Neptune Elementary School

2019-20 Schoolwide Improvement Plan

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Neptune Elementary School

1200 BETSY ROSS LN, Saint Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Shannon Mahoney

Start Date for this Principal: 6/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (50%) 2016-17: A (63%) 2015-16: C (53%) 2014-15: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	A	C

School Board Approval

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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 in a nurturing inclusive environment.

Provide the school's vision statement.

Neptune Elementary School will encourage all students to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Harwood, Linda	Principal	**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 • Keep progress monitoring notes & evidence of implemented interventions **Literacy/Math/Science Coach** • Coach teachers in Tier 1 instructional strategies • Collect school-wide data for team to use in determining at-risk students • Attend MTSS Team meetings • Train teachers in interventions, progress monitoring, differentiated instruction • Coach teachers in appropriate Tier 2 & 3 interventions • Participate in decisions regarding student placement in MTSS programs and levels of intervention

Name	Title	Job Duties and Responsibilities
		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
Mahoney, Shannon	Assistant Principal	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
Wiltshire, Shernelle	School Counselor	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 • Keep progress monitoring notes & evidence of implemented interventions
Blake, Stephanie	Instructional Coach	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 • Keep progress monitoring notes & evidence of implemented interventions

Name	Title	Job Duties and Responsibilities
Ramirez, Sandra	Instructional Coach	Literacy/Math/Science Coach • Coach teachers in Tier 1 instructional strategies • Collect school-wide data for team to use in determining at-risk students • Attend MTSS Team meetings • Train teachers in interventions, progress monitoring, differentiated instruction • Coach teachers in appropriate Tier 2 & 3 interventions • Participate in decisions regarding student placement in MTSS programs and levels of intervention
Maple, Heather	Instructional Coach	Literacy/Math/Science Coach • Coach teachers in Tier 1 instructional strategies • Collect school-wide data for team to use in determining at-risk students • Attend MTSS Team meetings • Train teachers in interventions, progress monitoring, differentiated instruction • Coach teachers in appropriate Tier 2 & 3 interventions • Participate in decisions regarding student placement in MTSS programs and levels of intervention
	Teacher, K-12	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 • Keep progress monitoring notes & evidence of implemented interventions
Swaby, Lori	Teacher, ESE	
Bayron, rebekah	Teacher, K-12	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 • Keep progress monitoring notes & evidence of implemented interventions

Name	Title	Job Duties and Responsibilities
Miranda, Ebony	School Counselor	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 • Keep progress monitoring notes & evidence of implemented interventions
Gonzalez, Diana	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	131	133	155	166	180	175	0	0	0	0	0	0	0	940
Attendance below 90 percent	5	13	14	17	14	15	0	0	0	0	0	0	0	78
One or more suspensions	1	0	1	0	2	4	0	0	0	0	0	0	0	8
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	1	29	41	0	0	0	0	0	0	0	71

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

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
73

Date this data was collected or last updated
Monday 10/14/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	2	16	17	0	0	0	0	0	0	0	38

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	2	16	17	0	0	0	0	0	0	0	38

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	53%	57%	57%	53%	55%
ELA Learning Gains	53%	56%	58%	64%	55%	57%
ELA Lowest 25th Percentile	49%	51%	53%	61%	53%	52%
Math Achievement	56%	55%	63%	60%	57%	61%
Math Learning Gains	59%	59%	62%	72%	58%	61%
Math Lowest 25th Percentile	46%	45%	51%	64%	49%	51%
Science Achievement	55%	49%	53%	62%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	131 (0)	133 (0)	155 (0)	166 (0)	180 (0)	175 (0)	940 (0)
Attendance below 90 percent	5 (7)	13 (31)	14 (34)	17 (26)	14 (28)	15 (24)	78 (150)
One or more suspensions	1 (0)	0 (5)	1 (1)	0 (2)	2 (0)	4 (1)	8 (9)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (2)	0 (0)	0 (0)	0 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (5)	29 (52)	41 (51)	71 (108)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	51%	7%	58%	0%
	2018	49%	51%	-2%	57%	-8%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	42%	51%	-9%	58%	-16%
	2018	54%	48%	6%	56%	-2%
Same Grade Comparison		-12%				
Cohort Comparison		-7%				
05	2019	50%	48%	2%	56%	-6%
	2018	51%	50%	1%	55%	-4%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	54%	-4%	62%	-12%
	2018	49%	51%	-2%	62%	-13%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	48%	53%	-5%	64%	-16%
	2018	60%	53%	7%	62%	-2%
Same Grade Comparison		-12%				
Cohort Comparison		-1%				
05	2019	57%	48%	9%	60%	-3%
	2018	51%	52%	-1%	61%	-10%
Same Grade Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	52%	45%	7%	53%	-1%
	2018	53%	49%	4%	55%	-2%
Same Grade Comparison		-1%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	49	35	28	54	48	37				
ELL	34	46	52	45	66	53	40				
BLK	53	35		50	50		50				
HSP	50	52	49	52	60	47	50				
MUL	70			50							
WHT	65	63	58	65	61		73				
FRL	44	49	51	47	56	48	48				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

School wide the lowest data point is 4th grade Math and ELA proficiency. The data shows that the 4th grade PLC was operating consistently at a high level on the seven stages rubric and formative assessment data throughout the year. This negatively impacted student achievement as there were inconsistencies within delivering the curriculum in each subject area.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

4th grade proficiency in ELA and Math declined by 12% from 2018. The data shows that the 4th grade PLC was operating consistently at a high level on the seven stages rubric and formative

assessment data throughout the year. This negatively impacted student achievement as there were inconsistencies within delivering the curriculum in each subject area.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

4th Grade Math and ELA achievement had the greatest gap when compared to the state average.The data shows that the 4th grade PLC was operating consistently at a high level on the seven stages rubric and formative assessment data throughout the year. This negatively impacted student achievement as there were inconsistencies within delivering the curriculum in each subject area.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA lowest 25 percentile showed the most improvement by increasing 12% from 2018-2019. The school continued to provide LLI Reading intervention to the students in the lowest 25th percentile. Additionally, the leadership team strengthened monitoring of the lowest 25th percentile through a shared tracker and increased focus during weekly Leadership Meetings. A positive behavior incentive was created to motivate students in the lowest 25th percentile.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Areas of concern include the number of students with attendance issues, and level 1 students in fourth and fifth grade.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Achievement
2. Math Achievement
3. Strengthen PLC Collaborative Process
4. Learning Gains in the Lowest 25th percentile
5. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
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 2019-2020 FSA.
Rationale	If a guaranteed and viable curriculum in mathematics is planned for and delivered through PLC work, then proficiency levels and learning gains on the Math FSA assessment will increase.

State the measurable outcome the school plans to achieve	An increase of 6% in proficiency, and an increase of 3% in learning gains in math FSA scores.
Person responsible for monitoring outcome	Heather Maple (heather.maple@osceolaschools.net)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	Proficiency on essential standards will be monitored through common assessments and district progress monitoring assessments. PLCs will create SMART Goals based on common assessment data and progress monitoring data. Proficiency will be reassessed after reteach during iii and SMART goals will be revised

Action Step	
Description	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, monitoring and remediation. - Leadership team will monitor with weekly walk throughs and immediate feedback. 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). 3. 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, 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

Heather Maple (heather.maple@osceolaschools.net)

#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 2019-2020 FSA.
Rationale	If the percentage of students in the lowest 25th percentile who make learning gains in ELA and Math FSA increase, then the school grade will improve.

State the measurable outcome the school plans to achieve	52% of students in the lowest 25% percentile will make learning gains according to ELA FSA. 50% of students in the lowest 25% percentile will make learning gains according to Math FSA.
Person responsible for monitoring outcome	Shannon Mahoney (shannon.mahoney@osceolaschools.net)
Evidence-based Strategy	-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, Rebekah Bayron, and Candie Pinder-Jones 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. -Diana Gonzalez (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. -Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. _School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. -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 Stocktake Model.
Rationale for Evidence-based Strategy	If the IAT Team identifies students in the lowest 25th percentile, provides appropriate interventions, and monitors progress weekly, then learning gains of the lowest 25th percentile will increase on the Math and ELA FSA.

Action Step	
Description	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).

-Sandra Ramirez (Literacy coach) will provide differentiated PD in mini lessons, guided reading, Ready Writing, and close reading.
-The 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.

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).
-Each grade level PLC has a member of the leadership team overseeing progress on a weekly basis (Kindergarten - Pinder-Jones, Grade 1 - Gonzalez, Grade 2 - Bayron, Grade 3 - Ramirez, Grade 4 - Blake, Grade 5 - Math Coach).
- 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.

3.ELL task force will ensure high levels of learning for all students in Literacy and Math, including students in the lowest quartile.
- 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, 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)

#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.

State the measurable outcome the school plans to achieve	Referrals will be decreased by 5%.
Person responsible for monitoring outcome	Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)
Evidence-based Strategy	Our school will implement a social emotional learning curriculum, Sanford Harmony, to create classroom culture and minimize problem behaviors. Each teacher will attend a Sanford Harmony training at the beginning of the school year so that they are prepared for classroom implementation. We will continue to implement our school wide PBIS plan with validity.
Rationale for Evidence-based Strategy	SEL interventions that address the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s five core competencies like Sanford Harmony have been shown to increase students' academic performance by 13%. PBIS has been proven effective in improving school climate, reducing discipline issues and supporting academic achievement.

Action Step	
Description	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)

#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	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.

State the measurable outcome the school plans to achieve	All ELA, Reading, Math, and Science PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data.
Person responsible for monitoring outcome	Shannon Mahoney (shannon.mahoney@osceolaschools.net)
Evidence-based Strategy	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Monitoring - School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.

Action Step	
Description	Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. A PLC Guiding Coalition will be formed to oversee the process. District formative assessments will be given every four and a half weeks in all accountability areas. Principals will present within their schoolwide PLC a State of Education on a quarterly

period to their staff (August 2019, November 2019, January 2020, and March 2020). Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.

PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs.

Person Responsible Shannon Mahoney (shannon.mahoney@osceolaschools.net)

#5	
Title	We will provide high level learning opportunities for all students in the area of Science and will increase proficiency levels on the 2019-2020 FCAT
Rationale	Implementing a guaranteed and viable science curriculum in the 5 E instructional model that addresses all FSSA tested standards will increase proficiency levels on the FSSA.

State the measurable outcome the school plans to achieve	An increase of 7% in proficiency in Science FSSA scores.
Person responsible for monitoring outcome	Heather Maple (heather.maple@osceolaschools.net)
Evidence-based Strategy	If 3rd -5th grade teachers identify essential standards in Science, and ensure mastery of those essential standards through PLC work, then proficiency levels and learning gains on the Science FSSA assessment will increase. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Proficiency on essential standards will be monitored through common assessments and district progress monitoring assessments. PLCs will create SMART Goals based on common assessment data and progress monitoring data. Proficiency will be reassessed after spiral review using problem of the day.

Action Step	
Description	1. 5 E instructional model will be used for Tier 1 instruction which includes a hands on lab as well as reading, writing, and questioning for each standard in science. 2. Problem of the day will be used to practice test taking strategies on FSSA like questions including graphs, charts, tables, infographics, diagrams, and scenarios at achievement levels 3, 4 and 5. 3. Science Coach will target science intervention group based on FSA reading level 2-3 in 2019, and 75% or below on science progress monitoring assessment. Instruction includes hands on labs on lowest standards, and test taking strategies. 4. Proficiency on FSSA tested standards will be monitored with common assessments and lowest standards will be reviewed through spiral review science questions on weekly HW 5. FSSA review bootcamp with hands on lab and 3-5 FSSA like questions on 24 tested standards the weeks before state testing begins
Person Responsible	Heather Maple (heather.maple@osceolaschools.net)

#6	
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 2019-20 FSA.
Rationale	If a guaranteed and viable curriculum in ELA is planned for and delivered through PLC work, then proficiency levels and learning gains on the ELA FSA assessment will increase.

State the measurable outcome the school plans to achieve	An increase of 5% in proficiency, and an increase of 5% in learning gains in ELA FSA scores.
Person responsible for monitoring outcome	Sandra Ramirez (sandra.ramirez@osceolaschools.net)
Evidence-based Strategy	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. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Proficiency on essential standards will be monitored through common assessments and district progress monitoring assessments. PLCs will create SMART Goals based on common assessment data and progress monitoring data. Proficiency will be reassessed after reteach during iii and SMART goals will be revised

Action Step	
Description	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. 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 - Gonzalez, Grade 2 - Bayron, Grade 3 - Ramirez, Grade 4 - Blake, Grade 5 - Maple).

3 .All students will be monitored using the DIBELS Universal Screener at the beginning of the year, Osceola Writes three times a year, Next Steps to Guided Reading Assessment three times a year, and district formative assessments quarterly.
District formative assessments will be given every four and a half weeks in all accountability areas.

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, 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	Sandra Ramirez (sandra.ramirez@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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.

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

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

Title I, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant
When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III
The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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

Title IV
The Student Support and Academic Enrichment (SSAE) program is intended to help to:
1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all

students. (ESEA section 4101).

Title IX
To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: 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 2019-2020 FSA.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0933 - Neptune Elementary School	General Fund		$2,500.00
2	III.A.	**Areas of Focus: 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 2019-2020 FSA.**				**$0.00**
3	III.A.	**Areas of Focus: 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**				**$0.00**
4	III.A.	**Areas of Focus: 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.**				**$0.00**

5	III.A.	**Areas of Focus: We will provide high level learning opportunities for all students in the area of Science and will increase proficiency levels on the 2019-2020 FCAT**				**$0.00**
6	III.A.	**Areas of Focus: 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 2019-20 FSA.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0933 - Neptune Elementary School			$2,500.00
					Total:	**$5,000.00**