



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Neptune Beach Elementary School

1515 FLORIDA BLVD

Neptune Beach, FL 32266

904-247-5954

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 48%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 38%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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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

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

**School-Level Information**

**School**

Neptune Beach Elementary School

**Principal**

Elizabeth Kavanagh

**School Advisory Council chair**

Chantelle Quick

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

Name	Title
Kevin Baxter	Assistant Principal
Jean Aikens	Reading Interventionist
Sangita Cody	Reading Coach
Rachel Rogers	EBD Site Coach
Brooke Forte	Guidance Counselor
Marylou Graham	ESE Lead

**District-Level Information**

**District**

Duval

**Superintendent**

Dr. Nikolai P Vitti

**Date of school board approval of SIP**

01/07/2014

### School Advisory Council (SAC)

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

**Membership of the SAC**

- Chantelle Quick/President/Parent
- Elizabeth Kavanagh/Administration/Principal
- Charlene Cinotti/Parent/Community/Business Partner/PTA President
- Juliann Gaus-Graeser/Community/Business Partner
- Ray Martin/Grandparent
- Kenya Stouffer/Faculty-Teacher
- Nancy DeCandis/Faculty/Educational Support
- Anthony Cinotti/Parent
- Sharon Ohnsman/Community
- Marcus Anderson /Community

**Involvement of the SAC in the development of the SIP**

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 30.

**Activities of the SAC for the upcoming school year**

The Neptune Beach SAC will meet monthly to discuss the school updates and progress report from the principal and give feedback and recommendations. The SAC will continue to provide support and work with the staff in publishing a student generated school newsletter quarterly. They also will purchase Write Score for 4th grade teachers to support their planning and teaching strategies to improve the students' writing. SAC will assist with the organizing and collection of can tabs for the Ronald McDonald House to support Children Cancer Treatment.

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

Write Score to support the Writing Program for 4th grade students (\$2032.80).

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Elizabeth Kavanagh</b>		
Principal	Years as Administrator: 11	Years at Current School: 4
<b>Credentials</b>	MAT in Educational Leadership Areas of certification include: School Principal, Educational Leadership, Elementary Education 1-6, ESOL Endorsement, Nursery-Kindergarten	
<b>Performance Record</b>	A school grade of A has been earned each year beginning 2001-2002 school year. 2012-2013 Neptune Beach decreased 40 points in the state grading system while maintaining an A School Grade. Achievement Data: Reading 72%, Math 80%, Writing 64%, Science 63%, Reading Gains 71%, Math Gains 66%, Bottom Quartile Reading 74%, Bottom Quartile Math 54%. Elizabeth Kavanagh transferred to Neptune Beach Elementary August 2010. Elizabeth previously served 7 years as Principal at Lone Star Elementary.	

<b>Kevin Baxter</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
<b>Credentials</b>	MAT Educational Leadership Areas of Certification Include: Educational Leadership, K-6 All subjects	
<b>Performance Record</b>	Joseph Finegan Elementary went from a B school in 2011-2012 to an A school in 2012-2013 school year. The school improved 72 points from the previous year. As the 4th grade math and science teacher 81% of the students were proficient in math. 98% of the 4th grade students were proficient in math or made one years growth in math.	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Sangita Cody</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	B.A. in Elementary Education, Certified in grades K-6, ESOL Endorsed	
<b>Performance Record</b>	<p>A school grade of A has been earned each year beginning 2001-2002 school year. 2012-2013 Neptune Beach decreased 40 points in the state grading system while maintaining an A School Grade.</p> <p>Achievement Data: Reading 72%, Math 80%, Writing 64%, Science 63%, Reading Gains 71%, Math Gains 66%, Bottom Quartile Reading 74%, Bottom Quartile Math 54%. Sangita Cody transferred to Neptune Beach Elementary in August 2009. Sangita previously served as a 3rd and 4th grade teacher at Woodland Acres Elementary for 4 years.</p> <p>Sangita is a Highly Effective Teacher. For the past 4 years she has been a third grade math and science teacher. Her growth score for the 2012-2013 school year was 94.29%.</p> <p>FCAT Data:                  2012-2013: 97% math students proficient (level 3 or higher)                  2011-2012: 91% math students proficient (level 3 or higher)</p>	

**Classroom Teachers**

<b># of classroom teachers</b>	88
<b># receiving effective rating or higher</b>	86, 98%
<b># Highly Qualified Teachers</b>	90%
<b># certified in-field</b>	88, 100%
<b># ESOL endorsed</b>	57, 65%
<b># reading endorsed</b>	5, 6%
<b># with advanced degrees</b>	34, 39%
<b># National Board Certified</b>	3, 3%
<b># first-year teachers</b>	3, 3%

**# with 1-5 years of experience**

8, 9%

**# with 6-14 years of experience**

34, 39%

**# with 15 or more years of experience**

43, 49%

**Education Paraprofessionals**

**# of paraprofessionals**

24

**# Highly Qualified**

24, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

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  
 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

**Teacher Mentoring Program/Plan**

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

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

Mentee-Anna Price with Mentor Lyndzee Dunn-MINT Program mentor is veteran teacher with experience on the grade level.  
 Mentee-Rachel Fox with Mentor Sangita Cody-MINT Program mentor is veteran teacher with experience in 4th grade and is the current Reading Coach.  
 Mentee-Brooke Townsend with Mentor Janet Hanson MINT Program mentor is veteran teacher with experience on the grade level.  
 Mentee-Brett Roberts with Mentor Carolyn Peterson-MINT Program mentor is veteran teacher with

experience on the grade level.

Mentee-Celeste Huggins with Mentor Michelle Atkins-MINT Program mentor is veteran teacher with experience on the grade level.

Mentee-Lauren Ellis with Mentor Michelle Atkins-MINT Program mentor is veteran teacher with experience on the grade level.

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

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

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

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 implementation 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.

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

The school-based Leadership Team will meet monthly. The meetings will be designed to review screening data and to help in 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.

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

The Rtl Team and Leadership Team met to discuss data and how to best meet the needs of students. This information was then presented to faculty for review of data with input from other teams. The initial draft of the SIP was created. The draft was then presented to the School Advisory Council for review and recommendations. The SIP becomes the guiding document for the work of the school. The Leadership Team regularly revises and updates the plans as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used the Rtl to inform instruction and made midcourse adjustments as data are analyzed.

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

Diagnostic Data: District Curriculum Guide Assessments, Florida Comprehensive Assessment Test (FCAT), Progress Monitoring and Reporting Network (PMRN)for Kindergarten (FLKRS), Iowa Reading Assessment, DAR Diagnostic of Reading.  
 Prescriptive Monitoring: Curriculum Based Measurement (CBM), FCAT Simulation, District Writing Prompts, FCAT.  
 Behavior Data: Behavior contracts, FBA, Classroom rituals and routines

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

Professional development from our Rtl facilitator, Guidance Counselor and other trained staff will be held through Vertical Alignment Teams and Early Release Days, Professional Learning Communities, Collaborative Planning, Book Study and Lesson Study.  
 Weekly grade level data meetings with leadership team will provide support to individuals which will carry into the classroom instruction. Implementation of grade level Rtl. Classroom observations with feedback. Looking at student work to prescribe instruction and next steps.  
 Monthly meetings with School Advisory Council to explain Multi-Tiered System of Support with parents and the community.

**Literacy Leadership Team (LLT)**

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

Name	Title
Elizabeth Kavanagh	Principal
E. Jean Aikens	Reading Interventionist
Sangita Cody	Reading Coach

Name	Title
Cindy Kennon	Kindergarten Teacher
Karly Heal	Kindergarten Teacher
Holly Robertson	1st Grade Teacher
Marianne Slough	2nd Grade Teacher
Armedra Merkison	3rd Grade Teacher
Brett Roberts	3rd Grade Teacher
Josh Gray	4th Grade Teacher
Sarah Hall	5th Grade Teacher
Michelle Atwood	ESOL Teacher
Trellis Jenkins	ESOL Teacher

### How the school-based LLT functions

The LLT is responsible for assisting in the monitoring of standards-based reading strategies. LLT monitors the elements of the Reading Standards and assures successful implementation of all elements of the Gradual Release Model strategies. LLT carefully and thoughtfully examines all learners' progress in reading assessments, district-provided assessments, portfolios and the FCAT. Each member of the team is responsible for assisting grade-level colleagues in developing a clear understanding of the standards-based strategies necessary to insure learner success.

The LLT also monitors the elements of the Writing Standard and assures successful implementation of all elements of the Writing Gradual Release Model. LLT carefully and thoughtfully examines all learners' progress in writing assessments, district-provided assessments, portfolios and the FCAT Writes. LLT reviews cross-grade level examples of learner writing every quarter to assure that the work matches or exceeds the expectations for grade-level work and cross-grade-level growth. Each member of the team is responsible for assisting grade-level colleagues in developing a clear understanding of the standards-based strategies necessary to insure learner success.

### Major initiatives of the LLT

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

### Preschool Transition

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

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

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.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	72%	Yes	75%
American Indian				
Asian	83%	80%	No	85%
Black/African American	42%	31%	No	48%
Hispanic	54%	42%	No	59%
White	79%	84%	Yes	81%
English language learners	42%	26%	No	48%
Students with disabilities	58%	44%	No	62%
Economically disadvantaged	60%	57%	No	64%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	32%	34%
Students scoring at or above Achievement Level 4	142	41%	43%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	63%	64%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		57%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	243	71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	63	74%	77%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	36	49%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	26%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	51%	53%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	66	64%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		42%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	80%	Yes	78%
American Indian				
Asian	83%	90%	Yes	85%
Black/African American	50%	54%	Yes	55%
Hispanic	58%	62%	Yes	62%
White	83%	86%	Yes	85%
English language learners	46%	48%	Yes	51%
Students with disabilities	53%	52%	No	58%
Economically disadvantaged	64%	67%	Yes	68%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	27%	29%
Students scoring at or above Achievement Level 4	185	54%	56%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		32%
Students scoring at or above Level 7	[data excluded for privacy reasons]		26%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	226	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	46	54%	56%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	29%	31%
Students scoring at or above Achievement Level 4	34	32%	34%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		58%
Students scoring at or above Level 7	[data excluded for privacy reasons]		15%

**Area 8: Early Warning Systems**



**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	119	14%	12%
Students retained, pursuant to s. 1008.25, F.S.	15	1%	1%
Students who are not proficient in reading by third grade	40	30%	28%
Students who receive two or more behavior referrals	29	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	36	4%	3%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of families attending Open House.	700	80%	85%

**Area 10: Additional Targets**

**Additional targets for the school**

To ensure the safety of the school, the target is to improve securing the campus. The school has added two security paras to make sure doors and gates are checked and locked during school hours. Office staff, PTA parents, and administration makes sure all visitors check-in the front office and receive a visitors badge. We now have additional pick-up areas to alleviate the problem with crowding during dismissal. Kindergarten students have their own area for pick-up, along with a car riders area and park-to-pick-up for 1st through 5th grade students.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
95% of parents and staff will agree that the school provides a safe school environment.	170	95%	95%

## Goals Summary

- G1.** Increase the percentage of students' proficiency by 5%. Continue to make learning gains of all students in Science.
- G2.** Reading: Increase the percentage of students' proficiency by 5%. Also, assure that all students continue to make gains. Focus on students in the bottom quartile, assuring they make an average year's progress.
- G3.** Continue to maintain a high percentage of students performing at a 3, 4, and 5 on the state assessment. Also, continue to focus on all students making gains in the lowest 25% and the bottom quartile.
- G4.** Increase students' access and usage of technology.
- G5.** Writing: Increase the percentage of students' proficiency by 5%. Also, assure that all students continue to make gains.

## Goals Detail

**G1.** Increase the percentage of students' proficiency by 5%. Continue to make learning gains of all students in Science.

### Targets Supported

- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Science Lab, Pearson On-line interactive science, Interactive Journals

### Targeted Barriers to Achieving the Goal

- Complexity of student knowledge of science vocabulary
- Lack of general and specific resources for hands-on science activities

### Plan to Monitor Progress Toward the Goal

Evaluate results through the surveys and determine if changes need to be made to the strategy if plan is not working.

### Person or Persons Responsible

Administration and K-5 Science Lead Team

### Target Dates or Schedule:

December 2013 and May 2014

### Evidence of Completion:

Students' science vocabulary will be improved through Interactive Journals, Formative Assessments, and Summative Assessments

**G2.** Reading: Increase the percentage of students' proficiency by 5%. Also, assure that all students continue to make gains. Focus on students in the bottom quartile, assuring they make an average year's progress.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Reading Mastery, Six Minute Solution Fluency, Success Maker, Teacher Led Novel Studies, Houghton Mifflin Reading Series

**Targeted Barriers to Achieving the Goal**

- Variation in teachers' knowledge of pedagogy.
- Changes to curriculum, teaching model shift from workshop model to gradual release model.

**Plan to Monitor Progress Toward the Goal**

Student work, data collected from Curriculum Guide Assessments and DAR. Evaluate results through these measures monthly. Determine if changes need to be made.

**Person or Persons Responsible**

Administration and K-5 Lead ELA Team

**Target Dates or Schedule:**

Monthly and as needed

**Evidence of Completion:**

Student reading gains on assessments.

**G3.** Continue to maintain a high percentage of students performing at a 3, 4, and 5 on the state assessment. Also, continue to focus on all students making gains in the lowest 25% and the bottom quartile.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- EnVisions Math, I-Ready, Reflex Math, Investigations

**Targeted Barriers to Achieving the Goal**

- Gaps in mathematical achievement between grade levels.

### Plan to Monitor Progress Toward the Goal

Teacher surveys, district assessments, and student work

**Person or Persons Responsible**

K-5 Teachers, Administration, and Math Lead Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Integration of strategies to successfully differentiate instruction throughout the grade levels.

### G4. Increase students' access and usage of technology.

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- Newsletters, parent phone calls, public library, low cost internet access

**Targeted Barriers to Achieving the Goal**

- The lack of hardware and internet access for many students and families.
- Maintaining our current hardware and providing trouble shooting for technology issues

### Plan to Monitor Progress Toward the Goal

Surveys collected from teachers

**Person or Persons Responsible**

K-5 Technology Team

**Target Dates or Schedule:**

December 2013 and June 2014

**Evidence of Completion:**

Teachers are able to use technology more often in their classroom.

### G5. Writing: Increase the percentage of students' proficiency by 5%. Also, assure that all students continue to make gains.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Write Score, District Curriculum Lesson Guides, District Writing Anchor Lessons, Houghton Mifflin Reading Series

**Targeted Barriers to Achieving the Goal**

- Students' background knowledge for writing across a variety of genres. Also, students' sound knowledge of grammar and conventions.

## Plan to Monitor Progress Toward the Goal

writing prompt scores, district curriculum guide writing assessments

### **Person or Persons Responsible**

Administration, School Based Reading Coach, 3rd and 4th grade teachers, Write Score

### **Target Dates or Schedule:**

during 4th nine weeks narrative writing genre study

### **Evidence of Completion:**

improved student achievement on writing prompts and district curriculum writing guide assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the percentage of students' proficiency by 5%. Continue to make learning gains of all students in Science.

**G1.B1** Complexity of student knowledge of science vocabulary

**G1.B1.S1** Sharing best practices among teachers for working with all learning groups (those performing above, at, or below standard). The use of interactive journals within the classroom to improve students' knowledge of science vocabulary.

#### **Action Step 1**

Teachers share their own ideas during science leadership team time. Teachers will take information back to grade levels and present information during common planning time. Book Study on Vocabulary.

#### **Person or Persons Responsible**

Administration and K-5 Science Teachers

#### **Target Dates or Schedule**

The implementation of improving students' science vocabulary will occur all year long beginning November, 2013. End will be June 2014.

#### **Evidence of Completion**

Teachers review of students Interactive Journals. Teachers formative and summative assessments in the classroom. Data from the districts Curriculum Guide Assessments.

#### **Facilitator:**

Administration

#### **Participants:**

K-5 Science Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Support will be given by Administration and Science Lead Teachers for implementing strategies to improve students' science vocabulary. Administration will monitor the use of the Book Study to improve student vocabulary.

#### **Person or Persons Responsible**

Administration and K-5 Science Lead Teachers

#### **Target Dates or Schedule**

Monthly team meetings, Academic Learning Teams meet during Early Release Days

#### **Evidence of Completion**

Collection of student work and teacher reflections and next steps from Book Study

### **Plan to Monitor Effectiveness of G1.B1.S1**

Data will be collected from students' Interactive Journals, students' formative assessments, and district assessments

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Monthly review of Interactive Journals and students' formative assessments. Review data from district assessments during science team meetings.

#### **Evidence of Completion**

Student improvement and gains on end of year science assessments

## **G1.B2** Lack of general and specific resources for hands-on science activities

### **G1.B2.S1** Implement a working Science Lab for all grade levels

#### **Action Step 1**

A working science lab will be established for all grade levels to have materials for hands-on interactive science observations.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Each teacher will use the science lab once a week for hands-on science experiments. The lab will be used for all of 2013 and 2014 school year.

#### **Evidence of Completion**

Monitoring of teacher use of science lab

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

A survey will be collected from the teachers to understand what support teachers need to improve the science lab.

#### **Person or Persons Responsible**

Administration and Science Lead Team

#### **Target Dates or Schedule**

First survey collected in December, 2013. Another survey collected in May, 2014.

#### **Evidence of Completion**

The report feedback will be given in January from the first survey and June 2014 for the last survey.



## Plan to Monitor Effectiveness of G1.B2.S1

Surveys will be taken to determine how the scienc lab is implemented and what improvements need to be made.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

In December 2013 and May 2014

### Evidence of Completion

Completion will occur when determined science lab with materials is successful and rightly implemented

**G2.** Reading: Increase the percentage of students' proficiency by 5%. Also, assure that all students continue to make gains. Focus on students in the bottom quartile, assuring they make an average year's progress.

### **G2.B1** Variation in teachers' knowledge of pedagogy.

#### **G2.B1.S1** Sharing best practices among teachers for working with all learning groups.

### Action Step 1

Teachers will engage in peer observation. Teachers will share ideas during Literacy Team Meetings and take back to peers. Teachers will receive training in best practices and share with peers.

### Person or Persons Responsible

Administration and all K-5 ELA Teachers

### Target Dates or Schedule

Common planning time, faculty meetings, planning days and early release time throughout the 2013-2014 school year.

### Evidence of Completion

Curriculum Guide Assessments, FCAT 2.0, IOWA Reading Assessment, DAR

### Facilitator:

Sangita Cody, Jean Aikens, Renee Jackson, Leslie Beasley, Lead ELA Teachers

### Participants:

all K-5 ELA Teachers, Reading Coach, Administration

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

Support will be given by Reading Coaches and ELA Lead Teachers for implementing strategies to improve reading best practices.

#### **Person or Persons Responsible**

Sangita Cody, Jean Aikens, Renee Jackson, Leslie Beasley, Lead ELA Teachers

#### **Target Dates or Schedule**

Collaborative planning times, academic learning team meetings, planning days, faculty meetings, early release day trainings

#### **Evidence of Completion**

lesson plans, assessment results, teacher reflections, exit tickets

### **Plan to Monitor Effectiveness of G2.B1.S1**

Data will be collected from Curriculum Guide Assessments, running records and DAR

#### **Person or Persons Responsible**

Administration, Sangita Cody, Jean Aikens, Renee Jackson, Leslie Beasley

#### **Target Dates or Schedule**

Leadership team meetings and district ELA Specialist visits

#### **Evidence of Completion**

Student improvements and gains on ELA assessments such as: DAR, Curriculum Guide Assessments, IOWA, FCAT

**G2.B2** Changes to curriculum, teaching model shift from workshop model to gradual release model.

**G2.B2.S1** PLCs and professional development on new curriculum including CCSS and gradual release model.

**Action Step 1**

PLCs and professional development on gradual release model and new curriculum including CCSS.

**Person or Persons Responsible**

Administration and Lead ELA Team

**Target Dates or Schedule**

Collaborative planning time, planning days and early release trainings

**Evidence of Completion**

lesson plans, lesson observation, students' knowledge of standards and gradual release model, students' work and ongoing assessments

**Facilitator:**

Reading Coaches and Lead ELA Team

**Participants:**

Reading Coaches and ELA Teachers

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

lesson plans, lesson observations, student work, district reading curriculum guide assessments, DAR, IOWA Reading Assessment

**Person or Persons Responsible**

Administration, School Based Reading Coach, ELA Teachers

**Target Dates or Schedule**

collaborative planning time, early release day time, planning days

**Evidence of Completion**

Data/observations from above will be analyzed to see which students need to be remediated/enriched and what benchmarks need to be addressed.

## Plan to Monitor Effectiveness of G2.B2.S1

lesson plans, lesson observations, student work, district reading curriculum guide assessments, DAR, IOWA Reading Assessment

### Person or Persons Responsible

Administration, School Based Reading Coach, ELA Teachers

### Target Dates or Schedule

collaborative planning time, early release day time, planning days

### Evidence of Completion

Data/observations from above will be analyzed to see which students need to be remediated/enriched and what benchmarks need to be addressed.

**G3.** Continue to maintain a high percentage of students performing at a 3, 4, and 5 on the state assessment. Also, continue to focus on all students making gains in the lowest 25% and the bottom quartile.

**G3.B1** Gaps in mathematical achievement between grade levels.

**G3.B1.S1** Implementation and integration of common core K-5.

### Action Step 1

PLC's during math academic leadership team meetings. Team members will discuss implementing and improving common core lessons and share with colleagues.

### Person or Persons Responsible

Mathematics Academic Leadership Team Members

### Target Dates or Schedule

Monthly

### Evidence of Completion

Continous monitoring of implementation of common core lessons by the academic leadership team

### Facilitator:

Math Academic Leadership Members

### Participants:

K-5 math teachers

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Continued monitoring of PLC's by math team. Support will be given by administration for additional resources or needs to improve implementation and training for common core.

#### **Person or Persons Responsible**

Administration and Math Academic Leadership Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Collection of needs and resources from math teachers

### **Plan to Monitor Effectiveness of G3.B1.S1**

Data will be collected through needs survey of teachers. Successful implementation will result in looking at removing the barrier. Poor implementation will result in re-looking at the barrier and creating a new strategy for implementing and closing the gaps in mathematics.

#### **Person or Persons Responsible**

Administration and Math Academic Leadership Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Completion will occur when common core is intergated in K-5

**G3.B1.S2** Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction, ongoing remediation, and utilize collaborative team planning time to analyze student data to effectively differentiate instruction.

**Action Step 1**

Collaborative team meetings to implement successful strategies from other team members to analyze student data and effectively differentiate instruction.

**Person or Persons Responsible**

Math Lead Team and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Collecting student data through data team meetings.

**Facilitator:**

Math Leadership Team Members

**Participants:**

K-5 Vertical Alignment Math Team

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

Looking at student data and effectively differentiating student instruction

**Person or Persons Responsible**

Math Academic Leadership Team

**Target Dates or Schedule**

Monthly throughout the school year

**Evidence of Completion**

Math Team will take minutes and notes

## Plan to Monitor Effectiveness of G3.B1.S2

District Assessments, Student Work, Formative Assessments. Teacher feedback on successful strategies used to differentiate instruction in the classroom.

### Person or Persons Responsible

K-5 Teachers and Math Lead Team

### Target Dates or Schedule

Daily or weekly by teachers to determine necessary differentiation in the classroom.

### Evidence of Completion

Improved gains in math for all students

## G4. Increase students' access and usage of technology.

### G4.B1 The lack of hardware and internet access for many students and families.

**G4.B1.S1** Provide information to families about low cost internet access. Inform parents about internet access at the public libraries, along with hours of operation for the branches closest to us. Open the the Neptune Beach computer labs to students before school with supervision provided by volunteers.

### Action Step 1

Provide information through newsletters and parent phone calls to inform parents about options for internet options at home or at the public library.

### Person or Persons Responsible

Administration and K-5 Technology Leadership Team

### Target Dates or Schedule

The information will be provided monthly throughout the 2013 and 2014 school year.

### Evidence of Completion

Newsletters will be sent home and school-wide messages sent to parents

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

The technology team and leadership team will continue to monitor that newsletters go home and school-wide messages are sent to parents.

#### **Person or Persons Responsible**

Leadership team and K-5 Technology Team

#### **Target Dates or Schedule**

Monthly newsletters and phone calls

#### **Evidence of Completion**

Newsletters will be sent home and school-wide messages sent to parents

### **Plan to Monitor Effectiveness of G4.B1.S1**

Surveys will be sent for parents to fill out

#### **Person or Persons Responsible**

K-5 Technology Team

#### **Target Dates or Schedule**

December 2013 and May 2014

#### **Evidence of Completion**

Data will be collected from the surveys



**G4.B2** Maintaining our current hardware and providing trouble shooting for technology issues

**G4.B2.S1** Arrange the technology team to receive training from the district. Teachers explain the expectations for caring for the laptops with their students.

**Action Step 1**

Have training with Technology Team to learn how to troubleshoot minor problems with computers.

**Person or Persons Responsible**

K-5 Technology Team

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Professional Development with Technology Team is complete

**Facilitator:**

District Technology Department

**Participants:**

Technology Team

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Minor computer problems are solved and fixed by technology team.

**Person or Persons Responsible**

K-5 Technology Team

**Target Dates or Schedule**

Bi-Weekly checks of computer needs within the school.

**Evidence of Completion**

Less tickets are called into the district to fix computer problems.

## Plan to Monitor Effectiveness of G4.B2.S1

Technology Team can successfully fix minor computer problems.

### Person or Persons Responsible

K-5 Technology Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Computers problems are solved quicker, allowing teachers to use more technology in their classrooms.

**G5.** Writing: Increase the percentage of students' proficiency by 5%. Also, assure that all students continue to make gains.

**G5.B1** Students' background knowledge for writing across a variety of genres. Also, students' sound knowledge of grammar and conventions.

**G5.B1.S1** The last nine weeks of third grade complete a comprehensive narrative writing genre study with writing prompts. Collaborate between 3rd and 4th grade teachers and analyze student work to see where to enrich/remediate.

### Action Step 1

Comprehensive narrative writing genre study

#### Person or Persons Responsible

Administration, School Based Reading Coach, District Reading Coaches, 3rd and 4th grade teachers

#### Target Dates or Schedule

4th nine weeks 2014

#### Evidence of Completion

student work including writing prompts, district curriculum writing guide assessments

#### Facilitator:

Reading Coaches and Lead ELA Teachers

#### Participants:

Administration, Reading Coaches and 3rd and 4th grade teachers

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

analyzing students writing (planning pieces, works in progress, writing prompts)

#### **Person or Persons Responsible**

Administration, School Based Reading Coach, 3rd and 4th grade teachers

#### **Target Dates or Schedule**

collaborative planning times, planning days, early release days

#### **Evidence of Completion**

student work including writing prompts, district curriculum writing guide assessments

### **Plan to Monitor Effectiveness of G5.B1.S1**

analyzing student work: elements of works in progress and writing prompts

#### **Person or Persons Responsible**

Administration, School Based Reading Coach, 3rd and 4th grade teachers

#### **Target Dates or Schedule**

during writing process when narrative genre study is taking place (4th nine weeks), collaborative planning times, planning days and early release days

#### **Evidence of Completion**

elements of works in progress and writing prompts

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** Increase the percentage of students' proficiency by 5%. Continue to make learning gains of all students in Science.

### **G1.B1** Complexity of student knowledge of science vocabulary

**G1.B1.S1** Sharing best practices among teachers for working with all learning groups (those performing above, at, or below standard). The use of interactive journals within the classroom to improve students' knowledge of science vocabulary.

#### **PD Opportunity 1**

Teachers share their own ideas during science leadership team time. Teachers will take information back to grade levels and present information during common planning time. Book Study on Vocabulary.

#### **Facilitator**

Administration

#### **Participants**

K-5 Science Teachers

#### **Target Dates or Schedule**

The implementation of improving students' science vocabulary will occur all year long beginning November, 2013. End will be June 2014.

#### **Evidence of Completion**

Teachers review of students Interactive Journals. Teachers formative and summative assessments in the classroom. Data from the districts Curriculum Guide Assessments.

**G2.** Reading: Increase the percentage of students' proficiency by 5%. Also, assure that all students continue to make gains. Focus on students in the bottom quartile, assuring they make an average year's progress.

**G2.B1** Variation in teachers' knowledge of pedagogy.

**G2.B1.S1** Sharing best practices among teachers for working with all learning groups.

**PD Opportunity 1**

Teachers will engage in peer observation. Teachers will share ideas during Literacy Team Meetings and take back to peers. Teachers will receive training in best practices and share with peers.

**Facilitator**

Sangita Cody, Jean Aikens, Renee Jackson, Leslie Beasley, Lead ELA Teachers

**Participants**

all K-5 ELA Teachers, Reading Coach, Administration

**Target Dates or Schedule**

Common planning time, faculty meetings, planning days and early release time throughout the 2013-2014 school year.

**Evidence of Completion**

Curriculum Guide Assessments, FCAT 2.0, IOWA Reading Assessment, DAR

**G2.B2** Changes to curriculum, teaching model shift from workshop model to gradual release model.

**G2.B2.S1** PLCs and professional development on new curriculum including CCSS and gradual release model.

**PD Opportunity 1**

PLCs and professional development on gradual release model and new curriculum including CCSS.

**Facilitator**

Reading Coaches and Lead ELA Team

**Participants**

Reading Coaches and ELA Teachers

**Target Dates or Schedule**

Collaborative planning time, planning days and early release trainings

**Evidence of Completion**

lesson plans, lesson observation, students' knowledge of standards and gradual release model, students' work and ongoing assessments

**G3.** Continue to maintain a high percentage of students performing at a 3, 4, and 5 on the state assessment. Also, continue to focus on all students making gains in the lowest 25% and the bottom quartile.

**G3.B1** Gaps in mathematical achievement between grade levels.

**G3.B1.S1** Implementation and integration of common core K-5.

**PD Opportunity 1**

PLC's during math academic leadership team meetings. Team members will discuss implementing and improving common core lessons and share with colleagues.

**Facilitator**

Math Academic Leadership Members

**Participants**

K-5 math teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Continous monitoring of implementation of common core lessons by the academic leadership team

**G3.B1.S2** Monitoring and interpreting of all formative data by grade level teams to assure appropriate instruction, ongoing remediation, and utilize collaborative team planning time to analyze student data to effectively differentiate instruction.

**PD Opportunity 1**

Collaborative team meetings to implement successful strategies from other team members to analyze student data and effectively differentiate instruction.

**Facilitator**

Math Leadership Team Members

**Participants**

K-5 Vertical Alignment Math Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Collecting student data through data team meetings.

**G4. Increase students' access and usage of technology.**

**G4.B2 Maintaining our current hardware and providing trouble shooting for technology issues**

**G4.B2.S1** Arrange the technology team to receive training from the district. Teachers explain the expectations for caring for the laptops with their students.

**PD Opportunity 1**

Have training with Technology Team to learn how to troubleshoot minor problems with computers.

**Facilitator**

District Technology Department

**Participants**

Technology Team

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Professional Development with Technology Team is complete

**G5.** Writing: Increase the percentage of students' proficiency by 5%. Also, assure that all students continue to make gains.

**G5.B1** Students' background knowledge for writing across a variety of genres. Also, students' sound knowledge of grammar and conventions.

**G5.B1.S1** The last nine weeks of third grade complete a comprehensive narrative writing genre study with writing prompts. Collaborate between 3rd and 4th grade teachers and analyze student work to see where to enrich/remediate.

### **PD Opportunity 1**

Comprehensive narrative writing genre study

#### **Facilitator**

Reading Coaches and Lead ELA Teachers

#### **Participants**

Administration, Reading Coaches and 3rd and 4th grade teachers

#### **Target Dates or Schedule**

4th nine weeks 2014

#### **Evidence of Completion**

student work including writing prompts, district curriculum writing guide assessments



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of students' proficiency by 5%. Continue to make learning gains of all students in Science.	\$1,500
Total		\$1,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
New York University-P.SELL Grant	\$1,500	\$1,500
Total	\$1,500	\$1,500

### Budget Details

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

**G1.** Increase the percentage of students' proficiency by 5%. Continue to make learning gains of all students in Science.

**G1.B2** Lack of general and specific resources for hands-on science activities

**G1.B2.S1** Implement a working Science Lab for all grade levels

#### Action Step 1

A working science lab will be established for all grade levels to have materials for hands-on interactive science observations.

#### Resource Type

Evidence-Based Materials

#### Resource

Hands-On materials for Interactive Science Lab for grade levels K-5

#### Funding Source

New York University-P.SELL Grant

#### Amount Needed

\$1,500