

Duval County Public Schools

Neptune Beach Elementary School



2016-17 Schoolwide Improvement Plan

Neptune Beach Elementary School

1515 FLORIDA BLVD, Neptune Beach, FL 32266

<http://www.duvalschools.org/nbe>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	B	A

**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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Neptune Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 or data journals, which help with goal-setting and student accountability. Neptune Beach Elementary also provides mentors for identified students in need.

b. 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 School Advisory Council (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.

c. 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 in place is Conversation Help Activity Movement Participation (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.

d. 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 military guidance counselor that provides additional support to military families and their students. Beaches Resource Center comes to the school and counsels students and provides guidance to students at Neptune Beach.

Leadership team members mentor additional students, specifically selected by school staff.

Mentors are provided by Big Brothers/Big Sisters of North East Florida, as well as through our Mentors Making a Difference program.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	16	21	8	13	18	0	0	0	0	0	0	0	93
One or more suspensions	1	0	1	0	1	5	0	0	0	0	0	0	0	8
Course failure in ELA or Math	2	4	0	2	0	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	15	8	0	0	0	0	0	0	0	23

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

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

c. 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. Neptune Beach Elementary coordinates with the Beaches Resource Center to provide tutoring for students identified by their teachers. Students also are given extra remediation through Response to Intervention (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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

The school works closely with our Parent Teacher Association (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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Cody, Sangita	Instructional Coach
Copeland, Anthony	Administrative Support
Forte, Brooke	School Counselor
Darcy, Marylou	Teacher, ESE
Howard-Williams, Cathy	Assistant Principal
Kavanagh, Elizabeth	Principal
Peterson, Matt	Assistant Principal

b. Duties

1. 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 Multi-Tiered Support Systems (MTSS) for consideration of Exceptional Student Education (ESE) will be reviewed by the Response To Intervention (RTI) leadership team for supporting documentation.

2. 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”, both academically and behaviorally; 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 implementation monitoring. Rtl Facilitator: participates on building Leadership Team; acts as liaison for implementation of Rtl at the school level; receives ongoing Rtl 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 Rtl. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

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

a. Evaluation of last year's school improvement plan

The school improvement plan last year was reviewed during the mid year stakeholders SAC meeting January 21, 2016. 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.

b. Development of this school improvement plan

Neptune Beach SAC members were given opportunity to provide 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 19.

c. 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.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kavanagh, Elizabeth	Principal
Cody, Sangita	Instructional Coach
Peterson, Matt	Assistant Principal
Howard-Williams, Cathy	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

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

Our resource schedule allows for common planning between 2-4 teachers on a grade level each day. Administrators and Leadership Team members meet 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.

2. 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 and Coach.
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.

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

Mentee- CiCi Franklin with Mentor Sangita Cody- MINT Program mentor is Instructional Coach.
Mentee- Sarah Brown with Mentors Laura Johnson and Lyndzee Dunn- MINT Program mentors are veteran teachers with experience on the grade level.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, ENGAGE NY, and other supplemental instructional materials. Professional Development is provided for teachers as we align instruction to the new curriculum.

b. Instructional Strategies

1. 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 data chats. Classroom centers, RTI plans, and recommendations for after school tutoring are also shared during these 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.

2. 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 before 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

Darcy, 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, Achieve 3000).

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)

- 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

Pre and post assessments, anecdotal notes, computer based program data (iReady, Achieve 3000).

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

5th graders complete a middle school orientation to assist with transitioning for the following year.

b. College and Career Readiness

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

PTA will coordinate a Career and Readiness Week culminating in a Career Fair exposing students to real-life applications of their academics.

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

Students at Neptune Beach Elementary participate in STEAM (Science, Technology, Art, Engineering and Mathematics) activities. The benefits of STEAM activities include: helping students become career ready with skills in communication, problem solving, critical thinking, creativity, and data analysis. Engineering challenges give students a safe place to experience failure and to learn from multiple attempts. STEAM also creates collaborative teamwork. Learners experience opportunities in sharing, compromising, time and material constraints. Students are able to practice multiple essential skills in a short amount of time, participate in hands-on approaches to learning, build creativity. Finally, with multiple right answers, STEAM builds confidence in our student learners at Neptune Beach.

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

FIRST LEGO League is an international competition organized by FIRST for elementary and middle school students. Each year in August, FIRST LEGO League introduces a scientific and real-world challenge to our very own Neptune Beach Elementary team to focus and research on. With adult Coaches to guide them, FIRST LEGO League teams apply science, engineering and math concepts, plus a big dose of imagination, to develop solutions to real-world challenges. The also design, build, and program LEGO Mindstorms robots to complete tasks. These tasks are designed to carry out autonomous “missions” on a playing field. Along the way, students develop critical thinking, team building and presentation skills. The students work out solutions to the various problems they are given and then meet for regional tournaments to share their knowledge, compare ideas, and display their robots at competitions across the state.

4. 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.

85% of Duval County graduating seniors have completed a college level prep course in high school. Neptune Beach implements data chats where students set attainable and measurable goals at the elementary level. Students are taught to be independent thinkers and how to problem solve in collaborative groups.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Attendance rates are improving from October as compared to August and September.

The average Achieve 3000 lexile scores are improving from month to month.

The average I-ready scores show inconsistent growth from month to month.

B. 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.

Possible causes of I-ready inconsistency is how primary teachers are utilizing the program and with what level of fidelity.

C. Strategic Goals

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 students arrive on time and attend the full day, then academic achievement will increase in all core subject areas.
- G2.** If teachers 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 small group or tiered instruction that is data-driven 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If students arrive on time and attend the full day, then academic achievement will increase in all core subject areas. 1a

G086394

Targets Supported 1b

Indicator	Annual Target
Attendance rate	5.0

Targeted Barriers to Achieving the Goal 3

- Parents are indifferent about promptness.
- Transportation issues are hindering students arriving on time and staying the duration of the instructional day.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Perfect attendance bicycles are purchased quarterly.
- Random seat selection to reward on-time and full day attendance.
- Attendance Intervention Team meetings to discuss poor attendance.
- Teacher and Administration contact.
- Teacher and Administration contracts with students.

Plan to Monitor Progress Toward G1. 8

Attendance data will be monitored and collected.

Person Responsible

Matt Peterson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Leadership team will decide through documentation if attendance has improved throughout the school, by grade level, and by individual students.

G2. If teachers 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

G086395

Targets Supported 1b

Indicator	Annual Target
AMO Math - Asian	90.0
AMO Math - African American	70.0
AMO Math - Hispanic	75.0
AMO Math - White	90.0
AMO Math - ELL	68.0
AMO Math - SWD	72.0
AMO Math - ED	79.0
AMO Math - All Students	86.0
AMO Reading - All Students	83.0
AMO Reading - Asian	90.0
AMO Reading - African American	65.0
AMO Reading - Hispanic	73.0
AMO Reading - White	88.0
AMO Reading - ELL	65.0
AMO Reading - SWD	75.0
AMO Reading - ED	76.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grade Level RtI
- I-Ready
- Achieve 3000
- Reading Coach
- PENDA Learning
- Write to Learn
- Barton Reading and Spelling System

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

Elizabeth Kavanagh

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G3. If teachers implement small group or tiered instruction that is data-driven 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

G086396

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

Targeted Barriers to Achieving the Goal 3

- Teachers need examples of how to analyze and implement data-driven small group instruction from rigorous lessons and use to differentiate their centers and small group instruction.
- Teachers need to target effective strategies to address the bottom quartile reading and math students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grade Level RTI
- I-Ready
- Achieve 3000
- Reading Coach
- Write to Learn
- PENDA
- Barton Reading and Spelling System

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 8/15/2016 to 6/2/2017

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 students arrive on time and attend the full day, then academic achievement will increase in all core subject areas. **1**

 G086394

G1.B1 Parents are indifferent about promptness. **2**

 B229589

G1.B1.S1 Attendance contracts with parents and students. **4**

 S242218

Strategy Rationale

Greater accountability from parents to buy-in to improving student achievement.

Action Step 1 **5**

Create incentive for students to be on-time for school such as morning circles and book talks first thing in the morning.

Person Responsible

Elizabeth Kavanagh

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Improved on-time attendance and full day attendance recorded by the FOCUS program.

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

An office clerk is designated as the attendance monitor. Frequent reports will identify students struggling with attendance issues.

Person Responsible

Matt Peterson

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Weekly attendance reports, attendance intervention meeting forms.

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

Compare attendance data from week-to-week. Analyze student achievement data for those students with attendance issues.

Person Responsible

Matt Peterson

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Student attendance data and student achievement data will be analyzed.

G1.B2 Transportation issues are hindering students arriving on time and staying the duration of the instructional day. 2

 B229590

G1.B2.S1 Some parents have transportation issues and depend on alternate means of getting their students to school. 4

 S242219

Strategy Rationale

Parents are unaware of transportation options in the district and the surrounding community.

Action Step 1 5

Continuous monitoring of chronic absences, tardies, and students being checked out early.

Person Responsible

Matt Peterson

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

An office clerk is designated as the attendance monitor. Frequent reports will identify students struggling with attendance issues.

Person Responsible

Matt Peterson

Schedule

On 6/2/2017

Evidence of Completion

Weekly attendance reports, tardy notes, attendance intervention meeting forms and notices.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Compare attendance data from week-to-week. Analyze student achievement data for those students with attendance issues.

Person Responsible

Matt Peterson


Schedule

Biweekly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Student attendance data, tardy notes, attendance notices and student achievement data will be analyzed.

G2. If teachers 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**

 G086395

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

 B229591

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**

 S242220

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 8/15/2016 to 6/2/2017

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

Elizabeth Kavanagh

Schedule

Daily, from 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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

 S242221

Strategy Rationale

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 8/15/2016 to 6/2/2017

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

Elizabeth Kavanagh

Schedule

Weekly, from 8/15/2016 to 6/2/2017

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

Matt Peterson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, classroom student data, assessment data

G3. If teachers implement small group or tiered instruction that is data-driven 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

G086396

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

B229593

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

S242222

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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

 S242223

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017









Evidence of Completion

Lesson plans, classroom student data, assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M323568	Attendance data will be monitored and collected.	Peterson, Matt	8/15/2016	Leadership team will decide through documentation if attendance has improved throughout the school, by grade level, and by individual students.	6/2/2017 monthly
G2.MA1 M323573	Walkthrough forms, classroom data and data walls, student data folders and journals, exit tickets,...	Kavanagh, Elizabeth	8/15/2016	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	6/2/2017 biweekly
G3.MA1 M323578	RTI data from teachers, assessments, classroom data from teachers, walk-thru checklists, I-Ready,...	Peterson, Matt	8/15/2016	Student gains and achievement on classroom assessments, district assessments, and state assessments.	6/2/2017 weekly
G1.B2.S1.MA1 M323566	Compare attendance data from week-to-week. Analyze student achievement data for those students with...	Peterson, Matt	8/15/2016	Student attendance data, tardy notes, attendance notices and student achievement data will be analyzed.	6/2/2017 biweekly
G1.B2.S1.MA1 M323567	An office clerk is designated as the attendance monitor. Frequent reports will identify students...	Peterson, Matt	8/15/2016	Weekly attendance reports, tardy notes, attendance intervention meeting forms and notices.	6/2/2017 one-time
G1.B2.S1.A1 A313517	Continuous monitoring of chronic absences, tardies, and students being checked out early.	Peterson, Matt	8/15/2016		6/2/2017 every-3-weeks
G2.B1.S1.MA1 M323569	Continued feedback and discussion with teachers to provide support or praise for implementation...	Kavanagh, Elizabeth	8/15/2016	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).	6/2/2017 daily
G2.B1.S1.MA1 M323570	Monitored through professional development and continued classroom walk-thru.	Kavanagh, Elizabeth	8/15/2016	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.	6/2/2017 daily
G2.B1.S1.A1 A313518	The strategy will be implemented through closely monitored common planning times, administrative...	Kavanagh, Elizabeth	8/15/2016	Lesson plans, center rotations, data walls, assessment data, evidence of differentiation in student work, interactive journals	6/2/2017 daily
G3.B1.S1.MA1 M323574	Continued feedback and discussion with teachers to provide support or praise for implementation...	Peterson, Matt	8/15/2016	Student gains and achievement on classroom assessments, district assessments, and state assessments.	6/2/2017 daily
G3.B1.S1.MA1 M323575	Monitored through professional development and continued classroom walk-thru.	Kavanagh, Elizabeth	8/15/2016	Walk-thru checklist to monitor differentiation in every classroom that was discussed and modeled during professional development trainings.	6/2/2017 daily
G3.B1.S1.A1 A313520	The strategy will be implemented through closely monitored common planning times, classroom...	Kavanagh, Elizabeth	8/15/2016	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.	6/2/2017 daily
G2.B1.S2.MA1 M323571	Weekly data meeting with grade levels with feedback and discussion to implement the strategy	Peterson, Matt	8/15/2016	Lesson plans, classroom student data, assessment data	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1  M323572	Weekly data meeting with grade levels with feedback and discussion to implement the strategy	Kavanagh, Elizabeth	8/15/2016	Lesson plans, classroom student data, assessment data	6/2/2017 weekly
G2.B1.S2.A1  A313519	The Best of Neptune Professional Development program will be use to offer differentiated training...	Kavanagh, Elizabeth	8/15/2016	Lesson plans have evidence of rigorous instruction and use of the gradual release model.	6/2/2017 daily
G3.B1.S2.MA1  M323576	Weekly data meeting with grade levels with feedback and discussion to implement the strategy	Peterson, Matt	8/15/2016	Lesson plans, classroom student data, assessment data	6/2/2017 weekly
G3.B1.S2.MA1  M323577	Weekly data meeting with grade levels with feedback and discussion to implement the strategy	Peterson, Matt	8/15/2016	Lesson plans, classroom student data, assessment data	6/2/2017 weekly
G3.B1.S2.A1  A313521	Differentiated instruction is developed in lesson plans through the use of student data to drive...	Kavanagh, Elizabeth	8/15/2016	Lesson plans have evidence of rigorous instruction and embedded use of the gradual release model, with strong student engagement and evidence of student accountability.	6/2/2017 daily
G1.B1.S1.MA1  M323564	Compare attendance data from week-to-week. Analyze student achievement data for those students with...	Peterson, Matt	8/15/2016	Student attendance data and student achievement data will be analyzed.	6/9/2017 weekly
G1.B1.S1.MA1  M323565	An office clerk is designated as the attendance monitor. Frequent reports will identify students...	Peterson, Matt	8/15/2016	Weekly attendance reports, attendance intervention meeting forms.	6/9/2017 weekly
G1.B1.S1.A1  A313516	Create incentive for students to be on-time for school such as morning circles and book talks first...	Kavanagh, Elizabeth	8/15/2016	Improved on-time attendance and full day attendance recorded by the FOCUS program.	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. If students arrive on time and attend the full day, then academic achievement will increase in all core subject areas.

G1.B1 Parents are indifferent about promptness.

G1.B1.S1 Attendance contracts with parents and students.

PD Opportunity 1

Create incentive for students to be on-time for school such as morning circles and book talks first thing in the morning.

Facilitator

Matt Peterson and Cathy Howard-Williams, Assistant Principals

Participants

Neptune Beach faculty and staff.

Schedule

Weekly, from 8/15/2016 to 6/9/2017

G1.B2 Transportation issues are hindering students arriving on time and staying the duration of the instructional day.

G1.B2.S1 Some parents have transportation issues and depend on alternate means of getting their students to school.

PD Opportunity 1

Continuous monitoring of chronic absences, tardies, and students being checked out early.

Facilitator

Matt Peterson and Cathy Howard-Williams, Assistant Principals

Participants

Neptune Beach Faculty and Staff

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

G2. If teachers 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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

G3. If teachers implement small group or tiered instruction that is data-driven 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%.

G3.B1 Teachers need examples of how to analyze and implement data-driven small group instruction from rigorous lessons and use to differentiate their centers and small group instruction.

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.

PD Opportunity 1

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.

Facilitator

Leadership Team

Participants

Teachers and staff

Schedule

Daily, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create incentive for students to be on-time for school such as morning circles and book talks first thing in the morning.	\$0.00
2	G1.B2.S1.A1	Continuous monitoring of chronic absences, tardies, and students being checked out early.	\$0.00
3	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
4	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
5	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
6	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