Neptune Elementary School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 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	82%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position 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
Salinas, Ruby	ELL Compliance Specialist	• 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
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
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

Name	Position Title	Job Duties and Responsibilities
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
Ramirez, Sandra	Reading 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	Math 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
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
Rodgers, Kelly	Assistant Principal	Principal and Assistant Principal • Provide a common vision and language for the continued use

Name	Position Title	Job Duties and Responsibilities
		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
Kincade, Sabrina	Dean	• To assist the principal in administering school board rules. • To assist the principal in developing and administering extra-curricular programs. • To assist the principal in developing a public relations program for school. • To assist the principal in administering the attendance policies of the school. • To supervise after school activities as assigned by the principal. • To assist the principal in providing necessary services which will give the optimal education for students. • To perform other duties as assigned by the principal

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.*
3

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.*
8

Total number of teacher positions allocated to the school
68

Total number of students enrolled at the school
925

Identify the number of instructional staff who left the school during the 2020-21 school year.
10

Identify the number of instructional staff who joined the school during the 2021-22 school year.
15

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	106	107	108	172	159	180	0	0	0	0	0	0	0	832
One or more suspensions	4	1	4	3	1	3	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	4	12	6	0	0	0	0	0	0	0	22
Course failure in Math	0	0	0	5	13	1	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	21	38	35	43	37	0	0	0	0	0	0	0	174

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	4	1	4	9	20	9	0	0	0	0	0	0	0	47

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	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Friday 8/20/2021

2020-21 - 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	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

2020-21 - 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	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	53%	57%	57%	51%	56%
ELA Learning Gains				53%	56%	58%	50%	54%	55%
ELA Lowest 25th Percentile				49%	51%	53%	37%	46%	48%
Math Achievement				56%	55%	63%	57%	54%	62%
Math Learning Gains				59%	59%	62%	55%	56%	59%
Math Lowest 25th Percentile				46%	45%	51%	36%	42%	47%
Science Achievement				55%	49%	53%	60%	51%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	58%	51%	7%	58%	0%
Cohort Comparison						
04	2021					
	2019	42%	51%	-9%	58%	-16%
Cohort Comparison		-58%				
05	2021					
	2019	50%	48%	2%	56%	-6%
Cohort Comparison		-42%				

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	54%	-4%	62%	-12%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	53%	-5%	64%	-16%
Cohort Comparison		-50%				
05	2021					
	2019	57%	48%	9%	60%	-3%
Cohort Comparison		-48%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	45%	7%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tool was NWEA.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	82/68%	61/47%	57/44%
	Economically Disadvantaged	41/61%	28/40%	26/39%
	Students With Disabilities	5/42%	5/38%	5/45%
	English Language Learners	14/54%	10/30%	7/22%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	79/66%	58/45%	41/31%
	Economically Disadvantaged	38/58%	28/40%	13/19%
	Students With Disabilities	7/54%	2/23%	4/36%
	English Language Learners	17/59%	12/35%	4/12%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	69/58%	63/51%	55/42%
	Economically Disadvantaged	34/47%	34/43%	28/35%
	Students With Disabilities	4/27%	3/19%	3/21%
	English Language Learners	18/47%	13/33%	12/26%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	71/59%	55/45%	44/34%
	Economically Disadvantaged	40/53%	32/42%	24/31%
	Students With Disabilities	6/40%	3/19%	1/7%
	English Language Learners	19/51%	14/35%	8/17%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	84/53%	73/45%	73/42%
	Economically Disadvantaged	45/51%	40/42%	39/38%
	Students With Disabilities	2/11%	7/37%	4/20%
	English Language Learners	31/44%	22/30%	24/30%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53/33%	60/36%	79/45%
	Economically Disadvantaged	24/26%	33/34%	38/37%
	Students With Disabilities	3/15%	3/16%	4/20%
	English Language Learners	17/24%	18/24%	28/35%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	88/61%	74/48%	68/41%
	Economically Disadvantaged	44/52%	36/40%	36/37%
	Students With Disabilities	5/25%	6/32%	5/26%
	English Language Learners	25/52%	23/45%	16/30%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	77/52%	68/44%	74/45%
	Economically Disadvantaged	39/47%	32/36%	38/39%
	Students With Disabilities	6/32%	6/30%	6/32%
	English Language Learners	19/41%	18/35%	19/35%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	90/56%	77/45%	83/48%
	Economically Disadvantaged	42/45%	37/37%	39/39%
	Students With Disabilities	5/21%	3/13%	5/20%
	English Language Learners	17/30%	15/23%	18/28%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	88/51%	52/30%	66/37%
	Economically Disadvantaged	46/47%	23/23%	32/31%
	Students With Disabilities	5/21%	10/15%	11/16%
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	90/55%	76/44%	101/58%
	Economically Disadvantaged	46/48%	38/37%	51/50%
	Students With Disabilities	6/27%	2/8%	5/20%
	English Language Learners	23/42%	18/27%	25/38%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	28	33	33	25	41	29	19				
ELL	31	43	38	28	32	28	21				
ASN	60			70							
BLK	35			41							
HSP	42	44	30	40	44	24	37				
WHT	64	61		54	39		54				
FRL	36	43	31	36	36	16	31				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	335

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	54
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As students transitioned back from digital to face-to-face, NWEA data became more reliable and accurate. Student proficiency between all students and ESSA subgroups show approximately a 20 point spread.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ESSA subgroups show the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

High numbers of students in ESSA groups had high absences. Many digital students were not fully engaged in learning. Students returning face-to-face were gradual. By the end of the year, approximately 80% of students were back on campus.
Attendance will be tracked and monitored from the beginning of the year. Teachers will track data from multiple assessments, break down subgroup data and create plans for interventions

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Students with Disabilities showed growth in ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We had a designated support facilitation teacher (ESE certified) work specifically with SWD during Rocket Time (iii). Unfortunately, the allocation for that position was cut for this school year. This year, we are being strategic with our interventions for all students as listed under question f.

What strategies will need to be implemented in order to accelerate learning?

Students in grades 3-5 will be supported in several ways. Students identified as "bubble" students will work with ELA teachers during Rocket Time during a 5-week rotation. All other students will be given pre-teach lessons to support learning of upcoming ELA lessons. In addition, students in grades 3-5 who are in the lowest quartile will receive interventions with LLI from our three academic interventionists. For math, students will work in Success Maker for interventions. Students in grades K-2 will receive interventions through the classroom teachers using RISE and pre-teach lessons (according to needs and data).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

ELA teachers will be trained in guided reading with coach cycle support. ELA teachers and leadership team members will be trained in RISE/RISE + to accelerate reading levels for students. All teachers will be trained to administer pre-teaching lessons during Rocket Time (iii). Differentiated PD will be developed based on the NEST tool trend data.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Building capacity with staff to diminish gaps with students. Interventions will be focused on supporting Tier 1 instruction for students. All decisions will be based on the monitoring of interventions. We have a continuous model in place for all subject areas. Plans will change as new barriers arise and the team will problem solve action steps to remediate any barriers.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	The leadership team is the driving force behind ensuring the mission of the school and impact student learning. The leadership team is critical to the success of new and continuing initiatives. District Insight Survey submitted by teachers showed there was a need for growth in instructional leadership.
Measurable Outcome:	Insight Survey Retention Section Response Opportunities to pursue leadership roles will increase by 5% in 2021-2022
Monitoring:	Monitoring will occur through Insight survey results, data chats with lead teachers to create plans for needs according to NWEA, NSGRA, CFA and other data points.
Person responsible for monitoring outcome:	Shannon Mahoney (shannon.mahoney@osceolaschools.net)
Evidence-based Strategy:	Increase teachers leadership roles within the school. These opportunities allow for increased professional confidence, knowledge of content and strategies and improved relationships between staff.
Rationale for Evidence-based Strategy:	Great leaders understand that teachers know what their students need to succeed. When teachers are involved in examine data and making important decisions based on data that inform how the continuously improve their schools, leadership teams can ensure that everyone in the building is focused on the core business of school - improving student learning outcomes.

Action Steps to Implement

1. School level leadership development - Collaborative team leads will engage in regular data chats with administration. Teacher leaders will work with their collaborative teams to create quarterly SMART goals focused on measurable student success.

Person Responsible	Kelly Rodgers (kelly.rodgers@osceolaschools.net)

2. Data disaggregation and monitoring - teachers and leadership team will disaggregate data on a regular basis within their collaborative team. Teachers will break data down by subgroups across the grade level to identify trends and plan next steps. Data will be used to identify teacher strengths along with areas that need support.

Person Responsible	Kelly Rodgers (kelly.rodgers@osceolaschools.net)

3. Teacher targeted feedback - Trend data from the NEST and Marzano observations will be used to identify teachers in need of support. Action plans will be developed for individuals or grade levels as necessary, through the support of academic coaches and/or interventionists.

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

4. Non-Evaluative School Trend Instrument (NESTI Walkthrough Tool) - Specific grade levels/subject areas will be targeted on a weekly basis. The NEST will be used to find trends within the school, both to identify strengths and areas of opportunities. The data will be used to design on-sight professional development for specific areas of need, given by teacher leaders in the school.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	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)
Measurable Outcome:	The outcome for 2021-2022 is to increase ELA lowest quartile learning gains by 10%.
Monitoring:	Data from NWEA, NSGRA, CFAs and other data points will be closely monitored monthly during Stocktake and Leadership team meetings. Action steps will be created for areas of need.
Person responsible for monitoring outcome:	Sandra Ramirez (sandra.ramirez@osceolaschools.net)
Evidence-based Strategy:	We will utilize flexible grouping during our small group instruction and iii time to meet the needs of our lowest quartile students. We will also integrate our ELA coach as a co-teach to target lowest quartile students in 4th and 5th grade classrooms as needed. The leadership team will conduct weekly walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.
Rationale for Evidence-based Strategy:	Meeting the needs of each student will help fill the gaps in learning to ensure students are able to successfully meet grade level standards. Utilization of common assessments and analyzing data to drive student instruction will ensure student achievement. Ensuring that students are tracking their own progress and monitoring their learning will improve understanding and achievement.

Action Steps to Implement

ELA formative assessments will be ongoing throughout the school year. Students will be assessed through PLC and district created assessments.

Person Responsible	Kelly Rodgers (kelly.rodgers@osceolaschools.net)

Assessment data will be analyzed at the PLC team meeting following formative assessments.

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

Teachers will provide interventions for enrichment, Tier 1, 2, and 3 in ELA 4 days a week.

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

Utilize literacy coach as a co-teach, push-in model during core instruction in 4th and 5th grade classrooms as needed.

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

Students establish and track goals based on beginning of the year literacy assessment/NWEA.

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

100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.

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

Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.

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

First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.

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

Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.

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

RISE reading for T2

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

Pre-Teaching strategies for T2

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the 2021-2022 school data, our math lowest quartile learning gains score is 25%, which is below district and state averages. Our goal is to increase learning gains to 35%.
Measurable Outcome:	The outcome for 2021-2022 is to increase math lowest quartile learning gains by 10%.
Monitoring:	Data from NWEA, Success Maker, CFAs and other data points will be closely monitored monthly during Stocktake and Leadership team meetings. Action steps will be created for areas of need.
Person responsible for monitoring outcome:	Sandra Hogan (sandra.hogan@osceolaschools.net)
Evidence-based Strategy:	We will utilize flexible grouping during our small group instruction and iii time to meet the needs of our lowest quartile students. We will also integrate our math coach as a co-teach to target lowest quartile students in 4th and 5th grade classrooms as needed. The leadership team will conduct weekly walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.
Rationale for Evidence-based Strategy:	Meeting the needs of each student will help fill the gaps in learning to ensure students are able to successfully meet grade level standards. Utilization of common assessments and analyzing data to drive student instruction will ensure student achievement. Ensuring that students are tracking their own progress and monitoring their learning will improve understanding and achievement.

Action Steps to Implement

1. Math formative assessments will be ongoing throughout the school year. Students will be assessed through PLC and district created assessments.

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

2. Asessment data will be analyzed at the PLC team meeting following formative assessments.

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

3. Teachers will provide interventions for enrichment, Tier 1, 2, and 3 in math 4 days a week.

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

4. Utilize math coach as a co-teach, push-in model during core instruction in 4th and 5th grade classrooms as needed.

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

5. Students establish and track goals based on beginning of the year math assessment/NWEA.

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

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on the 2021-2022 school data, our science achievement score is 36%, which is below district and state averages. Our goal is to increase science achievement to 46%.
Measurable Outcome:	The outcome for 2021-2022 is to increase science achievement by 10%.
Monitoring:	Data from NWEA, CFAs and other data points will be closely monitored monthly during Stocktake and Leadership team meetings. Action steps will be created for areas of need.
Person responsible for monitoring outcome:	Sandra Hogan (sandra.hogan@osceolaschools.net)
Evidence-based Strategy:	We will continue to implement district curriculum unit plans during science instruction. Students and teachers will utilize learning goals and targets and interactive notebooks (when applicable) to monitor learning. The leadership team will conduct walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.
Rationale for Evidence-based Strategy:	Meeting the needs of each student will help fill the gaps in learning to ensure students are able to successfully meet grade level standards. Utilization of common assessments and analyzing data to drive student instruction will ensure student achievement. Ensuring that students are tracking their own progress and monitoring their learning will improve understanding and achievement.

Action Steps to Implement

1. Ensure usage of learning goals and targets as outlined in the district curriculum unit plans.

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

2. Monitor science instruction is happening daily in all 3 - 5 classrooms by weekly walkthroughs.

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

3. Provide support during PLC planning time for all grades in science.

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

4. Students in grades 3 - 5 will establish and track goals based on beginning of the year science assessment/NWEA.

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

5. Monitor science instruction is happening daily in all 3 - 5 classrooms by weekly walkthroughs.

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

6. Provide support during PLC planning time for all grades in science.

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

7. Students in grades 3 - 5 will establish and track goals based on beginning of the year science assessment/NWEA.

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

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Based on the 2020-2021 ESSA data, our school had three subgroups (Economically Disadvantaged, Students with Disabilities, and English Language Learners) score at or below the ESSA level of 41%, for ELA. This can has a significant impact on our learning gains and lowest 25% learning gains.
Measurable Outcome:	The outcome for 2021-2022 is to increase to 45% in ELA and 45% in math.
Monitoring:	Breakdown of student data by subgroups will occur during MTSS meetings. MTSS team will monitor effectiveness of interventions and adjust as necessary.
Person responsible for monitoring outcome:	Stephanie Blake (stephanie.blake@osceolaschools.net)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all students.
Rationale for Evidence-based Strategy:	Tomlinson and lmbeau (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.

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

2. PLC meetings will be supported and work in conjunction with the instructional coaches, VE teachers, interventionists, and administration.

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

3. Teachers will focus on creating learning goals for not only our SWD students, but all students.

Person Responsible	Lori Swaby (lori.swaby@osceolaschools.net)

4. Teachers will incorporate WICOR strategies into their instruction to support Read, Write, Talk, Solve and focused engagement for students.

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

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.

Person Responsible   Ruby Salinas (ruby.salinas@osceolaschools.net)

6. Students will participate in targeted intervention in Tier 1,2,& 3.

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

#6. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Social emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, fee and show empathy for others, establish and maintain positive relationships, and make responsible decision. If we increase social emotional learning then we will increase desired academic outcomes. When surveyed through Panorama 41% of our students responded favorable to emotional regulation. A positive school climate includes a safe environment, strong student and staff relationships, and supports learning. It provides the foundation that students need to develop the social, emotional and academic competencies they need to succeed in life.
Measurable Outcome:	2020-2021 Panorama School Climate survey indicated that 66% of students answered favorable for school belonging. During the 2021-2022 school year our goal is to increase this percentage by 5%.
Monitoring:	Counselors will use qualitative and quantitative data to ensure students feel safe and learn schoolwide behavior expectations. Counselors will follow up with teachers for support with Zones of Regulation lessons. New plans/action steps will be created for individual grade level and student needs.
Person responsible for monitoring outcome:	Ebony Miranda (ebony.miranda@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, it will 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. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Action Steps to Implement

1. Provide training in Zones of regulation, Emotional regulation curriculum, to all K-2, ESE, and VPK classroom teachers.

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

2. Provide training in Sanford Harmony, Classroom community curriculum, to all K-5th grade teachers.

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

3. Identify groups of tier 2 behavior students with Panorama data, teacher referral, and parent requests.

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

4. Use "Rainbows", " Why try" and "Quaver SEL" curriculum for small groups to address tier 2 behaviors.

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

5. Identify tier 3 behavior students and provide 1-on-1 instruction using Quaver SEL, Zones of Regulation, or any other SEL curriculum approved by the district.

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

6. College and career readiness/awareness through AVID lessons, participation in College week and use of Xello program.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

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.

The school will engage families, students and all faculty in a shared understanding of academic and behavioral
expectations and high-quality instruction, while also holding staff responsible for implementing any changes.
We will frequently communicate high expectations for all students (e.g., "Choose your path! Enroll, Enlist, Employ, Explore"). The leadership team will demonstrate how those beliefs manifest in the school building.
For example:
•Collaborative planning that is solution-oriented and based in disaggregated data
• Displaying student work 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 along with, discipline referrals, incident reports, in-and out-of-school
suspension and attendance will also inform the discussions regarding particular groups
within a school and what supports will be provided.
We will strive to provide equity in regards to discipline of all student by following our progressive discipline
plan.
We will provide 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 will ensure that teachers have resources, training, ongoing support while
also providing frequent, constructive feedback and (maintaining visibility).
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. 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

1. Administration will provide orientation for new teachers and ongoing support from a mentor teacher.
2. 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.
3. 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.
4. The SAC committee will provide feedback and suggestion for administration and staff to better the
environment for each student, as well as assist in family engagement activities.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00

5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	**$0.00**