams to create and use a guaranteed and viable curriculum, scales, common formative and summative assessments, and data to enrich and remediate, then student achievement will increase for all students.

**G2.** If Neptune Elementary establishes and uses a school-wide positive behavior support system, with uniform expectations, procedures, and a monitoring system, then we will impact instructional time which will increase student academic performance in all content areas.

## 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.** If Neptune Elementary ensures high levels of standard-based learning for all students by working in collaborative teams to create and use a guaranteed and viable curriculum, scales, common formative and summative assessments, and data to enrich and remediate, then student achievement will increase for all students. 1a

🔑 G098871

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Math Lowest 25% Gains | 62.0 |
| ELA/Reading Lowest 25% Gains | 65.0 |
| FSA ELA Achievement | 59.0 |
| FSA Mathematics Achievement | 62.0 |
| Statewide Science Assessment Achievement | 63.0 |
| ELA/Reading Gains | 66.0 |
| Math Gains | 72.0 |
| FSA ELA Achievement - SWD | 40.0 |
| FSA ELA Achievement - ELL | 40.0 |
| FSA Math Achievement - ELL | 40.0 |
| FSA Math Achievement - SWD | 40.0 |

## Targeted Barriers to Achieving the Goal 3

- Students in 4th and 5th grade are not maintaining proficiency levels

- Proficiency and growth of lowest 25%

- Percentage of 5th grade students proficient in science

## 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

-

## Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs, model lessons, reading records

### Person Responsible
Katie McKenna

### Schedule
Every 6 Weeks, from 8/10/2017 to 5/24/2018

### *Evidence of Completion*
Fountas and pinnell levels, i-Ready diagnostic and growth data

**G2.** If Neptune Elementary establishes and uses a school-wide positive behavior support system, with uniform expectations, procedures, and a monitoring system, then we will impact instructional time which will increase student academic performance in all content areas. 1a

🔑 G098872

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement | 59.0 |
| FSA Mathematics Achievement | 62.0 |
| Statewide Science Assessment Achievement | 62.0 |

### Targeted Barriers to Achieving the Goal 3

- There is a lack of buy-in, program knowledge and support for teachers to implement PBiS with fidelity.

- There is a lack of students understanding of the PBiS expectations because they are not built into all regular classroom routines.

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

- PBiS team leaders/ members and MTSS to guide/support implementation and intervention

- Targeted student behavior groups and mentoring

- Access to in-school/outside counseling services and district school social work services

- PBiS Professional Development and District PBiS Coordinator Support

- Sandford Harmony Program

## Plan to Monitor Progress Toward G2. 8

Leadership team will monitor minor infractions, referrals, and schoolwide discipline.

**Person Responsible**
Shannon Mahoney

**Schedule**
Monthly, from 8/14/2017 to 5/24/2018

*Evidence of Completion*
Minor infractions and referrals

**Plan to Monitor Progress Toward G2.** 8

Leadership team will participate in walk throughs to make sure that children have opportunity to earn and use rocket dollars consistently.

### Person Responsible
Shernelle Wiltshire

### Schedule
Quarterly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*
Classroom behavior plans and walk throughs

## 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.** If Neptune Elementary ensures high levels of standard-based learning for all students by working in collaborative teams to create and use a guaranteed and viable curriculum, scales, common formative and summative assessments, and data to enrich and remediate, then student achievement will increase for all students. 1

🔑 G098871

**G1.B1** Students in 4th and 5th grade are not maintaining proficiency levels 2

🔑 B266155

**G1.B1.S1** STEM enrichment during iii for students performing in the 70th percentile and above. 4

🔑 S282068

#### Strategy Rationale

Challenge high performing students with problem solving opportunities.

#### Action Step 1 5

Students performing in the 70th percentile and above will receive STEM enrichment using Engineering is Elementary and Project Lead the Way curriculum.

##### Person Responsible

Heather Maple

##### Schedule

Every 6 Weeks, from 9/5/2017 to 5/11/2018

##### *Evidence of Completion*

i-Ready growth monitoring, rubrics from engineering design challenges

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

Professional development, and classroom walkthroughs

### Person Responsible

Heather Maple

### Schedule

Every 6 Weeks, from 8/8/2017 to 5/11/2018

### *Evidence of Completion*

i-Ready diagnostic and growth data

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

Professional development and classroom walkthroughs

### Person Responsible

Heather Maple

### Schedule

Every 6 Weeks, from 9/5/2017 to 5/11/2018

### *Evidence of Completion*

i-Ready diagnostic and growth data

**G1.B1.S2** Guided Reading during tier 1 instruction. 4

🔑 S282069

### Strategy Rationale

Differentiated instruction to meet student needs using reading levels.

**Action Step 1** 5

Guided reading during tier 1 instruction is differentiated to meet the needs of all students

### Person Responsible

Katie McKenna

### Schedule

Monthly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Classroom walk-throughs, Fountas & Pinnel levels, i-Ready diagnostics, reading records

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Professional development, classroom walkthroughs, reading records

### Person Responsible

Katie McKenna

### Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

### *Evidence of Completion*

Fountas and Pinnell levels, i-Ready diagnostic and growth data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** `7`

Classroom walkthroughs, model lessons, reading records

### Person Responsible

Katie McKenna

### Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

### *Evidence of Completion*

Fountas and pinnell levels, i-Ready diagnostic and growth data

**G1.B1.S3** 45 minutes per week on i-Ready math and reading `4`

🔧 S282070

### Strategy Rationale

Individualized learning path targeting the specific needs of students

**Action Step 1** `5`

Students will spend 45 minutes per week on i-Ready reading and math learning paths

### Person Responsible

Heather Maple

### Schedule

Weekly, from 8/21/2017 to 5/18/2018

### *Evidence of Completion*

i-Ready usage report

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** `6`

Technology rotation of block schedule devoted to i-ready

### Person Responsible

Shannon Mahoney

### Schedule

Monthly, from 8/21/2017 to 5/18/2018

### *Evidence of Completion*

i-ready usage reports

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** `7`

weekly competitions incentivising i-ready usage and lessons passed

### Person Responsible

Heather Maple

### Schedule

Weekly, from 8/28/2017 to 5/18/2018

### *Evidence of Completion*

i-ready usage and response to insttruction reports

**G1.B2** Proficiency and growth of lowest 25% 2

🔑 B266156

**G1.B2.S1** Sheltered classrooms for ELL students in each grade level that utilize strategies for language aquistition. 4

🔑 S282071

### Strategy Rationale

Focused and purposeful use of staff and resources. Target students who will count the most.

**Action Step 1** 5

Sheltered classrooms for ELL students in each grade level that utilize strategies for language aquistition.

#### Person Responsible

Shannon Mahoney

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

#### *Evidence of Completion*

Classroom walk throughs, Fountas and Pinnell levels, ACCESS for ELLs, i-Ready diagnostics

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Classroom walk throughs and observations

#### Person Responsible

Shannon Mahoney

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

#### *Evidence of Completion*

ACCESS for ELLs, Fountas and Pinnell levels, i-Ready diagnostics

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** `7`

Fountas and Pinnell levels, i-Ready diagnostic report

### Person Responsible

Shannon Mahoney

### Schedule

Quarterly, from 9/5/2017 to 5/24/2018

### *Evidence of Completion*

Running record tracker, i-Ready completion report

**G1.B2.S2** Interventions to support students performing in the lowest 25% [4]

S282072

### Strategy Rationale

Use a research based program with teachers who are highly trained and implement with fidelity.

**Action Step 1** [5]

Leveled Literacy Intervention (LLI) taught by reading specialists targeting the lowest 25% of students in ELA

### Person Responsible

Dayana Duval

### Schedule

Weekly, from 8/14/2017 to 5/10/2018

### *Evidence of Completion*

Running Records

**Action Step 2** [5]

Additional I-Ready time using individualized learning path as Tier 2 intervention.

### Person Responsible

Dayana Duval

### Schedule

Monthly, from 8/21/2017 to 5/10/2018

### *Evidence of Completion*

Attendance, Growth monitoring, and Response to Instruction

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** `6`

Walk-throughs

### Person Responsible

Katie McKenna

### Schedule

Monthly, from 8/21/2017 to 5/10/2018

### *Evidence of Completion*

Attendance and running records

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** `7`

Leadership team meets with reading specialists to monitor progress of students

### Person Responsible

Katie McKenna

### Schedule

Quarterly, from 9/11/2017 to 5/10/2018

### *Evidence of Completion*

Running records and i-Ready growth monitoring

**G1.B2.S3** Reading support for ESE students. 4

S282073

### Strategy Rationale

Use a research based program with teachers who are highly trained and implement with fidelity.

### Action Step 1 5

ESE students will recieve guided reading and/or LLI from VE teachers.

#### Person Responsible

Shannon Mahoney

#### Schedule

Weekly, from 8/29/2017 to 5/10/2018

#### *Evidence of Completion*

Running Records

### Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Classroom Walkthroughs

#### Person Responsible

Shannon Mahoney

#### Schedule

Biweekly, from 8/14/2017 to 5/24/2018

#### *Evidence of Completion*

Running Records

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Classroom walkthroughs, data chats, PLC team meetings

### Person Responsible

Shannon Mahoney

### Schedule

Every 6 Weeks, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

iReady, Running Records, Classroom Observations

**G1.B2.S4** Tier 1 guided reading instruction. 4

🔑 S282074

### Strategy Rationale

Teachers will be able to differentiate their instruction to meet the needs of the lowest 25% of students.

**Action Step 1** 5

Professional development and support will be provided for classroom teachers in guided reading.

### Person Responsible

Katie McKenna

### Schedule

Every 6 Weeks, from 8/7/2017 to 3/30/2018

### *Evidence of Completion*

Classroom walk throughs, Reading records, running records, Fountas and Pinnell Levels, i-Ready diagnostics

**Plan to Monitor Fidelity of Implementation of G1.B2.S4** `6`

Classroom walkthroughs and reading records

### Person Responsible

Katie McKenna

### Schedule

Monthly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Classroom walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S4** `7`

Classroom walk throughs, reading records, fountas and pinnell levels

### Person Responsible

Katie McKenna

### Schedule

Triannually, from 9/11/2017 to 5/24/2018

### *Evidence of Completion*

Coach log, track student progression through Fountas and Pinnell Levels

**G1.B3** Percentage of 5th grade students proficient in science  2

🔑 B266157

**G1.B3.S1** Science Lab on the block rotation taught by the Science Coach and a paraprofessional  4

🔑 S282075

### Strategy Rationale

Hands on learning and review of all tested science standards targeting students predicted to make level 2 on State Science Assessment

### Action Step 1  5

Science Lab to target grade 5 students at predicted proficiency level 2 during block.

**Person Responsible**

Heather Maple

**Schedule**

Daily, from 8/21/2017 to 4/27/2018

*Evidence of Completion*

Attendance, Science benchmark assessment scores

### Plan to Monitor Fidelity of Implementation of G1.B3.S1  6

Classroom walkthroughs

**Person Responsible**

Shannon Mahoney

**Schedule**

Monthly, from 8/21/2017 to 4/27/2018

*Evidence of Completion*

Classroom observations, attendance records, Science benchmark assessments

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** `7`

Invite classroom teachers in to observe model science lessons by the science coach in the lab

**Person Responsible**

Heather Maple

**Schedule**

Every 6 Weeks, from 8/30/2017 to 12/21/2017

***Evidence of Completion***

Classroom observations, attendance records, Science benchmark assessments

**G2.** If Neptune Elementary establishes and uses a school-wide positive behavior support system, with uniform expectations, procedures, and a monitoring system, then we will impact instructional time which will increase student academic performance in all content areas. [1]

🔑 G098872

**G2.B1** There is a lack of buy-in, program knowledge and support for teachers to implement PBiS with fidelity. [2]

🔑 B266158

**G2.B1.S1** Continuing professional development in PBiS [4]

🔑 S282076

**Strategy Rationale**

Professional development will provide a variety of strategies to support positive behavior within the classroom.

**Action Step 1** [5]

Continue professional development in PBiS

**Person Responsible**

Shernelle Wiltshire

**Schedule**

Monthly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

Participation in PBiS

**Action Step 2** [5]

Incentivize use of PBiS with teachers

**Person Responsible**

Linda Harwood

**Schedule**

Monthly, from 8/16/2017 to 5/24/2018

***Evidence of Completion***

Rocket dollars with teacher names, teacher recognition tickets

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** `6`

Track teachers use of The Launch Pad School Store

**Person Responsible**

Shernelle Wiltshire

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

*Evidence of Completion*

Tracking the paper forms of classes who participate in The Launch Pad Store.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** `6`

Incentives will be provided for teachers who submit evidence of PBiS implementation in the classroom including rocket dollars, launch logs, and teacher recognition tickets

**Person Responsible**

Linda Harwood

**Schedule**

Monthly, from 8/16/2017 to 5/24/2018

*Evidence of Completion*

Classroom behavior plans and walk throughs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** `7`

Leadership team will monitor minor infractions, referrals, and schoolwide discipline.

**Person Responsible**

Shannon Mahoney

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

*Evidence of Completion*

minor infraction and referral data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** `7`

Leadership team will participate in walk throughs to make sure that children have opportunity to earn and use rocket dollars consistently.

### Person Responsible

Shannon Mahoney

### Schedule

Quarterly, from 8/10/2017 to 5/24/2018

### *Evidence of Completion*

walk-through tool

**G2.B2** There is a lack of students understanding of the PBiS expectations because they are not built into all regular classroom routines. `2`

🔍 B266159

**G2.B2.S1** Continue to Model and Reteach PBiS expectations. `4`

🔍 S282077

### Strategy Rationale

Modeling and reteaching PBiS expectations will increase student knowledge about PBiS and reinforce expectations.

**Action Step 1** `5`

Provide multiple opportunities for model and reteach in the classrooms, morning announcements, and celebration assemblies

### Person Responsible

Shernelle Wiltshire

### Schedule

Biweekly, from 8/10/2017 to 5/24/2018

### *Evidence of Completion*

Celebration Assembly Agendas, classroom launch pad use tracker, morning announcement agenda

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** `6`

Classroom walkthroughs, discipline data

### Person Responsible

Shernelle Wiltshire

### Schedule

Every 3 Weeks, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Celebration Assembly Agendas, classroom launch pad use tracker, morning announcement agenda, discipline data

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** `7`

Classroom Walkthroughs, discipline data,

### Person Responsible

Shernelle Wiltshire

### Schedule

Biweekly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Celebration Assembly Agendas, classroom launch pad use tracker, morning announcement agenda, discipline data

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B3.S1.MA1 M413006 | Invite classroom teachers in to observe model science lessons by the science coach in the lab | Maple, Heather | 8/30/2017 | Classroom observations, attendance records, Science benchmark assessments | 12/21/2017 every-6-weeks |
| G1.B2.S4.A1 A380609 | Professional development and support will be provided for classroom teachers in guided reading. | McKenna, Katie | 8/7/2017 | Classroom walk throughs, Reading records, running records, Fountas and Pinnell Levels, i-Ready diagnostics | 3/30/2018 every-6-weeks |
| G1.B3.S1.MA1 M413007 | Classroom walkthroughs | Mahoney, Shannon | 8/21/2017 | Classroom observations, attendance records, Science benchmark assessments | 4/27/2018 monthly |
| G1.B3.S1.A1 A380610 | Science Lab to target grade 5 students at predicted proficiency level 2 during block. | Maple, Heather | 8/21/2017 | Attendance, Science benchmark assessment scores | 4/27/2018 daily |
| G1.B2.S2.MA1 M413000 | Leadership team meets with reading specialists to monitor progress of students | McKenna, Katie | 9/11/2017 | Running records and i-Ready growth monitoring | 5/10/2018 quarterly |
| G1.B2.S2.MA1 M413001 | Walk-throughs | McKenna, Katie | 8/21/2017 | Attendance and running records | 5/10/2018 monthly |
| G1.B2.S2.A1 A380606 | Leveled Literacy Intervention (LLI) taught by reading specialists targeting the lowest 25% of... | Duval, Dayana | 8/14/2017 | Running Records | 5/10/2018 weekly |
| G1.B2.S2.A2 A380607 | Additional I-Ready time using individualized learning path as Tier 2 intervention. | Duval, Dayana | 8/21/2017 | Attendance, Growth monitoring, and Response to Instruction | 5/10/2018 monthly |
| G1.B2.S3.A1 A380608 | ESE students will recieve guided reading and/or LLI from VE teachers. | Mahoney, Shannon | 8/29/2017 | Running Records | 5/10/2018 weekly |
| G1.B1.S1.MA1 M412992 | Professional development and classroom walkthroughs | Maple, Heather | 9/5/2017 | i-Ready diagnostic and growth data | 5/11/2018 every-6-weeks |
| G1.B1.S1.MA1 M412993 | Professional development, and classroom walkthroughs | Maple, Heather | 8/8/2017 | i-Ready diagnostic and growth data | 5/11/2018 every-6-weeks |
| G1.B1.S1.A1 A380602 | Students performing in the 70th percentile and above will receive STEM enrichment using Engineering... | Maple, Heather | 9/5/2017 | i-Ready growth monitoring, rubrics from engineering design challenges | 5/11/2018 every-6-weeks |
| G1.B1.S3.MA1 M412996 | weekly competitions incentivising i-ready usage and lessons passed | Maple, Heather | 8/28/2017 | i-ready usage and response to insttruction reports | 5/18/2018 weekly |
| G1.B1.S3.MA1 M412997 | Technology rotation of block schedule devoted to i-ready | Mahoney, Shannon | 8/21/2017 | i-ready usage reports | 5/18/2018 monthly |
| G1.B1.S3.A1 A380604 | Students will spend 45 minutes per week on i-Ready reading and math learning paths | Maple, Heather | 8/21/2017 | i-Ready usage report | 5/18/2018 weekly |
| G1.MA1 M413008 | Classroom walkthroughs, model lessons, reading records | McKenna, Katie | 8/10/2017 | Fountas and pinnell levels, i-Ready diagnostic and growth data | 5/24/2018 every-6-weeks |
| G2.MA1 M413015 | Leadership team will monitor minor infractions, referrals, and schoolwide discipline. | Mahoney, Shannon | 8/14/2017 | Minor infractions and referrals | 5/24/2018 monthly |
| G2.MA2 M413016 | Leadership team will participate in walk throughs to make sure that children have opportunity to... | Wiltshire, Shernelle | 8/14/2017 | Classroom behavior plans and walk throughs | 5/24/2018 quarterly |
| G1.B2.S1.MA1 M412998 | Fountas and Pinnell levels, i-Ready diagnostic report | Mahoney, Shannon | 9/5/2017 | Running record tracker, i-Ready completion report | 5/24/2018 quarterly |
| G1.B2.S1.MA1 M412999 | Classroom walk throughs and observations | Mahoney, Shannon | 8/10/2017 | ACCESS for ELLs, Fountas and Pinnell levels, i-Ready diagnostics | 5/24/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B2.S1.A1 A380605 | Sheltered classrooms for ELL students in each grade level that utilize strategies for language... | Mahoney, Shannon | 8/10/2017 | Classroom walk throughs, Fountas and Pinnell levels, ACCESS for ELLs, i-Ready diagnostics | 5/24/2018 monthly |
| G2.B1.S1.MA1 M413009 | Leadership team will monitor minor infractions, referrals, and schoolwide discipline. | Mahoney, Shannon | 8/10/2017 | minor infraction and referral data | 5/24/2018 monthly |
| G2.B1.S1.MA4 M413010 | Leadership team will participate in walk throughs to make sure that children have opportunity to... | Mahoney, Shannon | 8/10/2017 | walk-through tool | 5/24/2018 quarterly |
| G2.B1.S1.MA1 M413011 | Track teachers use of The Launch Pad School Store | Wiltshire, Shernelle | 8/10/2017 | Tracking the paper forms of classes who participate in The Launch Pad Store. | 5/24/2018 monthly |
| G2.B1.S1.MA3 M413012 | Incentives will be provided for teachers who submit evidence of PBiS implementation in the... | Harwood, Linda | 8/16/2017 | Classroom behavior plans and walk throughs | 5/24/2018 monthly |
| G2.B1.S1.A1 A380611 | Continue professional development in PBiS | Wiltshire, Shernelle | 8/3/2017 | Participation in PBiS | 5/24/2018 monthly |
| G2.B1.S1.A2 A380612 | Incentivize use of PBiS with teachers | Harwood, Linda | 8/16/2017 | Rocket dollars with teacher names, teacher recognition tickets | 5/24/2018 monthly |
| G2.B2.S1.MA1 M413013 | Classroom Walkthroughs, discipline data, | Wiltshire, Shernelle | 8/14/2017 | Celebration Assembly Agendas, classroom launch pad use tracker, morning announcement agenda, discipline data | 5/24/2018 biweekly |
| G2.B2.S1.MA1 M413014 | Classroom walkthroughs, discipline data | Wiltshire, Shernelle | 8/14/2017 | Celebration Assembly Agendas, classroom launch pad use tracker, morning announcement agenda, discipline data | 5/24/2018 every-3-weeks |
| G2.B2.S1.A1 A380613 | Provide multiple opportunities for model and reteach in the classrooms, morning announcements, and... | Wiltshire, Shernelle | 8/10/2017 | Celebration Assembly Agendas, classroom launch pad use tracker, morning announcement agenda | 5/24/2018 biweekly |
| G1.B1.S2.MA1 M412994 | Classroom walkthroughs, model lessons, reading records | McKenna, Katie | 8/10/2017 | Fountas and pinnell levels, i-Ready diagnostic and growth data | 5/24/2018 every-6-weeks |
| G1.B1.S2.MA1 M412995 | Professional development, classroom walkthroughs, reading records | McKenna, Katie | 8/10/2017 | Fountas and Pinnell levels, i-Ready diagnostic and growth data | 5/24/2018 every-6-weeks |
| G1.B1.S2.A1 A380603 | Guided reading during tier 1 instruction is differentiated to meet the needs of all students | McKenna, Katie | 8/14/2017 | Classroom walk-throughs, Fountas & Pinnel levels, i-Ready diagnostics, reading records | 5/24/2018 monthly |
| G1.B2.S3.MA1 M413002 | Classroom walkthroughs, data chats, PLC team meetings | Mahoney, Shannon | 8/14/2017 | iReady, Running Records, Classroom Observations | 5/24/2018 every-6-weeks |
| G1.B2.S3.MA1 M413003 | Classroom Walkthroughs | Mahoney, Shannon | 8/14/2017 | Running Records | 5/24/2018 biweekly |
| G1.B2.S4.MA1 M413004 | Classroom walk throughs, reading records, fountas and pinnell levels | McKenna, Katie | 9/11/2017 | Coach log, track student progression through Fountas and Pinnell Levels | 5/24/2018 triannually |
| G1.B2.S4.MA1 M413005 | Classroom walkthroughs and reading records | McKenna, Katie | 8/14/2017 | Classroom walkthroughs | 5/24/2018 monthly |

# V. Professional Development Opportunities

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

**G1.** If Neptune Elementary ensures high levels of standard-based learning for all students by working in collaborative teams to create and use a guaranteed and viable curriculum, scales, common formative and summative assessments, and data to enrich and remediate, then student achievement will increase for all students.

**G1.B1** Students in 4th and 5th grade are not maintaining proficiency levels

**G1.B1.S1** STEM enrichment during iii for students performing in the 70th percentile and above.

### PD Opportunity 1

Students performing in the 70th percentile and above will receive STEM enrichment using Engineering is Elementary and Project Lead the Way curriculum.

#### Facilitator

Heather Maple

#### Participants

2 teachers in each grade level

#### Schedule

Every 6 Weeks, from 9/5/2017 to 5/11/2018

**G1.B1.S2** Guided Reading during tier 1 instruction.

### PD Opportunity 1

Guided reading during tier 1 instruction is differentiated to meet the needs of all students

#### Facilitator

Katie McKenna

#### Participants

classroom teachers

#### Schedule

Monthly, from 8/14/2017 to 5/24/2018

**G1.B2** Proficiency and growth of lowest 25%

**G1.B2.S1** Sheltered classrooms for ELL students in each grade level that utilize strategies for language aquistition.

### PD Opportunity 1

Sheltered classrooms for ELL students in each grade level that utilize strategies for language aquistition.

**Facilitator**

**Participants**

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**G1.B2.S4** Tier 1 guided reading instruction.

### PD Opportunity 1

Professional development and support will be provided for classroom teachers in guided reading.

**Facilitator**

Katie McKenna

**Participants**

Classroom Teachers

**Schedule**

Every 6 Weeks, from 8/7/2017 to 3/30/2018

**G1.B3** Percentage of 5th grade students proficient in science

**G1.B3.S1** Science Lab on the block rotation taught by the Science Coach and a paraprofessional

### PD Opportunity 1

Science Lab to target grade 5 students at predicted proficiency level 2 during block.

**Facilitator**

Heather Maple

**Participants**

Classroom teachers

**Schedule**

Daily, from 8/21/2017 to 4/27/2018

**G2.** If Neptune Elementary establishes and uses a school-wide positive behavior support system, with uniform expectations, procedures, and a monitoring system, then we will impact instructional time which will increase student academic performance in all content areas.

**G2.B1** There is a lack of buy-in, program knowledge and support for teachers to implement PBiS with fidelity.

**G2.B1.S1** Continuing professional development in PBiS

### PD Opportunity 1

Continue professional development in PBiS

**Facilitator**

PBiS Team

**Participants**

Classroom Teachers and Staff

**Schedule**

Monthly, from 8/3/2017 to 5/24/2018

## VI. Technical Assistance Items

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

## VII. Budget

| 1 | G1.B1.S1.A1 | Students performing in the 70th percentile and above will receive STEM enrichment using Engineering is Elementary and Project Lead the Way curriculum. | $0.00 |
|---|---|---|---|
| 2 | G1.B1.S2.A1 | Guided reading during tier 1 instruction is differentiated to meet the needs of all students | $0.00 |
| 3 | G1.B1.S3.A1 | Students will spend 45 minutes per week on i-Ready reading and math learning paths | $0.00 |
| 4 | G1.B2.S1.A1 | Sheltered classrooms for ELL students in each grade level that utilize strategies for language aquistition. | $0.00 |
| 5 | G1.B2.S2.A1 | Leveled Literacy Intervention (LLI) taught by reading specialists targeting the lowest 25% of students in ELA | $0.00 |
| 6 | G1.B2.S2.A2 | Additional I-Ready time using individualized learning path as Tier 2 intervention. | $0.00 |
| 7 | G1.B2.S3.A1 | ESE students will recieve guided reading and/or LLI from VE teachers. | $0.00 |
| 8 | G1.B2.S4.A1 | Professional development and support will be provided for classroom teachers in guided reading. | $0.00 |
| 9 | G1.B3.S1.A1 | Science Lab to target grade 5 students at predicted proficiency level 2 during block. | $0.00 |
| 10 | G2.B1.S1.A1 | Continue professional development in PBiS | $0.00 |
| 11 | G2.B1.S1.A2 | Incentivize use of PBiS with teachers | $0.00 |
| 12 | G2.B2.S1.A1 | Provide multiple opportunities for model and reteach in the classrooms, morning announcements, and celebration assemblies | $0.00 |
| | | Total: | $0.00 |