School District of Osceola County, FL

Neptune Elementary School

2020-21 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: 6/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.](http://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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1200 BETSY ROSS LN, Saint Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	85%

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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Mahoney, Shannon	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
Telemko, Beth	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
Hogan, 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
Swaby, Lori	Teacher, ESE	• Monitor ESE students • 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
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
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

Name	Title	Job Duties and Responsibilities
		• 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	• Monitor ELL students • 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

Demographic Information

Principal start date
Monday 6/1/2020, Shannon Mahoney

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
71

Demographic Data

2020-21 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
2019-20 Title I School	Yes

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.	

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	125	137	133	167	163	191	0	0	0	0	0	0	0	916
Attendance below 90 percent	9	11	18	24	28	21	0	0	0	0	0	0	0	111
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	12	5	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	3	12	1	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	5	2	0	0	0	0	0	0	0	7

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	1	1	2	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/1/2020

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	
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

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	
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

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**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%					
Cohort Comparison		-3%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	52%	45%	7%	53%	-1%	

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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.

Math Lowest Quartile Learning Gains in 2019 was 46%. Math achievement in fourth grade decreased by 12 points overall.

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

Fourth grade ELA and Math proficiency showed the greatest decline from the previous year, both decreasing by 12 points.

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.

Math achievement showed the greatest gap with being 7% less than the state average.

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

ELA lowest quartile learning gains showed a 12 point increase. The MTSS problem solving team works to identify students needs and matches those needs to he appropriate interventions.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Course Failure and Attendance are areas of concern.

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

1. Math
2. ELA
3. Science

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to School wide post secondary culture

Area of Focus Description and Rationale:	A College-going culture builds the expectation of post-secondary education for all students- not just the best students. It inspires the best in every student and supports students in achieving their goasl. Students who have the parental, school, and community expectations that college is the next step after high school see colelge as the norm. However, the idea that college is the next step after high school may seem unrealistic for children from low-income levels, underrepresented minorities, disabled youth, and families where no one has attended college before.
Measurable Outcome:	In 2020-2021 there will be an increase in grades A, B, C, by 5% in each grade.
Person responsible for monitoring outcome:	Beth Telemko (beth.telemko@osceolaschools.net)
Evidence-based Strategy:	Schools with a strong future orientation, that engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing postsecondary work. Which shape a culture of success in which students aspire to a quality life beyond school. Then in such schools, students will fully participate in their academic and personal development to access a variety of opportunities to meet their needs.
Rationale for Evidence-based Strategy:	Students should be supported ill their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting studellts' aspirations for continuing tlleir education must expand beyond just lessons studellts alone.{Poliner & Lieber 2004)

Action Steps to Implement

1. Students will be supported, advised, and encouraged in an environment that fosters post secondary college
and career readiness for success in school and life.
2. The school will participate ill an articulated set of grade-level sequenced activities that focus on personal
development and career exploration, college preparation, and the completion of a postsecondary plan.
3. Teachers will enhance study skills and metacognitive skills that promote goal setting, self-assessment, time
management, and planning.
4. Teachers will plan to incorporate activities that will practice 21st-century life skills.
5. Administration and the Guidance department will plan activities that will allow all students to have a greater
voice in school life and develop and strengthen their capacity to engage in respectful dialogue and civil conversation that matter to them.
6. The school will create a plan that creates all environment that develops greater bonds with peers, usually
cutting across the exclusionary social groups.

Person Responsible	Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2018-2019 school data for ELA proficiency was 54%, district 53%, and state 57%. The goal is to increase to the state average of 57% while focusing on all ELL, ESE, Black, and Economically Disadvantaged. If a guaranteed and viable curriculum in ELA is planned for and delivered through PLC work, then proficiency levels will increase for literacy.
Measurable Outcome:	The outcome for the 2020-2021 is to be able to increase ELA by 5% in proficiency, and an increase of 5% learning gains in ELA FSA scores.
Person responsible for monitoring outcome:	Beth Telemko (beth.telemko@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis I of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning. (William, 2007), (Marzano, 2003)

Action Steps to Implement

1. Staff will be trained on best practice strategies for increasing student engagement through quality instruction to improve student literacy.
2. Components of content-relevant strategies will include whole group, small group and one-on-one conferencing to meet the individual needs of all students.
3. Training on the effectiveness of increased student engagement in relation to student achievement will be offered.
4. Instructional staff will differentiate instruction with varied, research-based instructional strategies following
analysis of assessment results to improve literacy proficiency of all students, as evidenced by targeted, tiered
interventions.
5. Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through classroom experiences and other professional development.
6. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
7. Administration will offer additional intervention time to support struggling students.
8. staff will use progress monitoring data, classroom observations and, scoring rubrics to identify individual student needs.

Person Responsible Sandra Ramirez (sandra.ramirez@osceolaschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. If we increase Social Emotional Learning then we will increase desired academic outcomes. When surveyed through Panorama, only 42% of our students responded favorable to emotional regulation. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop the social, emotional, and academic competencies they need to succeed in life.
Measurable Outcome:	2019-2020 SEL Climate Survey showed a 62% of students answered favorable for school belonging. In 2020- 2021 this question will be increased 10%.
Person responsible for monitoring outcome:	Beth Telemko (beth.telemko@osceolaschools.net)
Evidence-based Strategy:	Schools with a strong future orientation, that engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing post-secondary work. which shape a culture of success in which students aspire to a quality life beyond school. Then in such schools, students will fully participate in their academic and personal development to access a variety of opportunities to meet their needs. Some of the evidence programs that we currently utilize are SEL strategies embedded in CUPS, Sanford Harmony- SEL and Culture building curriculum, and Second Step- SEL curriculum.
Rationale for Evidence-based Strategy:	Social and Emotional Learning (SEL) is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered,,. T hey use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Action Steps to Implement

1. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and, passions.
2.Teacher will plan to build an environment of belonging.
3.Teachers will increase student input and voice through planning and reflection activities.
4.Teachers will encourage and facilitate student's shared decision-making through consensus/action planning.
5.Teachers will use active learning strategies like hands-on, experiential, and project-based activities
6.Teacher will integrate SEL strategies into their curriculum, such as, self management, self confidence., self efficacy, and social awareness where applicable.
7.Teachers will facilitate peer learning and teaching - collaborative learning.
8.School will develop structures, relationships, and learning opportunities that support students' SE development.
9.All surveys will be analyzed to identify schools interventions that will support SEL and school-wide plan will be developed.
10.T he leadership team will review monthly behavior data for subgroups and develop inventions as required.

Person Responsible	Ebony Miranda (ebony.miranda@osceolaschools.net)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on the 2019-2020 school data, 56% of the students were proficient in math. The goal is to increase the proficiency of our ESE, ELL, and economically disadvantaged students to ensure mathematics achievement for all students.
Measurable Outcome:	The outcome for the 2020-2021 is to increase math proficiency by 5%.
Person responsible for monitoring outcome:	Beth Telemko (beth.telemko@osceolaschools.net)
Evidence-based Strategy:	The analysis of student assessment data serves a critical role in teacher decision making and meting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students., Including those with disabilities. Research also indicates that the MTSS and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students including thsoe with disabilities. Marzano (2003, Reeves (2010), Dufour, et al (2010)

Action Steps to Implement

1. Staff will teach problem solving strategies and high order thinking concepts through the delivery of differentiated mathematics lessons.
2.Staff will assist students monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.
3.Staff will provide supplemental learning opportunities to students who are identified as not proficient in mathematics or who are identified as at-risk of becoming non proficient in math based on a variety of assessments. In addition, advanced students will be offered activites to extend their learning.
4.Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of
learning.
5.Students will be cognitively engaged in instruction using high quality questioning and discussion techniques,
supported be quality feedback and the ability to self assess progress related, to the learning outcome.
6. Teachers will utilize formative assessments to monitor student learning and provide feedback.

Person Responsible	Sandra Hogan (sandra.hogan@osceolaschools.net)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science education has been to cultivate students' scientific habits of mind, develop their capability to engage in scientific inquiry, and teach students how to reason in a scientific context. Science allows students to explore their world and discover new things. It is also an active subject, containing activities such as hands-on labs and experiments. This makes science well-suited to active younger children. Science is an import.ant part of the foundation for education for all children.
Measurable Outcome:	The 2018-2019 science achievement was 55%. The outcome for the 2020-2021 is to increase science proficiency by 5%.
Person responsible for monitoring outcome:	Beth Telemko (beth.telemko@osceolaschools.net)
Evidence-based Strategy:	The science curriculum must be made relevant to students by framing le ssons in contexts that give f acts meaning, teach concepts that matter in students' lives, a nd provide oppor tunities fo re solving complex problems_
Rationale for Evidence-based Strategy:	Students who manipu late scientific ideas using hands-on/minds-on strategies and activitie s are mor e successful than peers who are taught by teachers relying primarily on lecture and the textboo k (Lynch & Zenchak, 2002)_

Action Steps to Implement

1. Teachers will attain and break down achievement data from district assessments during weekly common
planning PLC.
2. Science teachers participate in PLC process weekly to ensure content pacing and re-teaching of standards.
3. Teachers will participate in PD that will include the following AVID strategies cooperative learning, WICOR , Cornell notes and interactive notebooks.
4. Teachers will learn and implement standards based stations and implement differentiated instruction as an
instructional strategy to breakdown student data and content mastery.
5. ELL and ESE support in the classroom will occur through the collaboration of EES and RCS ensuring students are supported in science courses.
6. The administration will provide professional development sessions to teachers as they request it and the
need arises.

Person Responsible   Sandra Hogan (sandra.hogan@osceolaschools.net)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	ESSA data showed in 2018-2019 tlle school llad two sub groups below the ESSA level 41 %. Tllis affected the proficiency and student acllievement seen ihrougllout tlle state reporting of school data. The scllool is TS&I status.
Measurable Outcome:	objective outcome. ESSA Data for 2018-2019 ESE- 35% and ELL - 39% will be increase in 2020-2021 to be above 41 % in both sub groups.
Person responsible for monitoring outcome:	Beth Telemko (beth.telemko@osceolaschools.net)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately 7 challenging learning experiences for all their students.
Rationale for Evidence-based Strategy:	Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum: Content- the information and skills that students need to learn Process - how students make sense of the content being taught Product - how students demonstrate what they have learned Affect - the feelings and attitudes that affect students' learning

Action Steps to Implement

1. Teachers, that share common planning, will participate in weekly PLC meetings that will focus on the development of both standardized lesson plans and common assessments for all students.
2. PLC meetings will be supported and work in conjunction with the instructional coaches.
3. Teachers will focus on creating learning goals and targets for individual students.
4. Teachers will participate in professional development that focuses instructional strategies that scaffold content for ELL and ESE subgroups. Professional development training will include AVID WICOR instructional strategies, ELLEVATION training, and ESE support strategies.
5. The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.
6. Students will participate in targeted intervention Tier 1,2,& 3.

Person Responsible   Stephanie Blake (stephanie.blake@osceolaschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will use the progress monitoring data to determine next steps to support teachers and students. The leadership team meets weekly to discuss Tier 1, 2, and 3 interventions to determine if additional supports are needed. The leadership's monthly stocktake meeting will help determine if the areas of focus are moving in the right direction and if additional supports are needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school engage families, students. and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently
communicate high expectations for all students (e.g., "All students are col lege material"). Leaders demonstrate
how those beliefs manifest in the school building. For example:
•Collaborative planning is solutions-oriented and based in disaggregated data
• Student work is displayed throughout school
• All students are enrolled in college- and career-ready prep curriculum
A clear code of conduct for students and adults with input from students, families, and school personnel has been
created.Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns
among student groups. This data and the following, discipline referrals or incident reports, in-and out-of-school
suspension.and attendance also forms the basis for discussions of what's working (or not) for particular groups
within a school and Whal needs to be done. Such as, Establishing specific strategies, but attainable for reducing
disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to
exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training
and feedback to teachers on implementing these approaches. The administration ensures that teachers have
resources, training, and ongoing support to meet them and pr ovides frequent, constructive feedback, and, actively
make themselves available to teachers and staff. The leadership team actively solicit staff feedback on schoolwide
procedures and create opportunities for teachers to assume leadership roles. They also structure the master
schedule to include collaborative planning and ensure it is rooted in data on student progress and interests. The
school provides orientation for new teachers and ongoing support from a mentor teacher.
Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to
students, and encourage students to be caring and respectful to one another and teachers model such
interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse

interests
and experiences of students.
The school has established an infrastructure to support family engagement, such as a decision-making SAC
council. It reaches out to families and the community early and often - not just when there is an issue. Seeking
input from families on how the school can support students, and follow up with what's being done as a result. We
also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate
(schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for
the school to intentionally engage with families of historically under served students (e.g., by providing
opportunities for small-group conversations with school leaders). Finally, The school provides all teachers with
training on social and emotional skills, culturally competent, and management.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Other: School wide post secondary culture				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0933 - Neptune Elementary School			$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0933 - Neptune Elementary School			$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0933 - Neptune Elementary School			$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0933 - Neptune Elementary School			$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0933 - Neptune Elementary School			$0.00

6	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0933 - Neptune Elementary School			$0.00
					Total:	$0.00