

School District of Osceola County, FL

Neptune Elementary School



2018-19 Schoolwide Improvement Plan

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Neptune Elementary School

1200 BETSY ROSS LN, Saint Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	A	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Blake, Stephanie	Instructional Coach
Ramirez, Sandra	Instructional Coach
Maple, Heather	Instructional Coach
Pinder-Jones, Candie	Teacher, K-12
Bayron, rebekah	Teacher, K-12
Swaby, Lori	Teacher, ESE

Duties

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

Principal and Assistant Principal

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

Classroom Teacher

- Keep ongoing progress monitoring notes in MTSS folder (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

Early Warning Systems

Year 2017-18

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	7	31	34	26	28	24	0	0	0	0	0	0	0	150
One or more suspensions	0	5	1	2	0	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	5	52	51	0	0	0	0	0	0	0	108

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	2	16	17	0	0	0	0	0	0	0	38

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	5	1	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	0	0	0	4	0	0	0	0	0	0	0	0	0	4

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA lowest 25th percentile, and Math lowest 25th percentile performed the lowest. This is not a trend, the lowest quartile performed better the previous year.

Which data component showed the greatest decline from prior year?

ELA lowest 25th percentile, and Math lowest 25th percentile showed the greatest decline.

Which data component had the biggest gap when compared to the state average?

ELA lowest 25th percentile, and Math lowest 25th percentile showed the biggest gap compared to the state average.

Which data component showed the most improvement? Is this a trend?

The ESE population showed the most improvement. No, this is not a trend.

Describe the actions or changes that led to the improvement in this area.

1. During the 2017-2018 school year, ESE teachers utilized Leveled Literacy Intervention (LLI) with their students during intensive reading instruction.
2. During the 2017-2018 school year, Leveled Literacy Intervention (LLI) taught by reading specialists (Mrs. Duval, Mrs. Blake, Mrs. Pinder-Jones) targeted the lowest 25% of students in ELA improvement which included many ESE students.
3. Additional I-Ready time using individualized learning path added as Tier 2 intervention which included many ESE students.
4. The Leadership team implemented classroom walk-throughs. The Leadership team met with reading specialists to monitor progress of students.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	57%	51%	56%	54%	52%	52%
ELA Learning Gains	50%	54%	55%	50%	55%	52%
ELA Lowest 25th Percentile	37%	46%	48%	45%	50%	46%
Math Achievement	57%	54%	62%	58%	53%	58%
Math Learning Gains	55%	56%	59%	59%	56%	58%
Math Lowest 25th Percentile	36%	42%	47%	53%	49%	46%
Science Achievement	60%	51%	55%	53%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (0)	31 (13)	34 (14)	26 (7)	28 (11)	24 (5)	150 (50)
One or more suspensions	0 (0)	5 (5)	1 (2)	2 (1)	0 (1)	1 (3)	9 (12)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (19)	52 (22)	51 (20)	108 (61)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	49%	51%	-2%	57%	-8%
	2017	49%	53%	-4%	58%	-9%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	54%	48%	6%	56%	-2%
	2017	57%	50%	7%	56%	1%
Same Grade Comparison		-3%				
Cohort Comparison		5%				
05	2018	51%	50%	1%	55%	-4%
	2017	49%	48%	1%	53%	-4%
Same Grade Comparison		2%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	49%	51%	-2%	62%	-13%
	2017	46%	56%	-10%	62%	-16%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	60%	53%	7%	62%	-2%
	2017	69%	55%	14%	64%	5%
Same Grade Comparison		-9%				
Cohort Comparison		14%				
05	2018	51%	52%	-1%	61%	-10%
	2017	53%	49%	4%	57%	-4%
Same Grade Comparison		-2%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	53%	49%	4%	55%	-2%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	29	33	33	34	23	14				
ELL	40	45	36	44	45	29	44				
BLK	37	31		41	38						
HSP	57	54	40	56	53	37	61				
MUL	64			55							
WHT	59	39	25	66	61	42	56				
FRL	53	47	33	52	53	39	55				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	32	37	15	40	44					
ELL	41	63	71	45	74	64	32				
BLK	50	60		36	47						
HSP	55	61	62	58	72	66	55				
MUL	50			70							
WHT	65	68	54	71	75		77				
FRL	51	63	59	52	68	64	55				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	We will provide high level learning opportunities for all students in the area of ELA and will increase both proficiency levels and learning gains on the 2018-2019 FSA.
Rationale	If each grade level identifies essential standards in ELA, and ensures mastery of those essential standards through PLC work, then proficiency and gains on FSA ELA will increase.
Intended Outcome	An increase of 5% in proficiency, and an increase of 7% in learning gains in ELA FSA scores.
Point Person	Sandra Ramirez (sandra.ramirez@osceolaschools.net)
Action Step	
Description	<p>1. Ensure high levels of learning for all students in literacy (SDOC Strategy 1A). -Literacy coach will provide differentiated PD in mini lessons, guided reading, Ready Writing, and close reading. - Leadership team will monitor with weekly walk throughs and immediate feedback.</p> <p>2. Strengthen collaborative processes to ensure that the learning needs of all students are met, with the PLC Action Plan embedded within the action steps and monitoring (SDOC Strategy 1E). -Grade level PLCs will identify essential standards (what do we want them to learn?). They will create or vet scales with exemplars, and create or vet common assessments for those essentials standards (how will we know if they learned it?). Next, PLC teams will analyze grade level data from the common assessments to create smart goals and groups for re-teach or enrichment during iii time (How will we respond when they don't learn it? / How will we respond if they already know it?). -Each grade level PLC has a member of the leadership team overseeing their work on a weekly basis (Kindergarten - Pinder-Jones, Grade 1 - McLaughlin, Grade 2 - Bayron, Grade 3 - Ramirez, Grade 4 - Blake, Grade 5 - Maple).</p> <p>4. ELL task force will ensure high levels of learning for all students in Literacy. - EES will provide professional development in Elevation, cognates, using visuals and labels... ELL strategies - EES holding parent PLCs to build capacity in the home - ELL Task force (EES, Guidance counselors, sheltered teachers, Ruth Cote, Cheryl Munoz, Shannon Mahoney) meets quarterly to discuss trends and action steps to improve access to grade level instruction for all ELL students. - Leadership team will monitor with weekly walk throughs and immediate feedback.</p>
Person Responsible	Sandra Ramirez (sandra.ramirez@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Sandra Ramirez will report progress on ensuring high levels of learning for all students in literacy using walk through trends, common assessment data, and smart goals (standard, % of students at mastery, % of students expected to achieve mastery after re-teach, re-teach/ extension plans, and what will be done for students who do not achieve mastery after re-teach).</p> <p>Rebekah Bayron will report progress on ensuring high levels of learning for all students in</p>

Literacy using walk through trends, common assessment data from sheltered classrooms, and ELL tracker.

Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person

Responsible

Shannon Mahoney (shannon.mahoney@osceolaschools.net)

Activity #2	
Title	We will provide high level learning opportunities for all students in the lowest quartile in the areas of ELA and Math and will increase both proficiency levels and learning gains on the 2018-2019 FSA.
Rationale	If the percentage of students in the lowest quartile who make learning gains on ELA and Math FSA increase, then the school grade will improve.
Intended Outcome	55% of students in the lowest quartile will make learning gains according to ELA FSA.
Point Person	Stephanie Blake (stephanie.blake@osceolaschools.net)
Action Step	
Description	<p>1. Ensure high levels of learning for all students in literacy and mathematics including those in the lowest quartile (SDOC Strategy 1A & SDOC Strategy 1B).</p> <ul style="list-style-type: none"> -Sandra Ramirez (Literacy coach) will provide differentiated PD in mini lessons, guided reading, Ready Writing, and close reading. -Heather Maple (Math coach) will provide differentiated PD in number talks, mini-lessons (gradual release), cognitively complex tasks, and utilizing resources such as Tenmarks. -Stephanie Blake (MTSS coach) will provide differentiated PD in guided reading and Leveled Literacy Intervention as needed. -Stephanie Blake (MTSS coach) will help teachers identify and monitor students weekly in the lowest quartile. These students will receive interventions targeted to their needs including Leveled Literacy Intervention (LLI), additional time on iReady individualized learning path, and instruction in MAFS. LY students in the Lowest Quartile will be supported in English language acquisition through ESOL strategies and accommodations. - Leadership team will monitor with weekly walk throughs and immediate feedback. <p>2. Strengthen collaborative processes to ensure that the learning needs of all students are met, with the PLC Action Plan embedded within the action steps and monitoring (SDOC Strategy 1E).</p> <ul style="list-style-type: none"> -Each grade level PLC has a member of the leadership team overseeing progress on a weekly basis (Kindergarten - Pinder-Jones, Grade 1 - McLaughlin, Grade 2 - Bayron, Grade 3 - Ramirez, Grade 4 - Blake, Grade 5 - Maple). - Leadership team will also monitor with weekly walk throughs and immediate feedback. -.Students in the lowest quartile will be closely monitored for progress by analyzing data collected weekly through LLI, iReady standards mastery, Journeys Toolkit assessments, and MAFS. <p>3.ELL task force will ensure high levels of learning for all students in Literacy and Math, including students in the lowest quartile.</p> <ul style="list-style-type: none"> - EES will provide professional development in Elevation, cognates, using visuals, labels, and ELL strategies. - EES will hold parent PLCs to build capacity in the home. - ELL Task force (EES, Guidance counselors, sheltered teachers, Ruth Cote, Cheryl Munoz, Shannon Mahoney) meets quarterly to discuss trends and action steps to improve access to grade level instruction for all ELL students. - Leadership team will monitor with weekly walk throughs and immediate feedback.
Person Responsible	Shannon Mahoney (shannon.mahoney@osceolaschools.net)
Plan to Monitor Effectiveness	

-School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus.

-Stephanie Blake (MTSS coach) will report progress on ensuring high levels of achievement in ELA and mathematics for students in the lowest quartile using walk through trends, iReady data, LLI data trackers, Journeys Toolkit data, and MAFS data.

-Stephanie Blake and Candie Pinder-Jones (Reading Specialists) will monitor the progress of students in the lowest quartile. Students will be monitored weekly through Fountas & Pinnell levels, iReady data, mastery of grade level essential standards, Journeys Toolkit assessments, and MAFS data.

Description

-Rebekah Bayron (EES) will report progress on ensuring high levels of learning for students in the lowest quartile in Literacy and Math using walk through trends, common assessment data from sheltered classrooms, and ELL trackers.

-Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

-Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

**Person
Responsible**

Shannon Mahoney (shannon.mahoney@osceolaschools.net)

Activity #3	
Title	We will continue to strengthen our school wide behavior model and will monitor the tracking of core behavior expectations to ensure we meet the needs of all students
Rationale	If we ensure a strong and consistent Tier 1 behavior model across the school site, our referrals in grades k-5 will decrease.
Intended Outcome	Referrals will be decreased by 5%.
Point Person	Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1.PBiS team leaders/members and MTSS to guide/support implementation and intervention. 2. Monthly PBiS lead meetings (representative from each grade level and school area) 3.Targeted students will have access to social/emotional groups, access to in-school/ outside counseling services and district school social work services. 4.PBiS Professional Development, and District PBiS Coordinator Support. Sanford Harmony Program and Restorative Practices is incorporated in each classroom. 5.Problem solving process will continue to take place during weekly IAT meetings 6. PLC team meetings will include a behavior component. Teams will discuss data from tier 1 use of SOAR expectations (minor infractions, classroom referrals) and develop plans/ interventions from tier 1 issues. 7. Development, implementation, data collection, and monitoring of students in tier 2 and 3 in the area of behavior. 8. Classroom and school wide expectations/policies/procedures/routines aligned with tier 1 school wide plan. 9. Discussion and problem solving on school-wide level. Data will be analyzed and problem solving process conducted with whole staff.
Person Responsible	Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> `Leadership team will monitor minor infractions, referrals, and school wide discipline. `PLC teams will analyze, discuss, and problem solve grade level tier 1 outliers `PBiS team will monitor minor infractions, referrals, and school wide discipline and offer suggestions/plans to leadership team. `Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. `Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)

Activity #4	
Title	We will continue to strengthen our PLC process and monitor the tracking of essential standards, common assessments, and data to assure we meet the needs of all students.
Rationale	Strengthening our PLC culture will keep out teams focused on student achievement and learning. Planning rigorous standards-based lessons, designing common assessments and analyzing data to inform instruction will lead to higher levels of student growth and proficiency levels.
Intended Outcome	Our goal is to have each one of our grade level PLC teams at a level 5 or higher on the PLC seven stages rubric. Our goal is for SMART goal data to demonstrate an increase in the number of students scoring proficient on the selected essential standards.
Point Person	Shannon Mahoney (shannon.mahoney@osceolaschools.net)
Action Step	
Description	<p>PLC's teams will focus on the following work:</p> <ul style="list-style-type: none"> `Select essential standards `Unpack essential standards and build scales/learning targets `Design lessons `Design common assessments/formative assessments `Utilize formative assessments to drive instruction `Utilize common assessment data to set SMART goals and develop intervention/extension groups `Monitor progress during reteach during designated timeline and reassess to determine if SMART goals have been met `ELL task force team will assist in providing instructional strategies, appropriate accommodations, and important data analysis of our ELL students to help boost achievement and learning gains.
Person Responsible	Shannon Mahoney (shannon.mahoney@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>Each PLC grade level team will have a leadership team member assigned for support and guidance. PLC teams will submit weekly agendas and notes, and will maintain a monitoring tool with Foutas & Pinnell data, standard mastery post tests, and SMART goal progress. School stocktake meetings will take place monthly to report progress to the administration on each of the areas of focus.</p> <p>Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.</p>
Person Responsible	Shannon Mahoney (shannon.mahoney@osceolaschools.net)

Activity #5	
Title	We will provide high level learning opportunities for all students in the area of Math and will increase both proficiency levels and learning gains on the 2018-2019 FSA.
Rationale	If each grade level identifies essential standards in Math, and ensures mastery of those essential standards through PLC work, then proficiency levels and learning gains on the Math FSA assessment will increase.
Intended Outcome	An increase of 5% in proficiency, and an increase of 7% in learning gains in math FSA scores.
Point Person	Heather Maple (heather.maple@osceolaschools.net)
Action Step	
Description	<p>1. Ensure high levels of learning for all students in math (SDOC Strategy 1A). -Math coach will provide differentiated PD in mini lessons, complex tasks, math discourse, and monitoring and remediation.. - Leadership team will monitor with weekly walk throughs and immediate feedback.</p> <p>2. Strengthen collaborative processes to ensure that the learning needs of all students are met, with the PLC Action Plan embedded within the action steps and monitoring (SDOC Strategy 1E). -Grade level PLCs will identify essential standards (what do we want them to learn?). They they will create or vet scales with exemplars, and create or vet common assessments for those essentials standards (how will we know if they learned it?). Next, PLC teams will analyze grade level data from the common assessments to create smart goals and groups for re-teach or enrichment during iii time (How will we respond when they don't learn it? / How will we respond if they already know it?). -Each grade level PLC has a member of the leadership team overseeing their work on a weekly basis (Kindergarten - Pinder-Jones, Grade 1 - McLaughlin, Grade 2 - Bayron, Grade 3 - Ramirez, Grade 4 - Blake, Grade 5 - Maple).</p> <p>4. ELL task force will ensure high levels of learning for all students in Math. - EES will provide professional development in Elevation, cognates, using visuals and labels... ELL strategies - EES holding parent PLCs to build capacity in the home - ELL Task force (EES, Guidance counselors, sheltered teachers, Ruth Cote, Cheryl Munoz, Shannon Mahoney) meets quarterly to discuss trends and action steps to improve access to grade level instruction for all ELL students. - Leadership team will monitor with weekly walk throughs and immediate feedback.</p>
	Person Responsible Heather Maple (heather.maple@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus.Heather Maple will report progress on ensuring high levels of mathematics achievement for all students using walk through trends, common assessment data, and smart goals (standard, % of students at mastery, % of students expected to achieve mastery after re-teach, re-teach/ extension plans, and what will be done for students who do not achieve mastery after re-teach).</p> <p>Rebekah Bayron will report progress on ensuring high levels of learning for all students in Math using walk through trends, common assessment data from sheltered classrooms, and</p>

ELL tracker.

Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person

Responsible

Shannon Mahoney (shannon.mahoney@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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.

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.

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.

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.

Part V: Budget

Total:

\$32,500.00