

Duval County Public Schools

# New Berlin Elementary School



2015-16 School Improvement Plan

## New Berlin Elementary School

3613 NEW BERLIN RD, Jacksonville, FL 32226

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	37%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	41%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

New Berlin is committed to excellence and learning for all.

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

To empower each learner to reach their highest potential.

#### School Environment

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

New Berlin Elementary learns about student cultures and builds relationship through Parent Nights, information surveys that are sent home, various writing assignments students complete, and multiple school events that require families to intermingle with the school faculty. With our school theme this year of "Oh, the places you'll go..." we are incorporating travel around the world and will be working on multicultural projects.

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

The school creates an environment where students feel safe by ensuring that all external and internal doors remain locked at all times. Any person visiting the campus must report to the Main Office to check in and only those visitors that have cleared background checks are allowed contact with students. A new Buzzer Entry System was installed in 2014 which allows control from the principal's office as well as a central location. The five panel video monitoring system allows visual observation and manual entry control of all exterior doors. New Berlin Elementary shows respect for students, promotes and celebrates student responsibility and achievement through quarterly award ceremonies, monthly Stupendous Student celebrations, and end of the year recognition events that highlight superior conduct and academic achievement.

Our school guidance counselor, Ms. Alt facilitates a Bully Prevention Program with students.

##### **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 NBE school wide behavioral system is based on a positive approach to behavior management. All grade levels have adopted an age appropriate behavior system that allows movement based on expected behaviors. Grade level assemblies are conducted during the first week of school to review the Student Code of Conduct . Parent are able to view the plan online with their child and submit a signed acknowledgement form upon completion. Teachers use CHAMPS to frequently model, monitor and reteach rituals and routines to insure classroom expectations are clearly understood and followed. Classrooms can earn "Paw Points" for following school wide expectations. Administrators attend district professional development regarding discipline that is consistent across all elementary schools. Teachers receive annual training during pre-planning that focuses on Code of Conduct updates and school needs based on the previous year's data.



**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**

Teachers use a school developed template to conduct annual reviews of all cumulative folders to identify academic and/or ESE status, health concerns, special custody issues and behavior targets. The completed class templates are then submitted to all administrators and guidance counselors to ensure wrap around services are provided. It is the responsibility of the classroom teacher to know the story of each individual student placed in his/her care. Guidance counselors are responsible for reviewing cumulative folders and completing the template for students enrolling after the second week of school. Twenty percent New Berlin's student population has parents enlisted in the military. The full time military counselor meets with these students daily during their lunch period. She also provides parent training to enlisted and retired members of the armed forces. A second guidance counselor was provided to New Berlin for the 2015-2016 school year due to school size. The guidance counselors meet with students and present classroom lessons on character development. Their case loads will shift annually to ensure students are monitored by the same counselor from grades K-5.

**Early Warning Systems**

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

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

Rtl is used to identify students with academic or behavior deficiencies. Referrals and attendance are entered in FOCUS. Administrators and guidance counselors use Performance Matters to sort and review data by class, grade level, gender and race.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	61	51	50	41	29	240
One or more suspensions	1	1	0	2	2	1	7
Course failure in ELA or Math	4	3	5	2	5	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	76	66	67	72	67	355

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

2015-2016 Intervention Strategies

Rtl

Additional guidance counselor position will allow monitoring of students by the same counselor from kindergarten through 5th grade.

Additional reading interventionist will help struggling students

Math Coach  
Attendance Intervention Team  
Tuesday Folders  
Parent Conferences  
Data Chat Reports  
Tier 2 Reading- iReady (K-2), Achieve 3000 (3-5), DAR/TTS  
Tier 3 Reading - Barton Reading  
Tier 2 Math - iReady,  
Tier 3 Math - iReady print materials

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

NBE provides the following opportunities to build positive relationships with families to increase involvement and keep parents informed of their child's progress.

In the Loop with Lewis - Text Messaging  
Monthly Principal Newsletter  
Grade Level Newsletters  
School Website  
Orientation  
Open House  
Tuesday Folders  
Data Chat Reports  
Parent Conferences  
Learning Night  
Parent Academy  
Grandparents' Sock Hop  
Boo Hoo Breakfast - First day of school for kindergarten parents  
Stupendous Student - Monthly character celebration  
Volunteer Training

**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**

NBE has established strong partnerships with local businesses. Donations from local businesses, advertising on car rider placards, and relationships with agencies such as the agricultural extension office are all working in conjunction to support student achievement. New Berlin sends home communication flyers to parents that own businesses and solicits their support to become partners. Several faculty members attended local faith based worship services and have generated support for the school from these organizations. Also, the PTA has visited surrounding businesses in the community and secured business partnerships with these stakeholders. The school's good news ambassador

ensures school highlight articles are submitted monthly to the community newspaper and displayed on the district's website.

NBE has been selected as the recipient of the 2015 National Healthy Schools Bronze Award for its wellness initiatives during the 2014-2015 school year.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
Lewis, Crystal	Principal
Cox, Laurel	Teacher, K-12
O'Reilly, Heather	Teacher, K-12
Elliott, Brenda	Teacher, ESE
Gonzales, Pauline	Teacher, K-12
Horne, Toni	Assistant Principal
Hughes, Kimberly	Assistant Principal
Nichols, Trescha	Teacher, K-12
Breedlove, Lindsey	Teacher, K-12
Williams, Janice	Teacher, K-12

**Duties**

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

The School Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School Leadership Team finalizes the plan. The School Improvement Plan is the guiding document for the work of New Berlin Elementary School. The School Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MtSS/Rtl to inform instruction and made mid-course adjustments as data are analyzed.

***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***

The school based Rtl Leadership Team is comprised of the following individuals:  
Crystal Lewis (Principal)/Toni Horne(Assistant Principal)/ Kimberly Hughes (Assistant Principal)  
Leads the Rtl team and provides a vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation: ensures adequate professional

development to support RtI implementation: and communicates with parents regarding school-based RtI plans and activities.

Michelle Swim (Foundations Chair) - Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development Principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Selina Poole (Reading Coach) 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 need 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; and provides support for assessment and implementation monitoring.

Madeline Alt and Golden (Guidance Counselors) provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students: organizes MRT meetings, works with teachers to provide support for the students' academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

Shannon Brennan, Brenda Elliott, Cameron Gavagan, Genevieve Sherrer(ESE Teachers) - participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation.

Ms. Sherrer also provided training to the faculty for creating and implementing PMP and RTI plans in SEAS for Tier 2 and Tier 3 students.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Crystal Lewis	Principal
Frank Nettles	Teacher
Latesha Austin	Parent
Christy Homitz	Parent
Sava Quick	Parent
	Student
Anna Holden	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

The plan is reviewed each semester by stakeholders and goals and strategies are discussed and revised as needed.

*Development of this school improvement plan*

The School Advisory Council (SAC) was provided a draft of the School Improvement Plan to review and provide feedback.

*Preparation of the school's annual budget and plan*

Stakeholders have input into the development of budgetary items.

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

Pending allocation, SAC money will be spent to purchase supplemental materials to support classroom instruction. The school does not have current school improvement funds.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Lewis, Crystal	Principal
Hughes, Kimberly	Assistant Principal
Ricketts, Doris	Teacher, K-12
Shugart, Jesse	Teacher, K-12
Williams, Janice	Teacher, K-12
Gonzales, Pauline	Teacher, K-12
Dorough, Pam	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

This Literacy Leadership Team will focus on implementing DUVAL Reads curriculum in Kindergarten through 5th grade. The team will help each teacher understand the LAFS, implementation of the core curriculum, and differentiation of centers based on individual student data.

- Annual Events
- Read Across America
- Learning Night
- Literacy Pumpkins School Wide Project
- Literacy Parade
- 25 Book Campaign/Reading Celebration
- Achieve 3000 Competition (3rd - 5th)
- i-Ready Incentives (K-2)

The LLT will also monitor the progress of all subgroups and identify critical needs based upon reading data. The LLT will develop a plan to incorporate literacy across all curriculum including technology and help teachers become familiar with all data sources within the Performance Matters data system.

**Public and Collaborative Teaching**

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

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

The NBE teaching workday is structured to provide common planning for teachers through content areas and grade level. Vertical Learning Communities meet to review grade level learning expectations and ramp up strategies needed to provide continuity of instruction throughout the school. Learning gaps are used to determine next steps for each grade level.

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

The building principal will recruit highly qualified faculty from local teacher recruitment fairs and interns within the building. Teachers receive ongoing feedback that extends beyond required observations. Informal teacher/principal chats are conducted each fall and spring to determine and review skill sets and interests. Information obtained from the informal chats are used to make decisions regarding grade level/content assignments as well as leadership roles within the school to build capacity .

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

The school follows the district sponsored MINT program. Our Professional Development Facilitator, Jill Evans, pairs new teachers with experienced teachers based on grade level and subject area. Our new MINT teachers are: Paige Fridkis, Mindy Hires, Richard Vence, Sarah Barry, Kari Dulls, Justina David, Phoebe Horton, Victoria Caruso. Administrators and coaches create classroom visit and walk-through schedules that extend beyond required district observations. Teachers are also give TDE days to observe veteran teachers with lookfors assigned in advance.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

NBE ensures core instructional programs that are aligned to the Florida standards and the FSSS for Science by using district curriculum guides and materials to plan lessons. Supplementary materials are vetted to ensure alignment and cognitive complexity of standards. NBE utilizes district provided research based computer instructional programs; I Ready, Achieve 3000 and Gizmos, that embeds the Florida Standards.

#### **Instructional Strategies**

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

NBE has Collaborative Problem Solving Teams that meet bi-weekly to review student achievement data and student performance. Interventions are developed to help support students that are having difficulty meeting grade level expectations. The faculty has been trained on using the Performance Matters data system to monitor and track student performance on a variety of data points. The Leadership Team monitors data from district assessments, I-Ready progress monitoring, Achieve 3000 levelsets, as well as common assessments across grade levels.



**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:** After School Program

**Minutes added to school year:** 2,160

After school teachers provide small group instruction to students in the after school program based on the needs assessment provided by classroom teacher.

**Strategy Rationale**

To increase the amount of quality learning time and enrichment that has a direct effect on student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gonzales, Pauline, iberap@duvalschools.org

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

Student achievement data and ongoing progress monitoring results.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

To assist preschool children in transition from early childhood programs to New Berlin Elementary, the following is provided:

- Early kindergarten registration, Pre-Kindergarten ESE program
- Overview of Curriculum, expectations given to parents
- Teacher evaluation of the FLKRS testing, which shows students' readiness

Kindergarten Readiness Assessment given to early kinder enrollees

To assist fifth grade students in transitioning from elementary to middle school New Berlin Elementary will provide the following support systems.

- \* Transition Day visit to our feeder pattern middle school
- \* After school art portfolio sessions for students auditioning for the middle school performing arts magnet program
- \* Guidance sessions that focus on goal setting

**College and Career Readiness**

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

Goal setting is incorporated into the Achieve 3000 program, Aligns for college and career readiness.

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

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

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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

### Problem Analysis Summary

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



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Goal #3: If we redesign the traffic patterns of our after school programs we will ensure greater student safety and enhance customer service for parents.
- G2.** If we implement data driven instruction and differentiate rigorous content aligned to the standard, all students will achieve at least one year's growth in math.
- G3.** If we implement data driven instruction and differentiate rigorous content aligned to the standard, all students will achieve at least one year's growth in reading.

## Strategic Goals Detail

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

**G1. Goal #3:** If we redesign the traffic patterns of our after school programs we will ensure greater student safety and enhance customer service for parents. 1a

G071901

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Cafeteria Space Unused office at the back of the school.

**Targeted Barriers to Achieving the Goal** 3

- The main parking lot was the only pickup area for all after school activities.
- The office staff and extended day staff were using the same work space.

**Plan to Monitor Progress Toward G1.** 8

Extended Day Parent Survey

**Person Responsible**

Pauline Gonzales

**Schedule**

Annually, from 10/5/2015 to 4/29/2016

**Evidence of Completion**

Parent survey ratings will determine the need to continue or revamp after school traffic patterns.

**G2.** If we implement data driven instruction and differentiate rigorous content aligned to the standard, all students will achieve at least one year's growth in math. 1a

G071902

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Math Instruction	81.0

**Resources Available to Support the Goal** 2

- Math Coach, DUVAL Math Curriculum

**Targeted Barriers to Achieving the Goal** 3

- Students in all grades do not have a grasp of basic mathematical functions in Number and Operations. Students demonstrate knowledge of strategies but lack automaticity with basic facts.

**Plan to Monitor Progress Toward G2.** 8

Review student data on a regular basis

**Person Responsible**

Toni Horne

**Schedule**

Monthly, from 9/14/2015 to 5/27/2016

**Evidence of Completion**

Student performance on interactive journals, student assignments, results on district and state assessments

**G3.** If we implement data driven instruction and differentiate rigorous content aligned to the standard, all students will achieve at least one year's growth in reading. 1a

G071903

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	72.0

**Resources Available to Support the Goal** 2

- FSA item specifications, common planning, Reading Coach, Reading Interventionist, Achieve 3000

**Targeted Barriers to Achieving the Goal** 3

- Students entering intermediate grades are reading below grade level. They lack comprehension strategies and grade level appropriate vocabulary needed to analyze literary and informational text fluently.

**Plan to Monitor Progress Toward G3.** 8

Review student data on a regular basis

**Person Responsible**

Crystal Lewis

**Schedule**

Monthly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Student performance on interactive journals, classroom assignments, district 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

**G2.** If we implement data driven instruction and differentiate rigorous content aligned to the standard, all students will achieve at least one year's growth in math. **1**

 G071902

**G2.B1** Students in all grades do not have a grasp of basic mathematical functions in Number and Operations. Students demonstrate knowledge of strategies but lack automaticity with basic facts. **2**

 B187483

**G2.B1.S1** Use I-Ready daily to fill in learning gaps and extend learning. **4**

 S198978

#### Strategy Rationale

The program individualizes instruction based on student abilities.

#### Action Step 1 **5**

Students will successfully complete lessons in I-Ready during centers, at computer lab, and at home.

#### Person Responsible

Toni Horne

#### Schedule

Weekly, from 9/14/2015 to 5/27/2016

#### Evidence of Completion

Student performance reports

**Action Step 2** 5

Teachers will develop and assign learning activities that will advance students level of understanding

**Person Responsible**

Toni Horne

**Schedule**

***Evidence of Completion***

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

Reports will be pulled in I-Ready to ensure students are completing and passing lessons.

**Person Responsible**

Toni Horne

**Schedule**

Weekly, from 9/14/2015 to 5/27/2016

***Evidence of Completion***

I-Ready student profile reports and Response to Instruction Reports

**G2.B1.S3** Teachers will develop and assign learning activities that will advance students level of understanding **4**

 S198980

### **Strategy Rationale**

Teachers will provide work to expand students level of aptitude.

### **Action Step 1** **5**

Teachers will participate in weekly common planning.

#### **Person Responsible**

Crystal Lewis

#### **Schedule**

Weekly, from 9/14/2015 to 5/27/2016

#### **Evidence of Completion**

Monitored common planning, teacher meeting notes

### **Action Step 2** **5**

Teachers will create formative assessments aligned to MAFS.

#### **Person Responsible**

Toni Horne

#### **Schedule**

Monthly, from 9/14/2015 to 5/27/2016

#### **Evidence of Completion**

Student work/assessment aligned to MAFS that mirror Item Spec. Examples

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3** **6**

Classroom walkthrough to focus on Implementation of Strategies

#### **Person Responsible**

Crystal Lewis

#### **Schedule**

Biweekly, from 9/14/2015 to 5/27/2016

#### **Evidence of Completion**

Teacher master journals, student interactive journals, observation, student work,

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Strategic Focus Walks on learning activities

**Person Responsible**

Toni Horne

**Schedule**

Daily, from 9/14/2015 to 5/27/2016

***Evidence of Completion***

Student product (i.e exit tickets and learning tasks)

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Review student data and student work

**Person Responsible**

Toni Horne

**Schedule**

Weekly, from 9/14/2015 to 5/27/2016

***Evidence of Completion***

Task analysis utilizing EQuIP Protocol



**G3.** If we implement data driven instruction and differentiate rigorous content aligned to the standard, all students will achieve at least one year's growth in reading. 1

G071903

**G3.B1** Students entering intermediate grades are reading below grade level. They lack comprehension strategies and grade level appropriate vocabulary needed to analyze literary and informational text fluently.

2

B187484

**G3.B1.S1** Consistently use i-Ready and Achieve 3000 as a remediation tool. 4

S198981

### Strategy Rationale

The program individualize instruction based on the student ability.

### Action Step 1 5

Weekly use of i-Ready and Achieve 3000 programs in the classroom.

#### Person Responsible

Toni Horne

#### Schedule

Weekly, from 9/7/2015 to 5/27/2016

#### Evidence of Completion

Usage and progress monitoring reports from the i-Ready and Achieve 3000 programs

### Action Step 2 5

Prescribe lessons based on individual student needs in I-Ready and Achieve 3000.

#### Person Responsible

Kimberly Hughes

#### Schedule

Daily, from 9/14/2015 to 5/27/2016

#### Evidence of Completion

Individual Student Profiles and Lexile Levelsets in Achieve 3000.

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

Monitoring i-Ready and Achieve 3000 usage

**Person Responsible**

Toni Horne

**Schedule**

Biweekly, from 9/28/2015 to 9/28/2015

***Evidence of Completion***

i-Ready and Achieve 3000 program student reports

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

Check for student learning gains

**Person Responsible**

Toni Horne

**Schedule**

Monthly, from 9/28/2015 to 5/27/2016

***Evidence of Completion***

Progress Monitoring reports

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

Data Dives

**Person Responsible**

Crystal Lewis

**Schedule**

Monthly, from 10/19/2015 to 5/27/2016

***Evidence of Completion***

Student Reports

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

Monitoring i-Ready and Achieve 3000 Performance

**Person Responsible**

Toni Horne

**Schedule**

Monthly, from 9/28/2015 to 5/27/2016

***Evidence of Completion***

i-Ready and Achieve 3000 student reports; Student profiles and level sets

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

Data Dive

**Person Responsible**

Crystal Lewis

**Schedule**

Monthly, from 10/19/2015 to 5/27/2016

***Evidence of Completion***

I Ready Progress Monitoring, Classroom data and District assessment results

**G3.B1.S2** Students will receive differentiated small group instruction based upon data. 4

 S198982

### **Strategy Rationale**

Teachers will meet with students to decrease the learning gap.

### **Action Step 1** 5

Teachers will plan instruction based on data received from classroom assignments, I-Ready, and Achieve

#### **Person Responsible**

Kimberly Hughes

#### **Schedule**

Weekly, from 9/14/2015 to 5/27/2016

#### **Evidence of Completion**

Lesson Plans, Classroom Walkthroughs, student assessments

### **Action Step 2** 5

Teachers will collaborate during common planning time to discuss learning strategies using the EQuiP protocol.

#### **Person Responsible**

Kimberly Hughes

#### **Schedule**

Biweekly, from 9/14/2015 to 5/27/2016

#### **Evidence of Completion**

Meeting minutes, student work, lessons created, learning strategies

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

Classroom walkthroughs with a focus on differentiated centers and differentiation during the work period

**Person Responsible**

Kimberly Hughes

**Schedule**

Weekly, from 9/14/2015 to 5/27/2016

**Evidence of Completion**

interactive journal entries, Guided Reading notes, teacher master journal, Assessment in Instruction checklist

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

Attend common planning and/or optional PD sessions

**Person Responsible**

Crystal Lewis

**Schedule**

Weekly, from 9/7/2015 to 5/27/2016

**Evidence of Completion**

Administrative support, meeting minutes, classroom observations, student work

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

Lesson Plans, Student Work, monitor student data

**Person Responsible**

Crystal Lewis

**Schedule**

Quarterly, from 9/7/2015 to 5/27/2016

**Evidence of Completion**

Student grades, progress on I-Ready and Achieve programs

**G3.B1.S3** Teachers will develop and assign learning activities that will advance students level of understanding. 4

 S198983

### Strategy Rationale

Teachers will provide work that will expand students level of aptitude..

### Action Step 1 5

Teachers will participate in weekly common planning

#### **Person Responsible**

Crystal Lewis

#### **Schedule**

Biweekly, from 9/14/2015 to 5/27/2016

#### ***Evidence of Completion***

closely monitored common planning and teacher meeting notes

### Action Step 2 5

Teacher teams will create formative assessments aligned to MAFS

#### **Person Responsible**

Kimberly Hughes

#### **Schedule**

Monthly, from 9/14/2015 to 5/27/2016

#### ***Evidence of Completion***

Student work or tasks that are aligned to FSS with questions that mirror the items specification examples

**Plan to Monitor Fidelity of Implementation of G3.B1.S3 6**

Classroom Walk through focused on the implementation of strategies

**Person Responsible**

Crystal Lewis

**Schedule**

Biweekly, from 9/14/2015 to 5/27/2016

**Evidence of Completion**

Interactive journals, master journal, student work and observations

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Strategic focus walks focused on learning activities

**Person Responsible**

Crystal Lewis

**Schedule**

Monthly, from 9/28/2015 to 5/27/2016

**Evidence of Completion**

Student products (i.e. exit tickets, learning tasks)

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Review of student work

**Person Responsible**

Kimberly Hughes

**Schedule**

Biweekly, from 9/28/2015 to 5/27/2016

**Evidence of Completion**

Task analysis utilizing the Equip protocol

**Appendix 1: Implementation Timeline**

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

**Duval - 1501 - New Berlin Elementary School - 2015-16 SIP**  
*New Berlin Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Students will successfully complete lessons in I-Ready during centers, at computer lab, and at home.	Horne, Toni	9/14/2015	Student performance reports	5/27/2016 weekly
G2.B1.S3.A1	Teachers will participate in weekly common planning.	Lewis, Crystal	9/14/2015	Monitored common planning, teacher meeting notes	5/27/2016 weekly
G3.B1.S1.A1	Weekly use of i-Ready and Achieve 3000 programs in the classroom.	Horne, Toni	9/7/2015	Usage and progress monitoring reports from the i-Ready and Achieve 3000 programs	5/27/2016 weekly
G3.B1.S2.A1	Teachers will plan instruction based on data received from classroom assignments, I-Ready, and Achieve	Hughes, Kimberly	9/14/2015	Lesson Plans, Classroom Walkthroughs, student assessments	5/27/2016 weekly
G3.B1.S3.A1	Teachers will participate in weekly common planning	Lewis, Crystal	9/14/2015	closely monitored common planning and teacher meeting notes	5/27/2016 biweekly
G2.B1.S1.A2	Teachers will develop and assign learning activities that will advance students level of understanding	Horne, Toni		one-time	
G2.B1.S3.A2	Teachers will create formative assessments aligned to MAFS.	Horne, Toni	9/14/2015	Student work/assessment aligned to MAFS that mirror Item Spec. Examples	5/27/2016 monthly
G3.B1.S1.A2	Prescribe lessons based on individual student needs in I-Ready and Achieve 3000.	Hughes, Kimberly	9/14/2015	Individual Student Profiles and Lexile Levelsets in Achieve 3000.	5/27/2016 daily
G3.B1.S2.A2	Teachers will collaborate during common planning time to discuss learning strategies using the EQuIP protocol.	Hughes, Kimberly	9/14/2015	Meeting minutes, student work, lessons created, learning strategies	5/27/2016 biweekly
G3.B1.S3.A2	Teacher teams will create formative assessments aligned to MAFS	Hughes, Kimberly	9/14/2015	Student work or tasks that are aligned to FSS with questions that mirror the items specification examples	5/27/2016 monthly
G1.MA1	Extended Day Parent Survey	Gonzales, Pauline	10/5/2015	Parent survey ratings will determine the need to continue or revamp after school traffic patterns.	4/29/2016 annually
G2.MA1	Review student data on a regular basis	Horne, Toni	9/14/2015	Student performance on interactive journals, student assignments, results on district and state assessments	5/27/2016 monthly
G2.B1.S1.MA1	Reports will be pulled in I-Ready to ensure students are completing and passing lessons.	Horne, Toni	9/14/2015	I-Ready student profile reports and Response to Instruction Reports	5/27/2016 weekly
G2.B1.S3.MA1	Strategic Focus Walks on learning activities	Horne, Toni	9/14/2015	Student product (i.e exit tickets and learning tasks)	5/27/2016 daily
G2.B1.S3.MA3	Review student data and student work	Horne, Toni	9/14/2015	Task analysis utilizing EQuIP Protocol	5/27/2016 weekly
G2.B1.S3.MA1	Classroom walkthrough to focus on Implementation of Strategies	Lewis, Crystal	9/14/2015	Teacher master journals, student interactive journals, observation, student work,	5/27/2016 biweekly
G3.MA1	Review student data on a regular basis	Lewis, Crystal	8/17/2015	Student performance on interactive journals, classroom assignments, district and state assessments	5/27/2016 monthly
G3.B1.S1.MA1	Monitoring i-Ready and Achieve 3000 Performance	Horne, Toni	9/28/2015	i-Ready and Achieve 3000 student reports; Student profiles and level sets	5/27/2016 monthly
G3.B1.S1.MA2	Data Dive	Lewis, Crystal	10/19/2015	I Ready Progress Monitoring, Classroom data and District assessment results	5/27/2016 monthly
G3.B1.S1.MA1	Monitoring i-Ready and Achieve 3000 usage	Horne, Toni	9/28/2015	i-Ready and Achieve 3000 program student reports	9/28/2015 biweekly
G3.B1.S1.MA2	Check for student learning gains	Horne, Toni	9/28/2015	Progress Monitoring reports	5/27/2016 monthly
G3.B1.S1.MA3	Data Dives	Lewis, Crystal	10/19/2015	Student Reports	5/27/2016 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Lesson Plans, Student Work, monitor student data	Lewis, Crystal	9/7/2015	Student grades, progress on I-Ready and Achieve programs	5/27/2016 quarterly
G3.B1.S2.MA1	Classroom walkthroughs with a focus on differentiated centers and differentiation during the work period	Hughes, Kimberly	9/14/2015	interactive journal entries, Guided Reading notes, teacher master journal, Assessment in Instruction checklist	5/27/2016 weekly
G3.B1.S2.MA3	Attend common planning and/or optional PD sessions	Lewis, Crystal	9/7/2015	Administrative support, meeting minutes, classroom observations, student work	5/27/2016 weekly
G3.B1.S3.MA1	Strategic focus walks focused on learning activities	Lewis, Crystal	9/28/2015	Student products (i.e. exit tickets, learning tasks)	5/27/2016 monthly
G3.B1.S3.MA3	Review of student work	Hughes, Kimberly	9/28/2015	Task analysis utilizing the Equip protocol	5/27/2016 biweekly
G3.B1.S3.MA1	Classroom Walk through focused on the implementation of strategies	Lewis, Crystal	9/14/2015	Interactive journals, master journal, student work and observations	5/27/2016 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G3.** If we implement data driven instruction and differentiate rigorous content aligned to the standard, all students will achieve at least one year's growth in reading.

**G3.B1** Students entering intermediate grades are reading below grade level. They lack comprehension strategies and grade level appropriate vocabulary needed to analyze literary and informational text fluently.

**G3.B1.S1** Consistently use i-Ready and Achieve 3000 as a remediation tool.

### PD Opportunity 1

Weekly use of i-Ready and Achieve 3000 programs in the classroom.

#### Facilitator

Reading Coach

#### Participants

Classroom Teachers

#### Schedule

Weekly, from 9/7/2015 to 5/27/2016

**G3.B1.S2** Students will receive differentiated small group instruction based upon data.

### PD Opportunity 1

Teachers will collaborate during common planning time to discuss learning strategies using the EQuIP protocol.

#### Facilitator

Grade Level Chair

#### Participants

ELA Teachers

#### Schedule

Biweekly, from 9/14/2015 to 5/27/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G2.B1.S1.A1	Students will successfully complete lessons in I-Ready during centers, at computer lab, and at home.	\$0.00
2	G2.B1.S1.A2	Teachers will develop and assign learning activities that will advance students level of understanding	\$0.00
3	G2.B1.S3.A1	Teachers will participate in weekly common planning.	\$0.00
4	G2.B1.S3.A2	Teachers will create formative assessments aligned to MAFS.	\$0.00
5	G3.B1.S1.A1	Weekly use of i-Ready and Achieve 3000 programs in the classroom.	\$0.00
6	G3.B1.S1.A2	Prescribe lessons based on individual student needs in I-Ready and Achieve 3000.	\$0.00
7	G3.B1.S2.A1	Teachers will plan instruction based on data received from classroom assignments, I-Ready, and Achieve	\$0.00
8	G3.B1.S2.A2	Teachers will collaborate during common planning time to discuss learning strategies using the EQuIP protocol.	\$0.00
9	G3.B1.S3.A1	Teachers will participate in weekly common planning	\$0.00
10	G3.B1.S3.A2	Teacher teams will create formative assessments aligned to MAFS	\$0.00
<b>Total:</b>			<b>\$0.00</b>