



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Neptune Elementary School

1200 BETSY ROSS LN

Saint Cloud, FL 34769

407-892-8387

www.osceola.k12.fl.us

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
77%

Alternative/ESE Center
No

Charter School
No

Minority Rate
76%

School Grades History

2013-14
C

2012-13
B

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Neptune Elementary School

Principal

Linda Harwood

School Advisory Council chair

Shannon Melvin

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Linda Harwood	Principal
Ashley Condo	Assistant Principal
Julie Wilson	Literacy Coach
Carrie-Jo Wallace	Math/Science Coach
Shannon Mahoney	MTSS Coach
Shernelle Wiltshire-Carter	Guidance Counselor

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC membership is made up of a Chairman and 15 members approved by a majority vote.

Involvement of the SAC in the development of the SIP

SAC reviewed the School Improvement Plan at the end of the school year and provided input and questions regarding this year's plan. SAC will meet to approve the final draft of the School Improvement plan in October, 2013. SAC will conduct a mid-year review of progress towards the goals set.

Activities of the SAC for the upcoming school year

SAC will provide oversight for school wide attendance improvement. The current daily attendance rate is approximately 94% and SAC will work to improve by 2% to 96%. SAC will host 2 perfect attendance

reward banquets to celebrate this success and to promote increased attendance awareness. Business partners, parents, and students will be invited to attend. SAC will also provide support for literacy by working with the Literacy Leadership Team to sponsor "Just Read Florida" in January.

Projected use of school improvement funds, including the amount allocated to each project

SAC will support improvements by providing funds in the amount of \$2418.50 to purchase "Math Boot Camp." This program is designed to help students struggling with math by providing interventions through benchmark driven instruction.

SAC will also provide funds in the amount of \$2590.00 to purchase "Brain POP." This program delivers classroom content in all subject areas from grades K-5. It will assist our NES and Spanish speaking students in every subject area.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

The School will schedule the October SAC meeting off campus at the Anthem Park Club House to recruit new members. The school will also schedule a SAC recruiting event at the Family Fun night in December.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Linda Harwood

Principal

Years as Administrator: 6

Years at Current School: 15

Credentials

M.A. 1987 in P.E. and EH; certified EH and Ed Leadership

Performance Record

2007-08 new school, no grade; 2008-09 grade A, met AYP
2009-2010 grade A, did not meet AYP
2010-11 Grade A, did not meet AYP
2011-2012 Grade A
2012-2013 Grade B

Ashley Condo		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	BS Music Education K-12 - Indiana University of Pennsylvania Masters Educational Leadership - Nova Southeastern University	
Performance Record	Music Specialist 2001-2005 and 21st Century Site Coordinator 2003-2005; LFS Teacher Trainer 2007-2010 2011-2012 Grade A 2012-2013 Grade B	

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Julie Wilson		
Full-time / School-based	Years as Coach: 10	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	Professional Educator's; Elem Ed; ESOL; Reading Endorsement	
Performance Record	07-08 Grade - no grade 08-09 Grade - A AYP - Yes 09 - 10 Grade - A AYP - no 10 - 11 Grade - A AYP - no 12-13 Grade-B	

Carrie-Jo Wallace		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics, Science	
Credentials	Bachelor of Science in Elementary Education from the State University of New York at Cortland ESOL Endorsed	
Performance Record	In 2013, on the 5th Grade Science FCAT, 92% of my students passed with a 3 or higher. In 2013 on the 5th Grade Math FCAT, 63% of my students passed with a 3 or higher. The school I taught in maintained an A for all 8 years of my teaching.	

Shannon Mahoney		
Full-time / School-based	Years as Coach: 7	Years at Current School: 2
Areas	Rtl/MTSS	
Credentials	BS Elementary Education Masters Educational Leadership and Supervision	
Performance Record	2009-2010 School letter grade: B 2010-2011 School letter grade: C 2011-2012 School letter grade: B 2012-2013 School letter grade: B	

Classroom Teachers

of classroom teachers

63

receiving effective rating or higher

63, 100%

Highly Qualified Teachers

100%

certified in-field

53, 84%

ESOL endorsed

49, 78%

reading endorsed

12, 19%

with advanced degrees

13, 21%

National Board Certified

1, 2%

first-year teachers

0, 0%

with 1-5 years of experience

15, 24%

with 6-14 years of experience

29, 46%

with 15 or more years of experience

18, 29%

Education Paraprofessionals

of paraprofessionals

18

Highly Qualified

18, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Under the leadership of our District HR Department and School Board, we are committed to providing highly qualified teachers at our school. Each year the district supports and conducts a local job fair to find candidates for our schools. Further, as administrators at the school level, we participate in recruiting trips to a variety of universities to interview potential teachers to meet specific needs within our school.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Neptune Elementary School's teacher mentoring program provides each teacher new to Neptune, (regardless of experience or qualifications) a one year grade level mentor. The mentor's responsibility is to be supportive, help the new teacher get oriented with grade level curriculum, school policies and procedures etc. Teachers with certification codes requiring portfolios are assigned a mentor for a minimum of two years. Those mentors are responsible for observing instruction, modeling instruction, and assisting with documenting proficiency by collecting appropriate documentation for the portfolio. As an added support, the Literacy Coach offers a bi-monthly workshop after school that focuses on instructional and curriculum needs as indicated by progress monitoring data and/or administration classroom walkthroughs.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Neptune Elementary promotes and sustains a problem-solving model that focuses on providing a viable and rigorous tier 1 core program, an intervention/enrichment time consisting of support for all students in their identified areas of need (45 min a day, 4 days a week) with a concentration on building the capacity of all learners in grade levels k-5. Tier 2 and Tier 3 students are provided additional intensive support for an additional 45 min 4 days a week. Continual support will be provided by site administration, instructional coaches, and MTSS members through the implementation of a Professional Learning Community focused on the problem-solving model. Teachers will meet in their PLC's once a week to research best instructional practices and interventions, analyze data, generate alternative approaches, and reflect on outcomes. MTSS members will guide, model, and facilitate this process with the goal of promoting purposeful, focused, rigorous, and effective interventions that positively affect student outcomes.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 Rtl folder (STAR/FAIR/Formative Assessments, Curriculum Assessments, SAT 10, FCAT 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 and Guidance Counselor

- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested
- Participate in decisions regarding student placement in MTSS programs and levels of intervention

Literacy and Math/Science Coach

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Coach teachers in appropriate Tier 2 & 3 interventions
- Keep progress monitoring notes & evidence of implemented interventions
- Collect school-wide data for team to use in determining at-risk students
- Participate in decisions regarding student placement in MTSS programs and levels of intervention

ESOL Compliance Specialist

- Participate in decisions regarding student placement in MTSS programs and levels of intervention
- Provide resources for ELL students in MTSS

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS leadership team at Neptune Elementary will meet on a weekly basis to review universal screening data and link to instructional decisions and approaches. Members will review progress monitoring data at the classroom, grade, and site level to identify students at risk for not meeting the designated benchmarks. The team will also collaborate weekly with other site teams through the use of PLC's to evaluate interventions, problem-solve, make decisions, and research new instructional practices and programs. The PLC's will focus on building consensus, common language and practice, and on increasing levels of rigor and purposeful instruction in order to further develop a problem-solving system that promotes success and growth for all students and staff.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core instruction consists of Journeys reading series and Go Math. Supplemental and intensive instruction and intervention include, but are not limited to: Explode the Code, Reading A-Z, Raz-Kids, STAR Reading, Triumphs, Intervention by Design, FCRR, small groups, after school tutoring, and Bookmark Buddies.

ODMS will be used for academic and behavioral data. STAR and STAR Early Literacy scores will provide baseline data. Progress monitoring will be conducted using Curriculum Based Measurements, behavioral charting, fluency probes. Midyear data will be assessed from STAR and STAR Early Literacy. End of the year assessments include STAR, STAR Early Literacy, all formative assessments, and FCAT.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Members of the MTSS team will provide ongoing training, coaching, modeling, and guidance to assist staff members with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs. Professional development will be provided during teachers' common planning time or on Wednesday afternoons, and small sessions will occur throughout the year. Building overall site capacity will be a primary focus during weekly PLC's. Professional development opportunities will focus on strengthening tier 1 instruction, meeting the needs of all students through differentiated instruction, and intervention-specific training. Professional development will include training in the current MTSS requirements, procedures, and practices in order to ensure staff members remain current in their level of program awareness.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

Data will be analyzed to determine the bottom 25% as well as "bubble" kids. Curriculum will be decided upon by standards not being mastered by the students being served.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

STAR testing will be used to progress monitor the program and its effectiveness.

Who is responsible for monitoring implementation of this strategy?

Ashley Condo, Assistant Principal
Shannon Mahoney, MTSS Coach

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Julia Wilson	Literacy Coach
Teresa Nichols	Media Specialist
Linda Harwood	Principal
Julie Smart	Kindergarten Teacher
Sheri Weston	First Grade Teacher
Stacy Douglas	Second Grade Teacher
Stephanie Blake	Third Grade Teacher
Amanda Brown	Fourth Grade Teacher
Jennifer Sherlock	Fifth Grade Teacher
Deb Walsh	ESE Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly, before school. The Literacy Leadership Team discusses school wide literacy concerns, plans Literacy events, literacy parent nights and helps identify appropriate workshops which focus on improving literacy and reading instruction.

Major initiatives of the LLT

The major initiative for the Literacy Leadership Team will be our Just Read Florida! week in January.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Every teacher will be meeting with the administrative team to discuss student growth reports from STAR Reading and STAR Early Literacy each assessment period and/or scheduled progress monitoring . Teachers will be encouraged to participate in the bi-weekly Instructional Planning meetings that will be focusing on the progress monitoring results and instructional strategies to improve student growth. Professional Development will be provided throughout the year. The focus of the Literacy Coach will be to design professional development based on assessment results to improve classroom instruction and improve student learning. The professional develop will occur during bi-monthly instructional planning, targeted Wednesday Professional Development days or targeted training for specific grade level PLC's. The Literacy Coach will also provide individual coaching to teachers by modeling and co-teaching in their classroom.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In the Spring the District invites the parents of students attending these programs to attend Kindergarten Roundup at their zoned site. Parents are introduced to our kindergarten faculty, given an opportunity to register their children, tour the school, receive information and resources, and enjoy the family event. Through the various early childhood programs, the parents of our PreK children will have more contact

with our school as part of Parental Involvement Policies. Kindergarten teachers will "screen" our Pre-Kindergarten students in order to determine readiness/proficiency levels.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	65%	No	69%
American Indian				
Asian	67%	64%	No	70%
Black/African American	55%	59%	Yes	60%
Hispanic	61%	59%	No	65%
White	85%	82%	No	87%
English language learners	51%	45%	No	56%
Students with disabilities	49%	43%	No	54%
Economically disadvantaged	59%	58%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	29%	34%
Students scoring at or above Achievement Level 4	115	28%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		41%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	216	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	105	69%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	143	62%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	80	35%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	72	31%	36%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	100	81%	86%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	49%	No	66%
American Indian				
Asian	92%	82%	No	93%
Black/African American	48%	55%	Yes	54%
Hispanic	57%	43%	No	61%
White	80%	57%	No	82%
English language learners	49%	31%	No	54%
Students with disabilities	51%	32%	No	56%
Economically disadvantaged	58%	43%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	28%	33%
Students scoring at or above Achievement Level 4	59	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		23%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	216	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	105	69%	73%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	15%	20%
Students scoring at or above Achievement Level 4	18	11%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		72%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		22%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	375	42%	50%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	129	14%	9%
Students retained, pursuant to s. 1008.25, F.S.	58	7%	5%
Students who are not proficient in reading by third grade	64	39%	34%
Students who receive two or more behavior referrals	34	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Develop and sustain a standards-based instruction and assessment system aligned with Common Core State Standards in grades K-5.
- G2.** All teachers will implement effective teaching instructions aligned to standards through the Gradual Release Model including strategies and accommodations for ELL and ESE students.

Goals Detail

G1. Develop and sustain a standards-based instruction and assessment system aligned with Common Core State Standards in grades K-5.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Curriculum Coaches to guide/support implementation and progress
- Sub Budget for Professional Development and follow-up
- Weekly PLC common planning time provided for all grade levels
- Administration and staff dedication to focusing on creating, implementing, and monitoring a standards-based instruction and assessment model
- Ongoing professional development opportunities for continual learning
- Library of curriculum resources available for instruction and assessment-including technology, progress monitoring opportunities, and multiple assessment options
- Common lesson design framework directly aligned with the district observation/evaluation protocol in order to align all phases of the cycle
- Early release Wednesdays available for use as needed throughout the implementation process
- Use of Lesson Study to ensure the implementation is conducted in a collaborative and action-based environment

Targeted Barriers to Achieving the Goal

- Lack of Common Core Standard understanding/comprehension

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. All teachers will implement effective teaching instructions aligned to standards through the Gradual Release Model including strategies and accommodations for ELL and ESE students.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Curriculum Coaches Sub budget for PD and follow up On going professional development opportunities Early Release Wednesdays for on going PD Common Planning time per grade level Administrative Support/Data Analysis Bi-monthly Instructional Planning/Focus meetings with each grade level 50 ESOL Endorsed classroom teachers 12 Reading Endorsed classroom teachers 1 National Board Certified Teachers Extended Learning opportunities for targeted subgroups after school Good technology infrastructure Literacy Coach after school training opportunities bi-monthly

Targeted Barriers to Achieving the Goal

- Inconsistent focus and delivery of aligned standards through the gradual release model using ESE and ELL instructional strategies.

Plan to Monitor Progress Toward the Goal

Review assessment data to determine progress towards meeting goal.

Person or Persons Responsible

Literacy Coach and Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

The use of STAR Early Literacy and STAR Reading Summary Reports will be used to review and analyze data with classroom teachers. Classroom teachers will write a reflective summary citing necessary instructional changes to ensure meeting the Reading goal. The Principal and Assistant Principal will review and discuss the reflective summaries with Literacy Coach.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Develop and sustain a standards-based instruction and assessment system aligned with Common Core State Standards in grades K-5.

G1.B4 Lack of Common Core Standard understanding/comprehension

G1.B4.S1 Develop, design, and implement professional development opportunities focused on unpacking Common Core standards, analyzing assessments and instructional practices.

Action Step 1

Professional Development Opportunities

Person or Persons Responsible

Dr. Dixon, Math Solutions Consultants, Coaches, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walkthroughs, Lesson Design Plans, scales, common assessments, Pinnacle Grade Book

Facilitator:

Dr. Dixon, Math Solutions Consultants, Coaches

Participants:

K-5 Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Classroom walkthroughs, instructional planning

Person or Persons Responsible

Coaches, Administration

Target Dates or Schedule

On-going

Evidence of Completion

CWT observation data, instructional data chats

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. All teachers will implement effective teaching instructions aligned to standards through the Gradual Release Model including strategies and accommodations for ELL and ESE students.

G2.B1 Inconsistent focus and delivery of aligned standards through the gradual release model using ESE and ELL instructional strategies.

G2.B1.S1 Design and deliver PD focusing on instructional delivery aligned to common core standards.

Action Step 1

Journeys Lesson Design and Assessment Workshop

Person or Persons Responsible

Neptune Elementary Classroom Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Each grade level will create a progress monitoring and end of lesson assessment that will include a write to explain component.

Facilitator:

Julie Wilson, Literacy Coach

Participants:

K-5 Neptune Elementary Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S2 Design and implement ongoing support for teachers through structured PLCs. (weekly)

Action Step 1

Classroom Lesson Modeling and Coaching

Person or Persons Responsible

Targeted Classroom Teachers

Target Dates or Schedule

On going

Evidence of Completion

Documented evidence through Principal Classrooms

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Review Progress Monitoring and end of Lesson Assessments

Person or Persons Responsible

Literacy Coach and K/5 teachers

Target Dates or Schedule

Instructional Planing Meeting

Evidence of Completion

Progress Monitoring and End of Lesson assessments

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S3 Develop master calendar for data collection, analysis and and teacher data meetings that monitor student growth.

Action Step 1

Create a master calendar to identify school wide assessment dates, data chats, and progress monitoring dates for targeted populations.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Fall 2013

Evidence of Completion

Completed master calendar

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S4 Establish model classrooms and schedule observations.

Action Step 1

Identify model classrooms implementing CCSS best practices and classroom management.

Person or Persons Responsible

Administrative Team and targeted instructional staff

Target Dates or Schedule

Fall 2013

Evidence of Completion

Instructional observations will follow up with observation reflection and will meet with Literacy Coach for in-depth discussion.

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Neptune Elementary works in conjunction with the District Homeless Educational Liaison and the community to provide various services to our homeless and migrant students such as: community program access through the school counselor and social worker, school pictures and book fair allowance, supplemental weekend food, and uniform support. We also help support the whole family unit during celebrated holidays such as Thanksgiving and Christmas.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Migrant liaison provides services and support to student and parents. The liaison coordinates with Title I and other program to ensure that student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer school program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-bullying program to students that incorporates counseling as needed.

Nutrition Programs

Free breakfast is provided to all Neptune Elementary students free of charge through a federally funded program. The District also provides free lunch to those students that qualify for reduced lunch. The Wellness Team is lead by coordinator Matt Koppe. The wellness committee promotes nutritional information through the distribution of the Nutritional Nuggets flyer that is made available to all students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Develop and sustain a standards-based instruction and assessment system aligned with Common Core State Standards in grades K-5.

G1.B4 Lack of Common Core Standard understanding/comprehension

G1.B4.S1 Develop, design, and implement professional development opportunities focused on unpacking Common Core standards, analyzing assessments and instructional practices.

PD Opportunity 1

Professional Development Opportunities

Facilitator

Dr. Dixon, Math Solutions Consultants, Coaches

Participants

K-5 Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walkthroughs, Lesson Design Plans, scales, common assessments, Pinnacle Grade Book

G2. All teachers will implement effective teaching instructions aligned to standards through the Gradual Release Model including strategies and accommodations for ELL and ESE students.

G2.B1 Inconsistent focus and delivery of aligned standards through the gradual release model using ESE and ELL instructional strategies.

G2.B1.S1 Design and deliver PD focusing on instructional delivery aligned to common core standards.

PD Opportunity 1

Journeys Lesson Design and Assessment Workshop

Facilitator

Julie Wilson, Literacy Coach

Participants

K-5 Neptune Elementary Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Each grade level will create a progress monitoring and end of lesson assessment that will include a write to explain component.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Develop and sustain a standards-based instruction and assessment system aligned with Common Core State Standards in grades K-5.

G1.B4 Lack of Common Core Standard understanding/comprehension

G1.B4.S1 Develop, design, and implement professional development opportunities focused on unpacking Common Core standards, analyzing assessments and instructional practices.

Action Step 1

Professional Development Opportunities

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed