

Alachua County Public Schools

Newberry Elementary School



2016-17 Schoolwide Improvement Plan

Newberry Elementary School

25705 SW 15TH AVE, Newberry, FL 32669

<https://www.sbac.edu/newberryelementary>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-4	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	47
Professional Development Opportunities	47
Technical Assistance Items	52
Appendix 3: Budget to Support Goals	52

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Newberry Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Newberry Elementary School and community working together will provide a child-centered learning environment that builds the foundation for successful life-long learners in a global community.

b. Provide the school's vision statement.

Newberry Elementary School's faculty and staff promote positive thinking and problem-solving skills to build capacity for our students' success in 21st century post-secondary educational and career settings.

2. School Environment

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

Parental involvement classes are scheduled throughout the year inviting parents into the school. Accelerated Reading nights are held through the school year and the summer for parents and students to come to the media center to read with their child and take AR tests. A fall and spring picnic is planned inviting parents, grandparents, aunts, uncles and guardians. The community is invited to our annual Thanksgiving lunch. Mother's Day, Volunteer Luncheon, community PBS event, and Father's Day events are scheduled annually. The county has a Take Your Dad To School day. PBS events. 7 Habits Student Planners are used to increase communication from school to home. Classrooms are implementing Safer, Smarter Kids curriculum across our Pre-k to 4th grade classrooms.

We have Best Practices in Education (BPIE) committee comprised of teachers and parents to address inclusive practices. We have implemented Co-Teach PLCs to address best practices in our classrooms and meet the needs of all students, both academically and behaviorally.

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

NES has supervision provide to students arriving before classes start. Positive Behavior Support is implemented through out the school day to reinforce student's positive behavior in all areas. EDEP provides structured after school care for students enrolled in EDEP. Classrooms are implementing Safer, Smarter Kids curriculum across our Pre-k to 4th grade classrooms.

The guidance counselor and behavior resource teacher recognize a character trait each month for students demonstrating that trait.

Guidance counselor visits classroom to discuss empathy training for students.

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

NES is a Positive Behavior Support (PBS) school. PBS focuses on school wide expectations. Each year NES hosts a kick off event reviewing the expectations for the school. PBS events are held through out the school year. At each event students are reminded of expectations of PBS. PBS data is reviewed for teachers at faculty meetings.

We are currently in our sixth year of implementing the Positive Behavior Support (PBS) model. As a full inclusion school the PBS model aligns with our belief in cultivating a positive school environment that teaches and reinforces appropriate behaviors. We have implemented Co-Teach PLCs to address best practices in our classrooms and meet the needs of all students, both academically and behaviorally. School wide we have five expectations for all stakeholders which are to be respectful, be responsible, be kind, be safe, and be hardworking. Rules for common areas and classrooms are based off the five school wide expectations. Students are positively reinforced for desired behaviors through the school wide use of "school money" and individual classroom teacher rewards. To support the teaching of behavioral expectations for inappropriate behavior we use progressive discipline that starts in the classroom. Teachers and staff have been given clarification on classroom and office managed inappropriate behavior. Each year at the beginning of the school year teachers are given a PBS refresher to review our PBS system and how it relates to the MTSS process. New teachers are given a separate more detailed training. Throughout the school year PBS data is reviewed at faculty meetings.

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

All students at Newberry Elementary receive a developmental classroom guidance curriculum. The curriculum focuses on treating others with respect, learning how to be good learners, identifying feelings of others, building empathy, learning how to manage stress and anger, and are taught problem solving skills. Personal safety and bullying/cyber bullying lessons are also taught at each grade level. This is accomplished through monthly classroom guidance lessons taught by the school counselor. The school counselor also provides responsive services such as small group and individual counseling, as needed. Students requiring more individualized and intensive services are referred to community agencies with the help of the school counselor.

Classrooms are implementing Safer, Smarter Kids curriculum across our Pre-k to 4th grade classrooms.

Our goal this year is to have literature-based study with students that incorporates the social-emotional needs with academic requirements.

Our Tier 3 mentor program is being piloted this year to accommodate students who need support throughout the week to meet emotional needs. A check-in system will be used for a student to check in with a teacher that is not their classroom teacher, who provide mentoring as well as serving as a safe adult for students who are identified as having difficulties managing emotions or have experienced trauma.

3. Early Warning Systems

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

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

NES holds monthly EPT's through our Guidance Department and Behavior Resource Department to address students with excessive absences and tardies. Title 1 student compact is addressed during each 9 week teacher parent conference.

NES is a Positive Behavior Support (PBS) school that reinforces positive behavior expectations through out the school day.

NES has On Going Progress Monitoring (OPMs) to monitor student's academic progress. Our leadership team monitors the OPMs through MTSS and schedules EPTs as needed. The teachers also create Progress Monitoring Plans (PMP) that identify and support student academic achievement.

FCIM monitors statewide and standardized assessments and places at risk students in pull out

intervention, EDI, math lab and counsels teachers on appropriate differentiated instruction for at risk students. The leadership team will hold Tier 1 data meetings with grade level teams to look at how students are performing on district assessments and to look for strengths and weaknesses in instruction and student performance.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	4	1	3	3	0	0	0	0	0	0	0	0	13
One or more suspensions	2	4	3	8	10	0	0	0	0	0	0	0	0	27
Course failure in ELA or Math	13	11	10	13	4	0	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	34	23	0	0	0	0	0	0	0	0	57

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

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

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

EPTs for attendance
EPTs for academics based on nine week standards quarterly tests
Title 1 pull out intervention using Fast ForWord and My Sidewalks.
Extended Day Intervention.
Smarty Ants Reading Lab in AM
Math Lab in AM
Differentiated Instruction during literacy and math workstations
Tier 1 data chats with leadership team and teachers
Monthly MTSS meetings to look at students who are not meeting grade level expectations on assessments

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309257>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Newberry United Methodist Church has partnered with us and provided a back to school luncheon for faculty and staff that will now become a yearly tradition.

Argos--Florida Rock provides a check to the school to be used to help with expenses for student achievement.

Monthly newsletters published on the NES webpage, sent home, and sent to two locally published newspapers.

Notification of school events.

Field trips to local organizations.

Find It Fund It grants to support classroom needs such as supplies, field trips, and school resources.

Digital Classroom Plan Grant: Pollinator Heroes partnering with Lube Bat Conservatory to educate students and community.

Altrusa Read In.

Activities scheduled with the City of Newberry, including city Government Week visits by the Mayor and city Manager

Calendar of Events sent to local Cable Access Channel

Educational Fair each May-presenters are invited to share their career knowledge with students Pre-K through 4th

Creation of a tiered business sponsorship program designed to encourage local businesses to be involved through donations, volunteering, and/or funding with the understanding of how their involvement impacts NES.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Pearlman, Beth	Principal
Sahmel, Lauren	Assistant Principal

b. Duties

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

Beth Pearlman--Principal

Cheryl Winkel- Behavior Resource Teacher

Lauren Sahmel-Assistant Principal for Curriculum

Jennifer Goetzl- Guidance Counselor

Renee Buckland:Florida Continuous Intervention Model (FCIM) facilitator, lead teacher for the Title I tutoring program, oversees the Title I curriculum implementation, coaches teachers for learner engagement

Each member of the Leadership Team meets with their assigned grade level during scheduled

monthly MTSS meetings to design interventions, plan assessments, review data, monitor progress, and plan any intervention changes that need to be made.

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

MTSS Leadership team helped develop School Improvement plan along with the School Advisory Council (SAC) and will monitor implementation and success of the plan. Our school wide Ongoing Progress Monitoring plan (OPM's) is used to monitor student data and students in the MTSS process and is critical to the monitoring of our school improvement goals. MTSS problem solving is embedded into every step of the School Improvement plan. Our MTSS plan is driven by the school data. Utilized school-wide PLCs and Co-Teach PLCs to address the needs of our students and utilization of resources available.

Title 1, Part A

NES will use these funds to pay for Title 1 Teacher Tutors to provide/assist with pull out tutorials early interventions, SRA Phonemic awareness and Reading Street: My Sidewalks, and Fast ForWord computer-based intervention. Furthermore, NES will continue with Professional Learning Communities using data chats, professional development and planning for analyzing student data and planning instruction.

Part C Migrant

Migrant support resource advocate for the school and family provides support to the student. The liaison coordinates with Title 1 and other programs to ensure student needs are met. Also, supplemental academic coordinators are supported through Title 1 Part C.

Title I Part D

The district receives funds to support the educational outreach program. Services work with the district drop out prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in the classrooms will increase the instructional strategies provided to students and new instructional software. Will enhance literacy and math skills of struggling students. The district also uses funds to purchase literacy, tech, math, and mentor coaches and digital educators.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Also, the funds are used to coordinate supplementary materials such as dictionaries and instructional services such as tutors and translations.

Title X Homeless

District homeless coordinator provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act. To eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with district funds to provide training for 3rd grade teachers.

Violence Prevention Programs

Second Step Violence Prevention, Safer, Smarter Kids!, Bully Prevention. NES also implements Positive Behavior Support (PBS).

Nutrition Programs

NES was a site for the summer meal program for summer of 2016. As part of USDA CEP grant, all students receive free breakfast and lunch and this year, students in afterschool programs also receive

a free supper.

Catholic Charities Hunger Backpack program

Housing Program Referred through Homeless Services

Head Start

NES has a Head Start program on campus. Funds used for transition to K program.

Adult Education

NA

Career and Technical Education

NES holds an Educational Fair each school year to provide students with various career opportunities that are available. Students travel as part of field trip experiences to local businesses and learn about professions and careers.

Job Training

NA

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Beth Pearlman	Principal
Lauren Sahmel	Teacher
Amy Dalusio	Business/Community
Kenton Sanchez	Business/Community
Kim Barnett	Education Support Employee
Stephanie Thompson	Parent
Keith Ashby	Business/Community
Kaci Ellis	Teacher
Danielle Marden	Parent
Debbie Alessi	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC Committee reviews last year's school improvement plan and makes suggestions for additions and deletions as it relates to data collected and presented by the Principal and appropriate leadership staff. The SAC discusses the programs being implemented and supplemented with SIP funds, and reviews these programs and data.

b. Development of this school improvement plan

The SAC is composed of the principal, assistant principal and an appropriately balanced number of teachers, education support employees, parents and other business and community citizens who are representative of the ethnic, racial and economic community served by the school. School data reviewed and input collected on improvement strategies. District initiatives for professional development as it relates to student achievement is shared with the SAC, and the SAC provides input from the perspective of parents, teachers, and other community members as to how the community can aid in achieving school improvement goals.

c. Preparation of the school's annual budget and plan

The school's budget is reviewed by the SAC, and the SAC votes on lottery funds expenditures, and the principal provides rationale for expenditure of ADV funds to the SAC as it relates to supporting the goals of our school improvement plan.

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

Problem-solving in mathematics was supported with a Math Olympiad club and Math Olympiad kit materials which supported 21 students involvement in an after school club twice weekly in 2014-2015 and 2015-2016 and which will continue in 2016-17. Document cameras were purchased to support classroom instruction. Kindergarten Round Up materials were provided to assist with summer and preparatory materials for students. Summer stipends for collaborative team planning were also offered for teachers, teams, and ES/co-teachers working on project-based learning initiatives that tie in with science and literacy. Subject area teacher leaders were stipended as well for planning with administration on roll out of new scope and sequence. Data binders for grades 1-4 were purchased to provide students' notebooks for data to teach goal setting and self-monitoring and as a stepping stone to introduce student-led data conferences. Funds were also spent to send a teacher to training for implementing I pads into instruction in the classroom that was sponsored by Bureau for Educational Research.

Stipends with salary and benefits----\$5,836.34

Communication Radios-- \$1051.91

FETC-- \$444.00

HWOT Consultant-- \$250.00

AR--\$5,322.15

Paper-- \$484.60

Smart Bulbs -- \$350.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Pearlman, Beth	Principal
Sahmel, Lauren	Assistant Principal

b. Duties

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

The major initiative of the LLT this year is to monitor, evaluate, trouble shoot and support the implementation of The Florida Standards to focus on reading and math instruction to improve student achievement. This is done through leading our teacher leaders and team leaders to look at our scope

and sequence of instruction as well as the complexity levels of the standards. We do this through lesson plan checks, observation feedback, and monitoring data and implement data analysis through collaborative planning sessions at the team level. Kagan strategies, higher order questioning (ex. because statement), technology implementation, and student engagement supported through our professional development, observations, scheduled peer observations, and collaborative planning protocols. The LLT meets monthly in Curriculum Council with the Leadership Team to review curriculum, behavior and strategies.

D. Public and Collaborative Teaching

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

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

NES provides teachers in each grade level a protected planning time in the master schedule to allow for collaboration. Professional development is provided at various times through out the day, for example, during planning, after school work nights and PLC's. Faculty meetings provide opportunities for cross grade level discussions, and PLCs focus on collaborative planning and data analysis. Tier 1 data meetings will take during the day.

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

Provide strategic professional development opportunities for teachers hired (CRISS, Tough Kid Toolbox, etc), provide collaborative opportunities for teachers to learn from one another, provide opportunities to observe fellow teachers who are instructionally effective in implementing strategies that teachers show a desire in learning more about (ex. Kagan, CRISS, technology). Attend interview forums held by UF/St. Leo's to get a jump on students top in their program, continue to foster relationships with education prep. Programs identifying the qualities and characteristics needed in the classroom as well as continuing to serve as a professional development community and housing interns and pre-interns with a desire to work at our school. NES hosts many interns from the University of Florida and St. Leo and they receive much of the training that our teachers are involved in. Currently 7 classrooms are hosting students in them. Current NES teachers are given many professional development opportunities through trainings and Professional Learning Communities offered at the school level and district level. Principal and assistant principal, attend interview forum, as well as St. Leo interview forum for newly graduating teachers. District mentor coach working with teachers in their first year of teaching and meeting with principal to discuss areas of need. Created a brochure to introduce potential hires to our school culture, expectations, and programs.

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

The School Board of Alachua County has a mentoring program that beginning teachers are assigned to for development and support during their first year of teaching. As well as veteran teachers who may need assistance.

NES schedules trainings with teachers new to NES for different things such as promoting rigor in literacy and math workstations and technology training. Team leaders also serve as mentors for new members of their team and to new teachers. Teachers are encouraged to observe in other classrooms as well as at other school sites if necessary.

FCIM Coach is utilized to teach model lessons and provide resources to enhance instruction.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

NES uses the county adopted curriculum in all academic areas (Reading Street, My Math, National Geographic and Social Studies Weekly).

County approved computer programs such as Achieve 3000, Reflex Math, SmartyAnts, Fast Forward, Earobics, Tumblebooks, and online textbooks are used as a resource.

NES provides training to all teachers through PLCs. This year's PLC will focus on collaborative planning and teaching to the standards as well as assessing our new scope and sequence, instructional pacing guides, and classroom resources for instruction, and providing teachers the opportunity to observe similar content lessons with a variety of resources.

The DCP grant for Pollinator Heroes providing cross-circular and cross-grade level instructional planning.

Utilization of iPad technology to support district digital resources and standards based instruction.

b. Instructional Strategies

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

Previous year's assessments are used to assist in grades 1-4. We look at a combination of data: anecdotal information from teachers, AIMS scores, performance on curriculum based assessments, STAR scores, FAIR scores (where applicable), and from RPI scores from all students who were assessed on Fast Forward. Data is used to determine the lowest performing quartile school-wide and at each grade level. In addition, data on students performing within a range of the next performance level are identified using this data "bubble students." Students are then placed accordingly into the intervention pull-out classes and EDI provided by Title One funding. We also place our lower quartile students in Morning math labs to assist those students struggling in 3rd and 4th grade math. Students at K-2 are also invited to attend our morning SmartyAnts learning lab and these struggling students' parents are provided information about the benefit of this program at parent conferences. If students in the lower quartile are not placed due to staffing shortages, classroom teachers are consulted. We determine the best differentiated instruction for the individual student within the classroom using workstations and leveled instruction in small groups with the teachers in the classroom.

Meeting with teachers in 3rd and 4th grades to identify strengths and weaknesses by sub category from FSA testing in math and reading. We identify instructional strengths and weaknesses and student strengths and weaknesses.

In addition, students that are identified ESE through the use of the aforementioned data and MTSS process, are provided instruction mandated by their IEP through a co-teach classroom.

Data is updated regularly and presented/shared in the following ways: data walls, google docs, as well as Data data notebooks that teachers keep, as well as student data notebooks,

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

Strategy: Extended School Day

Minutes added to school year: 2,760

Differentiated instruction for students struggling in reading through Achieve3000.

Strategy Rationale

to raise lexile levels and teach comprehension strategies using non-fiction articles to students that struggle with reading and are in the lower quartile

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pearlman, Beth, pearlmbd@gm.sbac.edu

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

Achieve3000 provides comprehensive data reports for FCIM and leadership to analyze. We will primarily look at the increase or decrease of lexile levels through Achieve3000 curriculum.

Strategy: Before School Program

Minutes added to school year: 4,050

Morning Math Lab (Gr. 3-4) and Waterford Reading (K-2)

Strategy Rationale

provide opportunity to practice math facts and provide phonics support for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sahmel, Lauren, sahmeln@gm.sbac.edu

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

Math facts fluency proficiency charts for gr. 3-4 and Usage reports for students signing into Waterford through the Waterford program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Kindergarten Roundup is held in May inviting all families of entering kindergarten students. Kindergarten roundup allows parents to briefly be introduced to the curriculum and behavior expectations, guidance programs, after school programs. It allows parents and students to meet the

kindergarten teachers as well as bringing important documents for registering their students early. Orientation meetings for students transitioning to middle school are held for all parents at the local middle school. ESE transition meetings for students entering Kindergarten and also exiting to fifth grade. NES also hosts a Head Start program and Pre-K ESE on its campus and includes the students and the parents in activities on its campus.

b. College and Career Readiness

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

First day of school activities featured professions that support our theme for the year, building our Future, One Student at a time. Careers involving building and construction were featured. Our annual Education Fair provides speakers from a variety of professions to come and talk/demonstrate interesting information for students about their profession. Teachers utilize guest speakers in their classrooms, and field trips focus on learning about our local area and businesses.

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

The Florida Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading and writing to prepare all students to be college and career ready. During our education Fair we provide an introduction to school magnet programs across the county. In our classrooms, students learn to use technology such as google classrooms, work on typing and keyboarding skills, and creating/publishing their own original works via technology. Gifted students participate in solar energy competitions.

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

Project-based learning initiatives are being implemented through our gifted science course, and through our DCP grant to integrate science and literacy. Students are learning to work in google classroom, and in Discovery Education to provide learning boards with learned information presented digitally. digital storytelling is a focus in our primary grades with teachers in grade 1 (and pending receipt of a schoolwide grant grades K and 2 as well) implementing digital storytelling through the use of a classroom Ipad.

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** NES will have increased parental involvement through workshops for parents to educate parents on the ELA and math standards as well as ways to support learning through technology resources as well as with games and activities at home.
- G2.** To increase student knowledge of scientific methods through integration of science and literacy and research standards.
- G3.** Students will demonstrate mastery on Florida Math Standards.
- G4.** Students will demonstrate mastery of Florida Reading Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. NES will have increased parental involvement through workshops for parents to educate parents on the ELA and math standards as well as ways to support learning through technology resources as well as with games and activities at home. 1a

G085188

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	85.0

Targeted Barriers to Achieving the Goal 3

- Low parent attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Meet the Teacher
- Open House
- Annual Title 1 Meetings
- AR Night
- ELA standards information with game/activities parents can support with at home.
- Math standards information with game/activities parents can support with at home.
- Introduction of student led parent conferences where students present their data to their parents on their classroom progress.
- Parent Outreach program at local apartment complex and recreation center to bring parents in for inservice training as well as student celebrations.
- Conference Worknights

Plan to Monitor Progress Toward G1. 8

Parental Workshops

Person Responsible

Beth Pearlman

Schedule

Every 6 Weeks, from 10/4/2016 to 10/4/2016

Evidence of Completion

FCMS Process/Parent sign in sheets/Parent Surveys

G2. To increase student knowledge of scientific methods through integration of science and literacy and research standards. 1a

G085189

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	75.0
ELA Achievement District Assessment	75.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of prior background knowledge.
- Limited exposure to research methods and technology resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- National Geographic
- NG Connect
- Brain Pop
- Gifted Classes focusing on instruction in scientific methods and experience.
- Document Cameras
- Google Classroom
- Discovery Education
- Mystery Science

Plan to Monitor Progress Toward G2. 8

We will look at quarterly science and ELA test questions that relate to non-fiction science (ELA) and the science standards.

Person Responsible

Beth Pearlman

Schedule

Quarterly, from 10/20/2016 to 6/2/2017

Evidence of Completion

AIMS Assessments

G3. Students will demonstrate mastery on Florida Math Standards. 1a

G085190

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	75.0
Math Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Students limited ability to develop Higher Order thinking.
- Difficulty meeting different learning needs of all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- My Math
- Reflex Math
- Math Lab
- Calendar Math
- Document Cameras

Plan to Monitor Progress Toward G3. 8

Meeting different learning needs of all students.

Person Responsible

Beth Pearlman

Schedule

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

Evidence of Completion

Progress monitoring/Data sheets/Classroom walk throughs/PLC's

G4. Students will demonstrate mastery of Florida Reading Standards. 1a

G085191

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	75.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Difficulty meeting different learning needs of all students.
- Students limited ability to develop Higher Order Thinking.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pearson Reading Street
- SRA-Phonemic Awareness
- My Sidewalks: Reading Street
- Accelerated Reading (AR)
- Document Cameras
- Achieve3000
- Extended Day Intervention (EDI)
- Discovery Education
- Fast Forward
- Classroom ipads

Plan to Monitor Progress Toward G4. 8

Florida Standards being implemented.

Person Responsible

Beth Pearlman

Schedule

Evidence of Completion

Lesson Plans/Classroom walk throughs/Progress monitoring

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. NES will have increased parental involvement through workshops for parents to educate parents on the ELA and math standards as well as ways to support learning through technology resources as well as with games and activities at home. **1**

 **G085188**

G1.B1 Low parent attendance **2**

 **B226537**

G1.B1.S1 Parental Workshops PI workshops offered at a variety of time through out the school year. PI workshop dates and times are listed on NES's website. **4**

 **S238989**

Strategy Rationale

To bring more parents to the school and involving them in the process to increase academic achievement with their student.

Action Step 1 **5**

Parental Workshops

Person Responsible

Lauren Sahmel

Schedule

Every 6 Weeks, from 10/4/2016 to 5/18/2017

Evidence of Completion

FCIMS Process/ Parent sign in sheets

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

Parental Workshops

Person Responsible

Lauren Sahmel

Schedule

Every 6 Weeks, from 10/4/2016 to 5/18/2017

Evidence of Completion

FCIMS Process/Parent Sign in sheets

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

Parental Workshops

Person Responsible

Schedule

Evidence of Completion

FCIMS Process/Parent sign in sheets

G2. To increase student knowledge of scientific methods through integration of science and literacy and research standards. **1**

 G085189

G2.B1 Lack of prior background knowledge. **2**

 B226538

G2.B1.S3 Implement NG Connect. **4**

 S238994

Strategy Rationale

To provide enrichment and exposure to science related activities using technology.

Action Step 1 **5**

NG connect

Person Responsible

Lauren Sahmel

Schedule

On 6/2/2017

Evidence of Completion

Benchmark Tests

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

NG Connect

Person Responsible

Schedule

Evidence of Completion

Benchmark Tests

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

NG Connect

Person Responsible

Schedule

Evidence of Completion

Benchmark Tests

G2.B3 Limited exposure to research methods and technology resources 2

 B226540

G2.B3.S1 Media Specialist will assist with teaching the research strategies and how to access technology applications such as Google Classroom, Discovery Education Resources, and technology presentation applications for student presentation of information. Technology laptop cart obtained as part of a digital grant to support science and literacy standards integration. 4

 S238996

Strategy Rationale

Media specialist sees the entire student population and can provide these skills to grade levels in a graduated method to ensure mastery of research-based literacy standards.

Action Step 1 5

Media specialist and classroom teachers will work collaboratively to provide science and literacy standard instruction through student use of technology.

Person Responsible

Beth Pearlman

Schedule

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

Evidence of Completion

Lesson plans and units of instruction. Student work product will be saved digitally

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Lesson plans will be checked as well as Google Classroom posting of units and student work.

Person Responsible

Beth Pearlman

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans will be checked as well as Google Classroom posting of units and student work.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Principal and AP will monitor the Google Classroom uploads and check lesson plans as well as observe lessons in implementation.

Person Responsible

Beth Pearlman

Schedule

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

Evidence of Completion

Data from walk-throughs as well as lesson plans and completed units of instruction.

G3. Students will demonstrate mastery on Florida Math Standards. 1

 G085190

G3.B1 Students limited ability to develop Higher Order thinking. 2

 B226541

G3.B1.S1 Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.

4

 S238998

Strategy Rationale

To increase higher order thinking and responses.

Action Step 1 5

Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.

Person Responsible

Lauren Sahmel

Schedule

Daily, from 9/12/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring/classroom walk throughs/observations

Action Step 2 5

Providing opportunities for higher-order thinking math through Sunshine State Math Club.

Person Responsible

Beth Pearlman

Schedule

Weekly, from 1/3/2017 to 6/2/2017

Evidence of Completion

Sign-In for attendance of students participating

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

Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.

Person Responsible

Beth Pearlman

Schedule

On 6/9/2016

Evidence of Completion

Lesson Plans/Classroom walk throughs

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

Higher Order Thinking (because statements)

Person Responsible

Beth Pearlman

Schedule

Weekly, from 9/24/2016 to 6/2/2017


Evidence of Completion

Progress monitoring/Data sheets/Classroom walk throughs

G3.B2 Difficulty meeting different learning needs of all students. 2

 B226542

G3.B2.S2 Calendar Math 4

 S239001

Strategy Rationale

Action Step 1 5

Calendar Math

Person Responsible

Lauren Sahmel

Schedule

Every 6 Weeks, from 8/15/2016 to 6/9/2017

Evidence of Completion

Progress Monitoring/Observation

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Calendar Math

Person Responsible

Lauren Sahmel

Schedule

Evidence of Completion

Progress Monitoring/Observation

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Calendar Math

Person Responsible

Beth Pearlman

Schedule

Evidence of Completion

Progress Monitoring/Observation/District math scores

G3.B2.S4 Students identified in the lowest quartile are invited to attend a morning math lab where they will work to increase their math fluency using paper pencil activities as well as a computer program, Reflex Math. 4

 S239003

Strategy Rationale

Action Step 1 5

Math Lab

Person Responsible

Lauren Sahmel

Schedule

On 6/2/2017

Evidence of Completion

Progress Monitoring

Plan to Monitor Fidelity of Implementation of G3.B2.S4 6

Math Lab

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 7

Math Lab

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring

G3.B2.S5 NES implements co teaching at all grade levels, intervention, and differentiated instruction facilitated through the implementation of Debbie Diller small group workstations. As well as, a partnership with UF to host pre-interns and interns that also work with individuals and small groups. 4

 S239004

Strategy Rationale

Action Step 1 5

Morning Math Lab

Person Responsible

Lauren Sahmel

Schedule

On 6/2/2017

Evidence of Completion

Progress Monitoring

Action Step 2 5

NES implements co teaching at all grade levels, intervention, and differentiated instruction facilitated through the implementation of Debbie Diller small group workstations. As well as, a partnership with UF to host pre-interns and interns that also work with individuals and small groups.

Person Responsible

Lauren Sahmel

Schedule

On 6/2/2017

Evidence of Completion

Progress monitoring/Classroom walk throughs/FCIMS Process

Plan to Monitor Fidelity of Implementation of G3.B2.S5 6

Meeting different learning needs of all students.

Person Responsible

Schedule

Evidence of Completion

Progress monitoring/Classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S5 7

Meeting different learning needs of all students.

Person Responsible

Schedule

Evidence of Completion

Progress monitoring/ Classroom walkthroughs

G4. Students will demonstrate mastery of Florida Reading Standards. 1

 G085191

G4.B1 Difficulty meeting different learning needs of all students. 2

 B226546

G4.B1.S2 Professional Learning Communities (PLC) to meet all students needs across academic and elective classes. Additional PLCs for teachers who are responsible for teaching students with disabilities in the general education classroom and inclusive elective classes. 4

 S239009

Strategy Rationale

To allow teachers to collaborate in teams in unwrapping the standards and increase student performance in reading.

Action Step 1 5

Professional Learning Communities

Person Responsible

Lauren Sahmel

Schedule

Every 2 Months, from 10/4/2016 to 4/22/2017

Evidence of Completion

Progress Monitoring

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Professional Learning Communities

Person Responsible

Beth Pearlman

Schedule

Every 2 Months, from 10/5/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Professional Learning Communities

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring

G4.B1.S7 NES implements Accelerated Reader (AR) throughout the school year and summer, known as the Summer Reading Program to increase student's fluency and comprehension. Students receive a summer reading list that they can use to check out books through the public and school library. Students who participated in the Summer Reading Program are recognized at the beginning of the school year for their achievement. 4

 S239014

Strategy Rationale

To increase student's fluency and comprehension.

Action Step 1 5

Accelerated Reader (AR)

Person Responsible

Beth Pearlman

Schedule

Evidence of Completion

Media Center check out

Plan to Monitor Fidelity of Implementation of G4.B1.S7 6

Accelerated Reader (AR)

Person Responsible

Schedule

Evidence of Completion

Media Center Check out

Plan to Monitor Effectiveness of Implementation of G4.B1.S7 7

Accelerated Reader (AR)

Person Responsible

Schedule

Evidence of Completion

Media Center check out

G4.B1.S8 NES implements coteach/inclusion model in all grade levels. Intervention and differentiated instruction facilitated through the implementation of Debbie Diller small group workstations. As well as, a partnership with UF to host pre-interns and interns that also work with individuals and small groups. Students who participated in the Summer Reading Program are recognized at the beginning of the school year for their achievement. 4

 S239015

Strategy Rationale

To support all students in the general education classroom.

Action Step 1 5

Meeting different learning needs of all students.

Person Responsible

Lauren Sahmel

Schedule

On 6/2/2017

Evidence of Completion

Classroom walk throughs

Plan to Monitor Fidelity of Implementation of G4.B1.S8 6

Meeting different learning needs of all students.

Person Responsible

Schedule

Evidence of Completion

Classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S8 7

Meeting different learning needs of all students.

Person Responsible

Schedule

Evidence of Completion

Classroom walk throughs

G4.B1.S10 Fast Forward Implementation 4

 S239017

Strategy Rationale

help students with language deficits to improve focus, listening and understanding skills and help with reading learning.

Action Step 1 5

Fast Forward is being implemented in all grade levels to target our lowest 25% at each grade level

Person Responsible

Martha Buckland

Schedule

Daily, from 9/6/2016 to 5/26/2017

Evidence of Completion

Fast ForWord Daily/weekly/monthly data reports

G4.B2 Students limited ability to develop Higher Order Thinking. 2

 B226547

G4.B2.S1 Document Cameras 4

 S239018

Strategy Rationale

Action Step 1 5

Document Cameras

Person Responsible

Lauren Sahmel

Schedule

On 6/2/2017

Evidence of Completion

Classroom walk throughs/Observations

Action Step 2 5

Instructional Access to Technology

Person Responsible

Lauren Sahmel

Schedule

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

Evidence of Completion

Lesson plans, classroom walkthroughs

Action Step 3 5

ipads used to create digital storytelling PBL for K-2

Person Responsible

Beth Pearlman

Schedule

Monthly, from 11/4/2016 to 6/2/2017

Evidence of Completion

lesson plans/workstation activities and rubrics/walk throughs

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Document Cameras

Person Responsible

Beth Pearlman

Schedule

Semiannually, from 10/1/2016 to 6/2/2017

Evidence of Completion

Classroom walk throughs/observations

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Document Cameras

Person Responsible

Schedule

Evidence of Completion

Classroom walk throughs/observations

G4.B2.S3 Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions. Parental involvement workshops to encourage parents to mirror the same strategies at home. 4

S239020

Strategy Rationale

Action Step 1 5

Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.

Person Responsible

Lauren Sahmel

Schedule

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

Evidence of Completion

Progress Monitoring/Classroom walk throughs/PLC collaboration notes

Plan to Monitor Fidelity of Implementation of G4.B2.S3 6

Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.

Person Responsible

Beth Pearlman

Schedule

Evidence of Completion

Progress Monitoring/ Classroom walk throughs/lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.

Person Responsible

Beth Pearlman






















Schedule

Monthly, from 10/5/2015 to 6/9/2016























Evidence of Completion

Progress Monitoring/ Classroom walk throughs/lesson plans



IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G4.MA1  M316623	Florida Standards being implemented.	Pearlman, Beth	No Start Date	Lesson Plans/Classroom walk throughs/Progress monitoring	No End Date monthly
G1.B1.S1.MA1  M316558	Parental Workshops		No Start Date	FCIMS Process/Parent sign in sheets	No End Date one-time
G4.B2.S1.MA1  M316611	Document Cameras		No Start Date	Classroom walk throughs/observations	No End Date one-time
G3.B2.S2.MA1  M316580	Calendar Math	Pearlman, Beth	No Start Date	Progress Monitoring/Observation/ District math scores	No End Date quarterly
G3.B2.S2.MA1  M316581	Calendar Math	Sahmel, Lauren	No Start Date	Progress Monitoring/Observation	No End Date monthly
G4.B1.S2.MA1  M316597	Professional Learning Communities		No Start Date	Progress Monitoring	No End Date one-time
G2.B1.S3.MA1  M316569	NG Connect		No Start Date	Benchmark Tests	No End Date one-time
G2.B1.S3.MA1  M316570	NG Connect		No Start Date	Benchmark Tests	No End Date one-time
G4.B2.S3.MA1  M316616	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	Pearlman, Beth	No Start Date	Progress Monitoring/ Classroom walk throughs/lesson plans	No End Date one-time
G3.B2.S4.MA1  M316584	Math Lab		No Start Date	Progress Monitoring	No End Date once
G3.B2.S4.MA1  M316585	Math Lab		No Start Date	Progress Monitoring	No End Date once
G3.B2.S5.MA1  M316586	Meeting different learning needs of all students.		No Start Date	Progress monitoring/ Classroom walkthroughs	No End Date once
G3.B2.S5.MA1  M316587	Meeting different learning needs of all students.		No Start Date	Progress monitoring/Classroom walk throughs	No End Date once
G4.B1.S7.MA1  M316607	Accelerated Reader (AR)		No Start Date	Media Center check out	No End Date once
G4.B1.S7.MA1  M316608	Accelerated Reader (AR)		No Start Date	Media Center Check out	No End Date once
G4.B1.S7.A1  A309536	Accelerated Reader (AR)	Pearlman, Beth	No Start Date	Media Center check out	No End Date one-time
G4.B1.S8.MA1  M316609	Meeting different learning needs of all students.		No Start Date	Classroom walk throughs	No End Date once
G4.B1.S8.MA1  M316610	Meeting different learning needs of all students.		No Start Date	Classroom walk throughs	No End Date once
G3.B1.S1.MA1  M316577	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	Pearlman, Beth	8/24/2015	Lesson Plans/Classroom walk throughs	6/9/2016 one-time
G4.B2.S3.MA1  M316615	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	Pearlman, Beth	10/5/2015	Progress Monitoring/ Classroom walk throughs/lesson plans	6/9/2016 monthly
G1.MA1  M316564	Parental Workshops	Pearlman, Beth	10/4/2016	FCMS Process/Parent sign in sheets/ Parent Surveys	10/4/2016 every-6-weeks

Alachua - 0531 - Newberry Elementary School - 2016-17 SIP
Newberry Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.A1  A309533	Professional Learning Communities	Sahmel, Lauren	10/4/2016	Progress Monitoring	4/22/2017 every-2-months
G1.B1.S1.MA1  M316559	Parental Workshops	Sahmel, Lauren	10/4/2016	FCIMS Process/Parent Sign in sheets	5/18/2017 every-6-weeks
G1.B1.S1.A1  A309519	Parental Workshops	Sahmel, Lauren	10/4/2016	FCIMS Process/ Parent sign in sheets	5/18/2017 every-6-weeks
G4.B1.S10.A1  A309538	Fast Forward is being implemented in all grade levels to target our lowest 25% at each grade level	Buckland, Martha	9/6/2016	Fast ForWord Daily/weekly/monthly data reports	5/26/2017 daily
G2.MA1  M316575	We will look at quarterly science and ELA test questions that relate to non-fiction science (ELA)...	Pearlman, Beth	10/20/2016	AIMS Assessments	6/2/2017 quarterly
G3.MA1  M316594	Meeting different learning needs of all students.	Pearlman, Beth	8/15/2016	Progress monitoring/Data sheets/ Classroom walk throughs/PLC's	6/2/2017 monthly
G2.B3.S1.MA1  M316573	Principal and AP will monitor the Google Classroom uploads and check lesson plans as well as...	Pearlman, Beth	8/15/2016	Data from walk-throughs as well as lesson plans and completed units of instruction.	6/2/2017 every-6-weeks
G2.B3.S1.MA1  M316574	Lesson plans will be checked as well as Google Classroom posting of units and student work.	Pearlman, Beth	8/15/2016	Lesson plans will be checked as well as Google Classroom posting of units and student work.	6/2/2017 one-time
G2.B3.S1.A1  A309522	Media specialist and classroom teachers will work collaboratively to provide science and literacy...	Pearlman, Beth	8/15/2016	Lesson plans and units of instruction. Student work product will be saved digitally	6/2/2017 monthly
G3.B1.S1.MA1  M316576	Higher Order Thinking (because statements)	Pearlman, Beth	9/24/2016	Progress monitoring/Data sheets/ Classroom walk throughs	6/2/2017 weekly
G3.B1.S1.A1  A309523	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	Sahmel, Lauren	9/12/2016	Progress Monitoring/classroom walk throughs/observations	6/2/2017 daily
G3.B1.S1.A2  A309524	Providing opportunities for higher-order thinking math through Sunshine State Math Club.	Pearlman, Beth	1/3/2017	Sign-In for attendance of students participating	6/2/2017 weekly
G4.B2.S1.MA1  M316612	Document Cameras	Pearlman, Beth	10/1/2016	Classroom walk throughs/observations	6/2/2017 semiannually
G4.B2.S1.A1  A309539	Document Cameras	Sahmel, Lauren	8/15/2016	Classroom walk throughs/ Observations	6/2/2017 one-time
G4.B2.S1.A2  A309540	Instructional Access to Technology	Sahmel, Lauren	8/15/2016	Lesson plans, classroom walkthroughs	6/2/2017 monthly
G4.B2.S1.A3  A309541	ipads used to create digital storytelling PBL for K-2	Pearlman, Beth	11/4/2016	lesson plans/workstation activities and rubrics/walk throughs	6/2/2017 monthly
G4.B1.S2.MA1  M316598	Professional Learning Communities	Pearlman, Beth	10/5/2016	Progress Monitoring	6/2/2017 every-2-months
G2.B1.S3.A1  A309520	NG connect	Sahmel, Lauren	8/15/2016	Benchmark Tests	6/2/2017 one-time
G4.B2.S3.A1  A309542	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	Sahmel, Lauren	8/15/2016	Progress Monitoring/Classroom walk throughs/PLC collaboration notes	6/2/2017 monthly
G3.B2.S4.A1  A309526	Math Lab	Sahmel, Lauren	9/19/2016	Progress Monitoring	6/2/2017 one-time
G3.B2.S5.A1  A309527	Morning Math Lab	Sahmel, Lauren	9/19/2016	Progress Monitoring	6/2/2017 one-time
G3.B2.S5.A2  A309528	NES implements co teaching at all grade levels, intervention, and differentiated instruction...	Sahmel, Lauren	9/5/2016	Progress monitoring/Classroom walk throughs/FCIMS Process	6/2/2017 one-time

Alachua - 0531 - Newberry Elementary School - 2016-17 SIP
Newberry Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S8.A1  A309537	Meeting different learning needs of all students.	Sahmel, Lauren	8/15/2016	Classroom walk throughs	6/2/2017 one-time
G3.B2.S2.A1  A309525	Calendar Math	Sahmel, Lauren	8/15/2016	Progress Monitoring/Observation	6/9/2017 every-6-weeks

V. Professional Development Opportunities

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

G1. NES will have increased parental involvement through workshops for parents to educate parents on the ELA and math standards as well as ways to support learning through technology resources as well as with games and activities at home.

G1.B1 Low parent attendance

G1.B1.S1 Parental Workshops PI workshops offered at a variety of time through out the school year. PI workshop dates and times are listed on NES's website.

PD Opportunity 1

Parental Workshops

Facilitator

Beth Pearlman, Lauren Sahmel

Participants

Parents of students living in government subsidized housing as well as all parents of all students.

Schedule

Every 6 Weeks, from 10/4/2016 to 5/18/2017

G2. To increase student knowledge of scientific methods through integration of science and literacy and research standards.

G2.B3 Limited exposure to research methods and technology resources

G2.B3.S1 Media Specialist will assist with teaching the research strategies and how to access technology applications such as Google Classroom, Discovery Education Resources, and technology presentation applications for student presentation of information. Technology laptop cart obtained as part of a digital grant to support science and literacy standards integration.

PD Opportunity 1

Media specialist and classroom teachers will work collaboratively to provide science and literacy standard instruction through student use of technology.

Facilitator

Olivia Lonon, Helen Saltzgiver, Jessica Greene

Participants

Jessica Greene, Valentina Contesse, Chelsea McClain, Susan Ling, Kelly Wyckoff, Kristen Gonzalez, Donald Sanchez, Danielle Shaw, Grace Cavoli, Annette Short, Kaci Ellis, Amanda Henson

Schedule

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

G3. Students will demonstrate mastery on Florida Math Standards.

G3.B2 Difficulty meeting different learning needs of all students.

G3.B2.S2 Calendar Math

PD Opportunity 1

Calendar Math

Facilitator

District Staff

Participants

Teachers K-4

Schedule

Every 6 Weeks, from 8/15/2016 to 6/9/2017

G4. Students will demonstrate mastery of Florida Reading Standards.

G4.B1 Difficulty meeting different learning needs of all students.

G4.B1.S2 Professional Learning Communities (PLC) to meet all students needs across academic and elective classes. Additional PLCs for teachers who are responsible for teaching students with disabilities in the general education classroom and inclusive elective classes.

PD Opportunity 1

Professional Learning Communities

Facilitator

Beth Pearlman/Lauren Sahmel

Participants

All teachers

Schedule

Every 2 Months, from 10/4/2016 to 4/22/2017

G4.B1.S10 Fast Forward Implementation

PD Opportunity 1

Fast Forward is being implemented in all grade levels to target our lowest 25% at each grade level

Facilitator

SciLearning

Participants

K-4 Teacher and Title I intervention teachers

Schedule

Daily, from 9/6/2016 to 5/26/2017

G4.B2 Students limited ability to develop Higher Order Thinking.

G4.B2.S1 Document Cameras

PD Opportunity 1

Document Cameras

Facilitator

ACDE Tech Coach

Participants

DCP grant and new teachers

Schedule

On 6/2/2017

PD Opportunity 2

Instructional Access to Technology

Facilitator

ACDE Tech Coach

Participants

K-4 Teachers

Schedule

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

PD Opportunity 3

ipads used to create digital storytelling PBL for K-2

Facilitator

Beth Pearlman

Participants

all K-2 teachers

Schedule

Monthly, from 11/4/2016 to 6/2/2017

G4.B2.S3 Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions. Parental involvement workshops to encourage parents to mirror the same strategies at home.

PD Opportunity 1

Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.

Facilitator

Assistant Principal

Participants

Teachers K-4

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Parental Workshops				\$2,610.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$2,610.00
2	G2.B1.S3.A1	NG connect				\$0.00
3	G2.B3.S1.A1	Media specialist and classroom teachers will work collaboratively to provide science and literacy standard instruction through student use of technology.				\$0.00
4	G3.B1.S1.A1	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.				\$0.00
5	G3.B1.S1.A2	Providing opportunities for higher-order thinking math through Sunshine State Math Club.				\$0.00
6	G3.B2.S2.A1	Calendar Math				\$0.00
7	G3.B2.S4.A1	Math Lab				\$0.00
8	G3.B2.S5.A1	Morning Math Lab				\$0.00
9	G3.B2.S5.A2	NES implements co teaching at all grade levels, intervention, and differentiated instruction facilitated through the implementation of Debbie Diller small group workstations. As well as, a partnership with UF to host pre-interns and interns that also work with individuals and small groups.				\$14,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0531 - Newberry Elementary School	Title I, Part A		\$14,000.00
10	G4.B1.S10.A1	Fast Forward is being implemented in all grade levels to target our lowest 25% at each grade level				\$0.00
11	G4.B1.S2.A1	Professional Learning Communities				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$9,500.00
12	G4.B1.S7.A1	Accelerated Reader (AR)				\$0.00
13	G4.B1.S8.A1	Meeting different learning needs of all students.				\$133,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$133,000.00
14	G4.B2.S1.A1	Document Cameras				\$0.00
15	G4.B2.S1.A2	Instructional Access to Technology				\$0.00

Alachua - 0531 - Newberry Elementary School - 2016-17 SIP
Newberry Elementary School

16	G4.B2.S1.A3	ipads used to create digital storytelling PBL for K-2	\$0.00
17	G4.B2.S3.A1	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	\$0.00
Total:			\$159,110.00