Neptune Beach Elementary School

2015-16 School Improvement Plan

Neptune Beach Elementary School

1515 FLORIDA BLVD, Neptune Beach, FL 32266

http://www.duvalschools.org/nbe

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	No	44%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	33%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	A	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We envision Neptune Beach Elementary as a standards-based learning community where benchmarked performance standards are used to help all learners understand the real life application of basic skills and concepts. Learning leaders use diagnostic tools to access every student's academic and behavioral strengths and weaknesses and then develop a course of instruction to meet the learner's needs. We will work collaboratively in the implementation of a school-wide approach to behavior management to ensure a safe, civil, and productive school environment. This diagnostic and prescriptive teaching philosophy has become the cornerstone of our success.

Provide the school's vision statement

Our learner expectations are clear-cut and apply to all learners. Learners are expected to become: Collaborative Workers, Community Contributors, Complex Thinkers, Effective Communicators, Quality Producers and Self-Directed Learners. By establishing high expectations for all stakeholders and creating an environment which fosters meaningful relationships, risk-taking and academic results, we increase the chances that we will realize our vision.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process of building relationships with students is done through continuous conferencing and communication with the students. Teachers conduct regular data chats with their students, and learners conduct student-led conferences. Classrooms feature data walls, which help with goal-setting and student accountability. Neptune Beach Elementary also provides mentors for identified students in need.

Describe how the school creates an environment where students feel safe and respected before, during and after school

To create a school where students are respected, administration, teachers, staff, and volunteers model positive behavior through kindness and respect for all students.
The faculty and staff have put into place a safety plan that is discussed with every student to make sure that they are safe at school. This plan is also shared with the SAC members and parents to discuss the safety plan. This gives parents an opportunity to provide feedback and improvements to the safety of students at Neptune Beach.
Individual students are rewarded for positive behavior through Positive Behavior Referrals. Classrooms are given Manatee Tickets to earn a manatee party when they are caught modeling a desired behavior. Additionally, teachers and staff have the opportunity to give one another praise through the Model Manatee program. Adults on campus can give one another kudos, and at the end of the month names are drawn for prizes and incentives.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavioral system that is in place is CHAMPs. At the beginning of the year and upon returning from Winter Break, the leadership team discusses the Code of Conduct with the students and the staff at Neptune Beach. This discussion clearly emphasizes the behavioral expectations of every student. The protocols of the new Code of Conduct were explained to the staff to ensure that disciplinary incidents are fair and consistent. Neptune Beach Elementary has completed work with Leveled Behaviors, ensuring that consequences fairly and consistently meet actions. Classroom teachers manage behavior contracts and classroom reward systems, and the school monitors an in-house detention program, restorative justice, and referral processes.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school's guidance counselor is available at all times of the day to provide counseling during the day. We have a second guidance counselor that provides classroom-based lessons as an additional resource.
Beaches Resource Center comes to the school and counsels students and provides guidance to students at Neptune Beach.
Administration and teachers mentor two to three students to provide guidance and a listening ear for Neptune Beach students.
Mentors are provided by Big Brothers/Big Sisters of North East Florida, as well as through our Mentors Making a Difference program.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early warning systems at Neptune Beach are attendance, course failure, and Level 1 score on the statewide, standardized assessment in English Language Arts or Mathematics.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	16	21	8	13	18	93
One or more suspensions	1	0	1	0	1	5	8
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Administration and school staff monitor students who have attendance problems. To solve the problem, immediate communication through a conference with the parent is initiated. This conference

is to share a positive vision of attending school and steps to follow to improve student attendance. Tutoring is done in the morning and afternoon for students identified as possibly failing English Language Arts and Math or receiving a 1 or 2 on the statewide assessment. Students also are given extra remediation through RtI and small group focus during instruction. Volunteers and mentors also work with students during the day to improve their academic performance in Language Arts and Math.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

The school works closely with our PTA Volunteer Coordinator and external community to recruit volunteers and Business Partners. Our goal is to increase the number of parents participating in at least one parent education event that includes Open House, Volunteer and Business Partner Orientation, Literacy Night, Math Night, Science Night, SAC, and PTA.
The Administrative Team sends out a weekly update with news, praise, and upcoming events. The school's mission and vision are shared during Open House, as well as during our Volunteer/Business Partner Orientation, and our school website. Teachers are expected to utilize the District Progress Report schedule to inform parents of student progress. Many teachers use Shutterfly, Class Dojo, and other instructional technologies to communicate with their parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Throughout the school year, the leadership team and the PTA volunteer/business partner liaisons reach out to business partners through letters and phone calls to provide information and maintain a positive relationship with the local business partners and external community.
At the beginning of every school year, Neptune Beach has a Business Partner/Volunteer Orientation to train and welcome new volunteers and potential business partners with the school. During this training, school data is shared, and attempts are made to match the resources of local businesses to the needs of the school.
Another process of establishing a positive relationship with Business Partners/Volunteers is the Neptune Beach Elementary Volunteer and Business Partner Appreciation Luncheon. The Neptune Beach faculty provides a lunch for active external community members to meet our students, teachers, and school staff and receive thanks and small tokens of appreciation for their contributions to the school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Kimball, Aimee	Assistant Principal
Graham, Marylou	Teacher, ESE
Cody, Sangita	Instructional Coach
Forte, Brooke	Guidance Counselor
Kavanagh, Elizabeth	Principal
Copeland, Anthony	Administrative Support
Peterson, Matt	Assistant Principal

Duties

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

The school-based Leadership Team will meet weekly. The meetings will be designed to review screening data and to help with plans and instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The aforementioned team (or select members thereof) will review all Tier 2/3, Overage & One Plus year retained students. Formative and summative diagnostic material will be reviewed to determine areas of focus and to develop prescriptive measures. Evaluation will then occur and the cycle will repeat or expand as needed. Any student referred to MRT for consideration of ESE will be reviewed by the RtI leadership team for supporting documentation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Team members are: Principal/Assistant Principal: provides a common vision for the use of data-based decision making; ensures that the school- based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation and communicates with parents regarding school-based RtI plans and activities. Leadership Team: Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implentation monitoring. RtI Facilitator: participates on building Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that

support RtI. School Counselor: provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child's academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents and administrators; provides group and individual student intervention; and conducts direct observation of student behavior. Select General Education Teachers: provide information about core instruction in student data collection; deliver Tier 1 instruction/interventions; collaborate with other staff to implement Tier 2 and/or Tier 3 interventions; and integrate Tier 1 materials/ instruction with Tier 2/3 activities. Select ESE Teachers: participate in student data collection; assist in determination for further assessment; integrate core instructional activities/ materials into Tier 2 and or Tier 3 instruction; and collaborate with general education teachers through such activities such as facilitation and consultation. Foundations Team Chair: provides information about school-wide and class-wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of foundation to faculty and staff; and collaborates with staff to implement behavioral interventions. Select ESOL Teachers: educate the team in the role that second language acquisition plays in the learning process and collaborates with the general education teachers. Provide Tier 2/3 interventions to select ESOL students. Select Personnel with Technical Expertise: develop or purchase technology necessary to manage and display data; provide professional development to teachers and staff regarding data management and display.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cathy Horn	Business/Community
Elizabeth Kavanagh	Principal
Susan Barnhill	Education Support Employee
Sangita Cody	Education Support Employee
Gus Gustafson	Business/Community
Lindsay Thomas	Parent
Katie Hopkins	Parent
Charlene Cinotti	Parent
Tony Cinotti	Business/Community
Nancy deCandis	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school improvement plan last year was reviewed during the mid year stakeholders SAC meeting January 13, 2015. During this review the the leadership team and SAC members discussed and evaluated how the school improvement plan strategies and goals were working to meet the needs of the students. During this SAC meeting the leadership team provided teacher and classroom data. The data and reports were discussed and clarifications were made, questions were answered, and suggestions and ideas were taken to be explored.
Next steps, suggestions, and ideas were given from SAC members to move forward and to be explored for the future implementation.

Development of this school improvement plan

Neptune Beach SAC members were involved in providing input to various committees during the development of the School Improvement Plan.The School Improvement Plan will be presented at the October SAC meeting for further input. The School Improvement Plan will be available for SAC members and the community to review the week of September 14.

Preparation of the school's annual budget and plan

The school budget is broken down and reviewed with the SAC members. Each area of the budget is discussed and explained by the principal. The SAC members share their ideas, views, and concerns regarding the school budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

$3372.48 to be used towards the purchase of iPad mini2's and instructional supplies.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Kavanagh, Elizabeth	Principal
Cody, Sangita	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

What will be the major initiatives of the LLT this year?
Through the use of Data Discussion Groups and Academic Learning Teams (PLC), the LLT will:
1. Maintain reading gains for all students
2. Increase rigor for all students
3. Maintain use of formative assessment in reading and writing
4. Increase teacher understanding of curriculum/Common Core Standards
5. Increase rigor in writing in all grade levels
6. Provide writing connections for Book of the Month

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our resource schedule allows for common planning each day. Administrators and Leadership Team members meet each A and E day to conduct data chats with each grade level. Our instructional coach provides in-house training during common planning and Early Release dates. Our Best of Neptune program celebrates lead teachers for their strengths, and these teachers also provide professional development. Teachers are expected to maximize their use of common planning, through collaborative

lesson planning, data analysis, and mentoring new teachers to their grade levels. Instruction is enhanced through these common planning cycles, and data-driven decisions are made as a result of the weekly data chats. Additionally, teachers meet in Academic Leadership Teams monthly to vertically collaborate with one another in each of the core academic areas.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Regular meetings of new teachers with Principal
Recruitment per local colleges, universities and high performing schools (public & private)-Principal
Partnering new teachers with veteran teachers (mentoring)-Principal, PDF
Best of Neptune program encourages highly qualified teachers to lead professional development
Orientation to school, policies and expectations-Principal, PDF
Open door policy for questions and concerns-Principal and Assistant Principal
Support from school PTA-Principal/PTA
Provide professional development to all teachers-Principal/Assistant Principal/PDF
Increase technology in the classroom by use of IPads, MimioTeach and docking stations-Principal/Media Specialist/School Technology Team Ongoing

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentee- Hilary Drakos with Mentors Brett Roberts and Rebecca Howell-MINT Program mentors are veteran teachers with experience on the grade level.
Mentee-Kathy Meyer with Mentor Karly Heal-MINT Program mentor is veteran teacher with experience on the grade level.
Mentee-CiCi Franklin with Mentor Cindy Kennon- MINT Program mentor is veteran teacher with experience on the grade level.
Mentee-Kaylie Rinear with Mentor Lyndzee Dunn -MINT Program mentor is veteran teacher with experience in the subject area.
Mentee- Lacey Boswell with Mentor Don Goodling- MINT Program mentor is veteran teacher and fellow art education teacher.
Mentee- Ellen Kerins with Mentor Celeste Huggins- MINT Program mentor is veteran teacher with experience on the grade level.
Mentee- Jordan Puentes with Mentor Sangita Cody- MINT Program mentor is Instructional Coach.
Mentee- Taylor McGonnell with Mentors Robin Tombler and Josh Gray- MINT Program mentors are veteran teachers with experience on the grade level.
Mentee- Ashley Hoerig with Mentor Sue Kuterka- MINT Program mentor is ESE Lead teacher with experience.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school follows the district-provided Curriculum Guides, which includes correlating resources provided by DCPS, CPalms, Pearson and other supplemental instructional materials. Professional Development is provided for teachers as we align instruction to the new curriculum.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All personnel are expected to utilize Performance Matters to analyze Baseline and CGA data. Teachers share instructional decisions with Leadership Team members during weekly data chats. Classroom centers, RTI plans, and recommendations for after school tutoring are also shared during these weekly sessions. Differentiated instruction is to take place during the core lesson, as well as during center rotations, and during home learning assignments. The Beaches Resource Center provides interventions and tutoring for the primary grades. Extended Day provides tutoring in the afternoon, and certified personnel are providing tutoring for our Bottom Quartile before and after school.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 4,500

Certified personnel will provide after school tutoring for 3rd, 4th and 5th graders identified as "bubble students" in our Reading Bottom Quartile population.

Strategy Rationale

These students were selected due to the success with last year's pilot group, as an effort to ramp up learners in our Bottom Quartile that also attend Extended Day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Graham, Marylou , grahamm@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre and post assessments, anecdotal notes, computer based program data (iReady, Reflex, IXL). On-going monitoring through the use of Fast ForWord program.

Strategy: Extended School Day

Minutes added to school year: 4,500

Certified personnel will hold Reading remediation after school for identified students that are part of the Bottom Quartile in 3rd Grade. Teacher will use iReady CC workbooks and Blended Learning programs to ramp up these students.

Strategy Rationale

Students were selected based on end-of-year iReady (2nd grade) reports and initial (3rd grade) baseline data.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Kavanagh, Elizabeth, kavanaghe@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Monitor and collect iReady and Achieve data, as well as progress monitoring through tutoring program.

Strategy: After School Program

Minutes added to school year: 6,000

Certified personnel will provide after school tutoring for the Bottom Quartile in the Reading and Math content areas.

Strategy Rationale

These students were selected due to the decrease in learning gains among our Bottom Quartile in Math and Reading.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Kavanagh, Elizabeth, kavanaghe@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre and post assessments, anecdotal notes, computer based program data (iReady, Reflex, IXL).

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

An orientation for preschool students is offered to all parents and students at the end of the school year to help with the transition into Neptune Beach Elementary.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If all teachers, faculty, and staff work to engage families and community members, then we will increase parental and community involvement at major events and regular SAC and PTA meetings by 5%.

G2.   If teachers will implement data-driven instruction that is aligned to the standards and includes differentiation to support all learners with a focus on differentiated center rotations, then we will support all learners, increasing their academic achievement (measured by iReady, Achieve, and FSA) by 5%.

G3.   If teachers implement data-driven instruction that is aligned to the standards and includes differentiation to support all learners, focusing on the bottom quartile and learning gains, then all students in our bottom quartile will increase their academic achievement (measured by iReady, Achieve and FSA) by 5%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If all teachers, faculty, and staff work to engage families and community members, then we will increase parental and community involvement at major events and regular SAC and PTA meetings by 5%.

1a

Targets Supported 1b

🔍 G071970

Indicator	Annual Target

Resources Available to Support the Goal 2

- Utilize Sign-Up Genius, School Messenger, administrative newsletters and other innovative ways to actively pursue, recruit, and retain additional parental involvement and support.

- Provide a variety of trainings and workshops to inform volunteers, mentors, and Business Partners on ways to be more involved at the school.

- Grade levels and Vertical Teams will collaborate to offer more relevant, interesting parent nights that combine academics and the arts. These Nights will be scheduled in conjunction with PTA or SAC meetings, to boost attendance.

-

Targeted Barriers to Achieving the Goal 3

- Many events are attended by same members of our PTA and SAC board, with limited involvement from new parents or families.

Plan to Monitor Progress Toward G1. 8

Attendance will be monitored and collected at each event, from academic nights to PTA and SAC meetings.

Person Responsible

Aimee Kimball

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets from PTA and SAC meetings, Visitor Log from front office check-in, and monthly volunteer hour reports will be collected and analyzed, as well as compared to last year to check for increase in attendance.

G2. If teachers will implement data-driven instruction that is aligned to the standards and includes differentiation to support all learners with a focus on differentiated center rotations, then we will support all learners, increasing their academic achievement (measured by iReady, Achieve, and FSA) by 5%. `1a`

🔍 G071971

Targets Supported `1b`

Indicator	Annual Target
AMO Math - Asian	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
AMO Math - All Students	
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	

Resources Available to Support the Goal `2`

- Grade Level RtI
- I-Ready
- Achieve 3000
- Reading Coach
- Explore Learning Gizmo's
- Write to Learn
- Barton Reading and Spelling System

Targeted Barriers to Achieving the Goal `3`

- Teachers need assistance aligning rigorous lessons with the data and differentiating their centers and small group instruction.

Plan to Monitor Progress Toward G2. `8`

Walkthrough forms, classroom data and data walls, student data folders and journals, exit tickets, iReady and Achieve 3000 reports, RTI data, assessment data through Performance Matters

Person Responsible

Aimee Kimball

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

G3. If teachers implement data-driven instruction that is aligned to the standards and includes differentiation to support all learners, focusing on the bottom quartile and learning gains, then all students in our bottom quartile will increase their academic achievement (measured by iReady, Achieve and FSA) by 5%. `1a`

`G071972`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	10.0
ELA/Reading Gains	10.0
Math Lowest 25% Gains	10.0
Math Gains	10.0

Resources Available to Support the Goal `2`

- Grade Level RtI
- I-Ready
- Achieve 3000
- Reading Coach
- Write to Learn
- Explore Learning Gizmo's
- Barton Reading and Spelling System

Targeted Barriers to Achieving the Goal `3`

- Teachers need modeling and examples of how to analyze data from rigorous lessons and use to differentiate their centers and small group instruction.

Plan to Monitor Progress Toward G3. `8`

Rti data from teachers, assessments, classroom data from teachers, walk-thru checklists, I-Ready, Achieve 3000

Person Responsible
Matt Peterson

Schedule
Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion
Student gains and achievement on classroom assessments, district assessments, and state assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If all teachers, faculty, and staff work to engage families and community members, then we will increase parental and community involvement at major events and regular SAC and PTA meetings by 5%. 1

🔑 G071970

G1.B1 Many events are attended by same members of our PTA and SAC board, with limited involvement from new parents or families. 2

🔑 B187669

G1.B1.S1 Work with Business Partners and donors to establish a reward/incentive program for PTA and SAC members, faculty, and staff that "bring a friend" to a monthly meeting. 4

🔑 S199183

Strategy Rationale

Incentives and rewards often motivate individuals to desired behavior.

Action Step 1 5

Provide incentives for core members that invite a new member to any meeting.

Person Responsible

Elizabeth Kavanagh

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Attendance sign-in sheets, business partner agreements, agendas, minutes, receipts, photos

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Openly invite and encourage increased participation and attendance through the use of a reward system; provide rewards and celebrate increased attendance and commitment; document celebrations, new members, and increase in attendance through agenda, minutes, and administrative newsletters.

Person Responsible

Aimee Kimball

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

agenda, minutes, administrative newsletters, photos

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Compare data from month-to-month

Person Responsible

Aimee Kimball

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

attendance sign-in sheets, volunteer hour logs, agendas, minutes

G1.B1.S2 Actively work to attract and recruit new members through the use of refreshments, advertising, recognition, etc. and purposefully use PTA and SAC events to share timely, current academic news (avoid "business as usual"). 4

S199184

Strategy Rationale

Parents, teachers, and community members need a reason to take time out of their busy schedules to devote to our committees and events.

Action Step 1 5

Publicly advertise and provide refreshments at PTA and SAC meetings.

Person Responsible

Elizabeth Kavanagh

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

marquee, school messenger phone blasts, administrative newsletters, photos

Action Step 2 5

Align PTA and SAC event nights with grade level and Vertical Academic Team nights (Literacy Night, Math Night, etc.) to boost attendance and participation.

Person Responsible

Elizabeth Kavanagh

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

agendas, minutes, attendance sign in sheets, volunteer hour reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Collect artifacts that document the advertisement, recognition, and classroom event connection between school events and PTA/SAC meetings.

Person Responsible

Aimee Kimball

Schedule

On 6/1/2016

Evidence of Completion

administrative newsletters, communication from teachers, photos, marquee signage, agendas, minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Collect data to analyze and compare anticipated increase in attendance between last year and this year's events.

Person Responsible

Aimee Kimball

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Attendance sign-in sheets and volunteer hour logs will be analyzed monthly and compared to prior year's events to see if 5% goal was made.

G2. If teachers will implement data-driven instruction that is aligned to the standards and includes differentiation to support all learners with a focus on differentiated center rotations, then we will support all learners, increasing their academic achievement (measured by iReady, Achieve, and FSA) by 5%. 1

🔍 G071971

G2.B1 Teachers need assistance aligning rigorous lessons with the data and differentiating their centers and small group instruction. 2

🔍 B187672

G2.B1.S1 Lead teachers are differentiating the lessons for all students in the classroom, and have documented differentiated lessons rigorous for all students. These lead teachers will bring artifacts to administrative common planning sessions and will assist in the conversation and modeling for team members. 4

🔍 S199186

Strategy Rationale

Following required lesson plan template will lead to improved performance for all students in Neptune Beach Elementary's subgroups.

Action Step 1 5

The strategy will be implemented through closely monitored common planning times, administrative common planning, and classroom walk-throughs with a focus on differentiated centers and differentiation during the work period. Lead teachers will bring artifacts to administrative common planning and will lead discussion and training over topics.

Person Responsible

Elizabeth Kavanagh

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, center rotations, data walls, assessment data, evidence of differentiation in student work, interactive journals

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Monitored through professional development and continued classroom walk-thru.

Person Responsible

Aimee Kimball

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk-thru checklist to monitor differentiation in every classroom that was discussed and modeled during professional development trainings. Agendas and notes from administrative common planning, Early Release and Faculty Trainings, and Leadership Team meetings. Professional Development calendars and schedule of offerings.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Continued feedback and discussion with teachers to provide support or praise for implementation after classroom walk-thru.

Person Responsible

Elizabeth Kavanagh

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student gains and achievement on classroom assessments, district assessments, and state assessments. Document praise and support through collection of notes, correspondence, and teacher-reward program (Model Manatees).

G2.B1.S2 Promoting our Best of Neptune Professional Development program will encourage strong teachers to assume a leadership role, while modeling and training other teachers in need of assistance. 4

Strategy Rationale

S199187

Developing centers and lesson plans using data has students make gains in reading and math.

Action Step 1 5

The Best of Neptune Professional Development program will be use to offer differentiated training to classroom teachers during Early Release and Faculty Meeting training days.Such scaffolded training will provide supports to faculty members on crafting differentiated lesson plans, analyzing student data, and creating data-driven decisions in the classroom.

Person Responsible

Elizabeth Kavanagh

Schedule

Daily, from 8/25/2014 to 6/1/2015

Evidence of Completion

Lesson plans have evidence of rigorous instruction and use of the gradual release model.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Weekly data meeting with grade levels with feedback and discussion to implement the strategy

Person Responsible

Aimee Kimball

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Lesson plans, classroom student data, assessment data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Weekly data meeting with grade levels with feedback and discussion to implement the strategy

> ### Person Responsible
>
> Aimee Kimball
>
> ### Schedule
>
> Weekly, from 8/25/2014 to 6/1/2015
>
> ### *Evidence of Completion*
>
> Lesson plans, classroom student data, assessment data

G3. If teachers implement data-driven instruction that is aligned to the standards and includes differentiation to support all learners, focusing on the bottom quartile and learning gains, then all students in our bottom quartile will increase their academic achievement (measured by iReady, Achieve and FSA) by 5%. `1`

🔑 G071972

G3.B1 Teachers need modeling and examples of how to analyze data from rigorous lessons and use to differentiate their centers and small group instruction. `2`

🔑 B187674

G3.B1.S1 Lead teachers are differentiating the lessons for all students in the classroom, and have documented differentiated lessons rigorous for all students, including bottom quartile. These lead teachers will bring artifacts to administrative common planning sessions and will assist in the conversation and modeling for team members. `4`

🔑 S199188

> ### Strategy Rationale
>
> Designing rigorous lesson plans and differentiation will lead to improved performance for all students including the students in the bottom quartile.

Action Step 1 `5`

The strategy will be implemented through closely monitored common planning times, classroom walk-thru with a focus on differentiated centers and differentiation during the work period.

> ### Person Responsible
>
> Elizabeth Kavanagh
>
> ### Schedule
>
> Daily, from 8/25/2014 to 6/4/2015
>
> ### *Evidence of Completion*
>
> Using the four pillars of instruction and a focus walk-thru check list the teacher will receive feedback from observer to demonstrate completion of activity.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monitored through professional development and continued classroom walk-thru.

Person Responsible

Elizabeth Kavanagh

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Walk-thru checklist to monitor differentiation in every classroom that was discussed and modeled during professional development trainings.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Continued feedback and discussion with teachers to provide support or praise for implementation after classroom walk-thru.

Person Responsible

Matt Peterson

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Student gains and achievement on classroom assessments, district assessments, and state assessments.

G3.B1.S2 Following required lesson plans template leads to using data to drive instruction. Data is also used to plan for RtI and differentiated centers in the classroom. Best of Neptune Professional Development program will focus on teachers who make large gains with their Bottom Quartile population and are comfortable disaggregating classroom data. 4

🔑 S199189

Strategy Rationale

Developing centers and lesson plans using data has students make gains in reading and math.

Action Step 1 5

Differentiated instruction is developed in lesson plans through the use of student data to drive the daily instruction in the classroom.

Person Responsible

Elizabeth Kavanagh

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans have evidence of rigorous instruction and embedded use of the gradual release model, with strong student engagement and evidence of student accountability.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Weekly data meeting with grade levels with feedback and discussion to implement the strategy

Person Responsible

Matt Peterson

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Lesson plans, classroom student data, assessment data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Weekly data meeting with grade levels with feedback and discussion to implement the strategy

Person Responsible

Matt Peterson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom student data, assessment data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide incentives for core members that invite a new member to any meeting.	Kavanagh, Elizabeth	10/1/2015	Attendance sign-in sheets, business partner agreements, agendas, minutes, receipts, photos	6/3/2016 monthly
G1.B1.S2.A1	Publicly advertise and provide refreshments at PTA and SAC meetings.	Kavanagh, Elizabeth	10/1/2015	marquee, school messenger phone blasts, administrative newsletters, photos	6/3/2016 monthly
G2.B1.S1.A1	The strategy will be implemented through closely monitored common planning times, administrative common planning, and classroom walk-throughs with a focus on differentiated centers and differentiation during the work period. Lead teachers will bring artifacts to administrative common planning and will lead discussion and training over topics.	Kavanagh, Elizabeth	8/24/2015	Lesson plans, center rotations, data walls, assessment data, evidence of differentiation in student work, interactive journals	6/3/2016 daily
G2.B1.S2.A1	The Best of Neptune Professional Development program will be use to offer differentiated training to classroom teachers during Early Release and Faculty Meeting training days.Such scaffolded training will provide supports to faculty members on crafting differentiated lesson plans, analyzing student data, and creating data-driven decisions in the classroom.	Kavanagh, Elizabeth	8/25/2014	Lesson plans have evidence of rigorous instruction and use of the gradual release model.	6/1/2015 daily
G3.B1.S1.A1	The strategy will be implemented through closely monitored common planning times, classroom walk-thru with a focus on differentiated centers and differentiation during the work period.	Kavanagh, Elizabeth	8/25/2014	Using the four pillars of instruction and a focus walk-thru check list the teacher will receive feedback from observer to demonstrate completion of activity.	6/4/2015 daily
G3.B1.S2.A1	Differentiated instruction is developed in lesson plans through the use of student data to drive the daily instruction in the classroom.	Kavanagh, Elizabeth	8/24/2015	Lesson plans have evidence of rigorous instruction and embedded use of the gradual release model, with strong student engagement and evidence of student accountability.	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A2	Align PTA and SAC event nights with grade level and Vertical Academic Team nights (Literacy Night, Math Night, etc.) to boost attendance and participation.	Kavanagh, Elizabeth	10/1/2015	agendas, minutes, attendance sign in sheets, volunteer hour reports	6/3/2016 monthly
G1.MA1	Attendance will be monitored and collected at each event, from academic nights to PTA and SAC meetings.	Kimball, Aimee	10/1/2015	Sign-in sheets from PTA and SAC meetings, Visitor Log from front office check-in, and monthly volunteer hour reports will be collected and analyzed, as well as compared to last year to check for increase in attendance.	6/10/2016 monthly
G1.B1.S1.MA1	Compare data from month-to-month	Kimball, Aimee	10/1/2015	attendance sign-in sheets, volunteer hour logs, agendas, minutes	6/1/2016 monthly
G1.B1.S1.MA1	Openly invite and encourage increased participation and attendance through the use of a reward system; provide rewards and celebrate increased attendance and commitment; document celebrations, new members, and increase in attendance through agenda, minutes, and administrative newsletters.	Kimball, Aimee	10/1/2015	agenda, minutes, administrative newsletters, photos	6/3/2016 monthly
G1.B1.S2.MA1	Collect data to analyze and compare anticipated increase in attendance between last year and this year's events.	Kimball, Aimee	10/1/2015	Attendance sign-in sheets and volunteer hour logs will be analyzed monthly and compared to prior year's events to see if 5% goal was made.	6/3/2016 monthly
G1.B1.S2.MA1	Collect artifacts that document the advertisement, recognition, and classroom event connection between school events and PTA/SAC meetings.	Kimball, Aimee	10/1/2015	administrative newsletters, communication from teachers, photos, marquee signage, agendas, minutes	6/1/2016 one-time
G2.MA1	Walkthrough forms, classroom data and data walls, student data folders and journals, exit tickets, iReady and Achieve 3000 reports, RTI data, assessment data through Performance Matters	Kimball, Aimee	8/24/2015		6/3/2016 biweekly
G2.B1.S1.MA1	Continued feedback and discussion with teachers to provide support or praise for implementation after classroom walk-thru.	Kavanagh, Elizabeth	8/24/2015	Student gains and achievement on classroom assessments, district assessments, and state assessments. Document praise and support through collection of notes, correspondence, and teacher-reward program (Model Manatees).	6/3/2016 daily
G2.B1.S1.MA1	Monitored through professional development and continued classroom walk-thru.	Kimball, Aimee	8/24/2015	Walk-thru checklist to monitor differentiation in every classroom that was discussed and modeled during professional development trainings. Agendas and notes from administrative common planning, Early Release and Faculty Trainings, and Leadership Team meetings. Professional Development calendars and schedule of offerings.	6/3/2016 daily
G2.B1.S2.MA1	Weekly data meeting with grade levels with feedback and discussion to implement the strategy	Kimball, Aimee	8/25/2014	Lesson plans, classroom student data, assessment data	6/1/2015 weekly
G2.B1.S2.MA1	Weekly data meeting with grade levels with feedback and discussion to implement the strategy	Kimball, Aimee	8/25/2014	Lesson plans, classroom student data, assessment data	6/1/2015 weekly
G3.MA1	Rti data from teachers, assessments, classroom data from teachers, walk-thru checklists, I-Ready, Achieve 3000	Peterson, Matt	8/25/2014	Student gains and achievement on classroom assessments, district assessments, and state assessments.	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Continued feedback and discussion with teachers to provide support or praise for implementation after classroom walk-thru.	Peterson, Matt	8/25/2014	Student gains and achievement on classroom assessments, district assessments, and state assessments.	6/4/2015 daily
G3.B1.S1.MA1	Monitored through professional development and continued classroom walk-thru.	Kavanagh, Elizabeth	8/25/2014	Walk-thru checklist to monitor differentiation in every classroom that was discussed and modeled during professional development trainings.	6/4/2015 daily
G3.B1.S2.MA1	Weekly data meeting with grade levels with feedback and discussion to implement the strategy	Peterson, Matt	8/24/2015	Lesson plans, classroom student data, assessment data	6/3/2016 weekly
G3.B1.S2.MA1	Weekly data meeting with grade levels with feedback and discussion to implement the strategy	Peterson, Matt	8/25/2014	Lesson plans, classroom student data, assessment data	6/1/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If teachers will implement data-driven instruction that is aligned to the standards and includes differentiation to support all learners with a focus on differentiated center rotations, then we will support all learners, increasing their academic achievement (measured by iReady, Achieve, and FSA) by 5%.

G2.B1 Teachers need assistance aligning rigorous lessons with the data and differentiating their centers and small group instruction.

G2.B1.S1 Lead teachers are differentiating the lessons for all students in the classroom, and have documented differentiated lessons rigorous for all students. These lead teachers will bring artifacts to administrative common planning sessions and will assist in the conversation and modeling for team members.

PD Opportunity 1

The strategy will be implemented through closely monitored common planning times, administrative common planning, and classroom walk-throughs with a focus on differentiated centers and differentiation during the work period. Lead teachers will bring artifacts to administrative common planning and will lead discussion and training over topics.

Facilitator

Leadership Team

Participants

Teachers and Staff

Schedule

Daily, from 8/24/2015 to 6/3/2016

G2.B1.S2 Promoting our Best of Neptune Professional Development program will encourage strong teachers to assume a leadership role, while modeling and training other teachers in need of assistance.

PD Opportunity 1

The Best of Neptune Professional Development program will be use to offer differentiated training to classroom teachers during Early Release and Faculty Meeting training days.Such scaffolded training will provide supports to faculty members on crafting differentiated lesson plans, analyzing student data, and creating data-driven decisions in the classroom.

Facilitator

Leadership Team

Participants

Teachers and Staff

Schedule

Daily, from 8/25/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide incentives for core members that invite a new member to any meeting.	$0.00
2	G1.B1.S2.A1	Publicly advertise and provide refreshments at PTA and SAC meetings.	$0.00
3	G1.B1.S2.A2	Align PTA and SAC event nights with grade level and Vertical Academic Team nights (Literacy Night, Math Night, etc.) to boost attendance and participation.	$0.00
4	G2.B1.S1.A1	The strategy will be implemented through closely monitored common planning times, administrative common planning, and classroom walk-throughs with a focus on differentiated centers and differentiation during the work period. Lead teachers will bring artifacts to administrative common planning and will lead discussion and training over topics.	$0.00
5	G2.B1.S2.A1	The Best of Neptune Professional Development program will be use to offer differentiated training to classroom teachers during Early Release and Faculty Meeting training days.Such scaffolded training will provide supports to faculty members on crafting differentiated lesson plans, analyzing student data, and creating data-driven decisions in the classroom.	$0.00
6	G3.B1.S1.A1	The strategy will be implemented through closely monitored common planning times, classroom walk-thru with a focus on differentiated centers and differentiation during the work period.	$0.00
7	G3.B1.S2.A1	Differentiated instruction is developed in lesson plans through the use of student data to drive the daily instruction in the classroom.	$0.00
		Total:	$0.00