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# Neptune Beach Elementary School

1515 FLORIDA BLVD, Neptune Beach, FL 32266

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

## Demographics

**Principal: Elizabeth Kavanagh**

Start Date for this Principal: 7/1/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	51%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (73%) 2017-18: A (69%) 2016-17: A (74%) 2015-16: A (65%) 2014-15: A (68%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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# Neptune Beach Elementary School

1515 FLORIDA BLVD, Neptune Beach, FL 32266

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>59%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>35%</p>

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

We fully commit ourselves to every child's individual pathway to success.

**Provide the school's vision statement.**

Every student will know how to apply the skills they learn to their life.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Kavanagh, Elizabeth	Principal	
Baxter, Kevin	Assistant Principal	
Weertz, Andrea	Assistant Principal	
Forte, Brooke	School Counselor	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 Rtl leadership team for supporting documentation.
Darcy, Marylou	Teacher, ESE	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	141	143	111	124	139	166	0	0	0	0	0	0	0	824
Attendance below 90 percent	25	29	23	21	21	17	0	0	0	0	0	0	0	136
One or more suspensions	2	6	3	1	3	3	0	0	0	0	0	0	0	18
Course failure in ELA or Math	2	1	1	2	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	19	36	42	42	46	33	0	0	0	0	0	0	0	218

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	8	10	27	21	26	0	0	0	0	0	0	0	93

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	7	3	1	2	0	2	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	1	2	0	0	0	0	0	0	0	4

**FTE units allocated to school (total number of teacher units)**

55

**Date this data was collected or last updated**

Monday 8/19/2019

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
Students with two or more indicators														

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	35	27	33	33	28	29	0	0	0	0	0	0	0	185
One or more suspensions	2	6	1	0	2	5	0	0	0	0	0	0	0	16
Course failure in ELA or Math	4	3	2	0	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	9	16	42	37	44	68	0	0	0	0	0	0	0	216

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	12	22	40	24	19	37	0	0	0	0	0	0	0	154

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	77%	50%	57%	76%	49%	55%
ELA Learning Gains	66%	56%	58%	67%	56%	57%
ELA Lowest 25th Percentile	45%	50%	53%	48%	54%	52%
Math Achievement	86%	62%	63%	87%	62%	61%
Math Learning Gains	85%	63%	62%	88%	63%	61%
Math Lowest 25th Percentile	74%	52%	51%	74%	54%	51%
Science Achievement	78%	48%	53%	81%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	141 (0)	143 (0)	111 (0)	124 (0)	139 (0)	166 (0)	824 (0)
Attendance below 90 percent	25 ( )	29 ( )	23 ( )	21 ( )	21 ( )	17 ( )	136 (0)
One or more suspensions	2 ( )	6 (0)	3 (0)	1 (0)	3 (0)	3 (0)	18 (0)
Course failure in ELA or Math	2 ( )	1 (0)	1 (0)	2 (0)	0 (0)	0 (0)	6 (0)
Level 1 on statewide assessment	19 ( )	36 (0)	42 (0)	42 (0)	46 (0)	33 (0)	218 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	51%	27%	58%	20%
	2018	80%	50%	30%	57%	23%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	74%	52%	22%	58%	16%
	2018	68%	49%	19%	56%	12%
Same Grade Comparison		6%				
Cohort Comparison		-6%				
05	2019	77%	50%	27%	56%	21%
	2018	73%	51%	22%	55%	18%
Same Grade Comparison		4%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	84%	61%	23%	62%	22%
	2018	83%	59%	24%	62%	21%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	82%	64%	18%	64%	18%
	2018	82%	60%	22%	62%	20%
Same Grade Comparison		0%				
Cohort Comparison		-1%				
05	2019	91%	57%	34%	60%	31%
	2018	87%	61%	26%	61%	26%
Same Grade Comparison		4%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	77%	49%	28%	53%	24%
	2018	81%	56%	25%	55%	26%
Same Grade Comparison		-4%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	48	52	39	68	81	74	46				
ELL	50	60		75	80						
BLK	47	48	24	70	73	71	31				
HSP	71	74	82	80	85		77				
MUL	73	63		83	78						
WHT	84	67	48	90	88	74	86				
FRL	63	60	38	77	76	65	68				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	51	47	42	65	56	39	73				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	50			70							
ASN	80			100							
BLK	43	46	35	61	63	50	50				
HSP	73	66		79	69		88				
MUL	86	62		100	100						
WHT	79	63	43	86	83	64	84				
FRL	62	56	46	76	78	66	70				

  

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	38	48	38	65	78	71	20				
ELL	43	40		79	100						
BLK	49	63	53	75	81	67	59				
HSP	66	50	20	82	81	91	64				
MUL	80	77		88	100						
WHT	83	71	58	91	90	72	88				
FRL	62	60	43	79	83	70	69				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The area of with the lowest performance was ELA lowest 25% gains. The ELA bottom quartile data was at 45%. For the past three years ELA bottom quartile data points has been the lowest performing area within the school.

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

Science proficiency declined by 3% from the previous year. In 2017-18, 81% of the 5th grade students were proficient compared to 78% in 2018-19.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap compared to the state was the lower performing students in ELA. 45% of the lower performing students made gains compared to the state average of 53%.

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

The area that showed the most improvement was the math lower performing student gains. The gains went from 61% for the 2017-18 year to 74% in 2018-19.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The one area of concern from the EWS data, student attendance.

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

1. ELA Lower Performing Student Gains
2. ELA proficiency
3. Student Attendance
- 4.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	ELA Lower Performing Gains
<b>Rationale</b>	The overall level of ELA Lower Performing Gains is currently at 45%. The school has demonstrated a decrease of 3% since 2016.
<b>State the measurable outcome the school plans to achieve</b>	The goal to increase the ELA lower performing to more closely align with the lower performing gains in mathematics of 74%. This will require a gain of approximately 28% overall for students in 3-5 grade.
<b>Person responsible for monitoring outcome</b>	Elizabeth Kavanagh (kavanaghe@duvalschools.org)
<b>Evidence-based Strategy</b>	Through design, rigor, and implementation of professional development to engage and improve teacher knowledge throughout the school year in the areas of lower performance, writing, and disaggregating data (pre-planning, common planning, after school trainings) will lead to increasing lower performing student achievement.
<b>Rationale for Evidence-based Strategy</b>	The overall level of ELA Lower Performing Gains is currently at 45%. The school has demonstrated a decrease of 3% since 2016. Teachers lack remediation tools and disaggregation of data to determine who the lower performing students are and how to implement classroom strategies and tools to increase student achievement/gains.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers visit model classrooms to enhance implementation of differentiated instruction with lower performing students.</li> <li>2. Teachers meet monthly with leadership team to discuss explicit points to improve student achievement.</li> <li>3. Implement professional development for LLI, Achieve 3000, i-Ready, and Top Score to assist with successfully incorporating these resources within the classroom.</li> <li>4. Utilize tutors/mentors and materials to provide support and instruction for identified students.</li> <li>5. Classroom walkthroughs with explicit and timely feedback to promote and drive the ongoing classroom instruction to improve student gains.</li> </ol>
<b>Person Responsible</b>	Kevin Baxter (baxterk@duvalschools.org)

<b>#2</b>	
<b>Title</b>	ELA Achievement
<b>Rationale</b>	The overall level of proficiency the last three years has maintained between 73% and 77%. The trend the last three years has demonstrated that ELA proficiency has leveled off.

<b>State the measurable outcome the school plans to achieve</b>	The goal is to increase ELA proficiency to more align with mathematics proficiency, which has trended the last three years between 83% and 86%.
<b>Person responsible for monitoring outcome</b>	Elizabeth Kavanagh (kavanaghe@duvalschools.org)
<b>Evidence-based Strategy</b>	Through design, rigor, and implementation of professional development to engage and improve teacher knowledge throughout the school year in the areas of lower performance, writing, and disaggregating data (pre-planning, common planning, after school training's) will lead to further improve ELA achievement at every grade level.
<b>Rationale for Evidence-based Strategy</b>	The overall level of proficiency the last three years has maintained between 73% and 77%. The trend the last three years has demonstrated that ELA proficiency has leveled off. Through design, rigor, and implementation of professional development, the rationale for these strategies is to more align ELA proficiency with the past trends of mathematics proficiency.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers visit model classrooms to enhance implementation of differentiated instruction with lower performing students.</li> <li>2. Teachers meet monthly with leadership team to discuss explicit points to improve student achievement.</li> <li>3. Implement professional development for LLI, Achieve 3000, i-Ready, Writing City and Top Score to assist with successfully incorporating these resources within the classroom.</li> <li>4. Utilize tutors/mentors and materials to provide support and instruction for identified students.</li> <li>5. Classroom walkthroughs with explicit and timely feedback to promote and drive the ongoing classroom instruction to improve student gains.</li> </ol>
<b>Person Responsible</b>	Andrea Weertz (weertza@duvalschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

**Part IV: Title I Requirements**

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

NA

**PFEP Link**

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

**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.**

NA

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

NA

**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.**

NA

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

NA

**Part V: Budget**

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

1	III.A.	Areas of Focus: ELA Lower Performing Gains	\$0.00
2	III.A.	Areas of Focus: ELA Achievement	\$0.00
<b>Total:</b>			<b>\$0.00</b>