

Alachua County Public Schools

Newberry Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-4	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	A	B*

**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 10/16/2018.

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 that has a school grade of D or F.

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Newberry Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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, PBS events (VIP Breakfast, PAW Awards, quarterly events), and Father's Day events are scheduled annually. The county has a "Take Your Dad To School" day. Grades K-4 utilized a homework folder that provides parent training and resources for home use. Morning announcements program is used to showcase school events, student achievements, and promoting school expectations. Classrooms are implementing Safer, Smarter Kids curriculum and Sanford Harmony across our Pre-k to 4th grade classrooms to meet social and emotional needs of students. School counselor and BRT leading a new student orientation for students as they come to NES throughout the year. Use posters to help classes set common class goals for academics and recognition.

We have Best Practices in Education (BPIE) committee comprised of teachers and parents to address inclusive practices. We have implemented faculty-wide PLC's, staff development through Title I and 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 provided to students arriving before classes start. Positive Behavior Intervention 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 school counselor and behavior resource teacher recognize character traits each month for students demonstrating that trait (PAW awards).

Teachers had opportunities for empathy/trauma training and growth mindset.

3rd and 4th grade Girls on the Run.

Implementing a mentor program overseen by the counselor, FCIM and paraprofessional for students who need identified academic (Great Leaps) or social emotional support.

The school counselor visits classroom to discuss empathy training for students, small group counseling focused on a targeted need, and individual support as needed.

School is utilizing results from Florida School Safety Assessment Tool (FSSAT) to increase safety measures throughout the campus. Implemented ALICE training for faculty, staff, and students. Revised our dismissal procedures to create safer dismissal 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 Intervention Support (PBIS) school. PBS focuses on school wide expectations, this year the expectations revised to include three expectations. Faculty, staff, and students practice responsibility, respect and safety. Training was held for all staff including custodial, office, and paraprofessional support. We implemented PBIS support for bus drivers to support students who ride the bus. Behavior notifications have been developed to keep parents informed of school-wide expectations and reteaching opportunities for behavior. 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 eighth year of implementing the Positive Behavior Intervention Support (PBIS) model. As a full inclusion school the PBIS 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. Rules for common areas and classrooms are based off the three 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.

Introduced restorative justice practices through our restart room for students who receive a discipline referral.

Teachers will be using expectation lessons developed by the PBIS to support behavior instruction. We will continue Tier 3 mentoring program with students with emotional needs.

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 and through instruction during media time on the specials rotation with our media specialist. 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. The school will request that a Meridian be assigned to the school to meet with students whose families who are unable to travel into town. Classrooms are implementing Safer, Smarter Kids curriculum and Sanford Harmony across our Pre-k to 4th grade classrooms.

Our school participates in the Backpack Program to help meet the needs of our students and families. During Thanksgiving and Christmas we provide help for the holidays to provide families with resources to celebrate the holidays.

Attendance and tardies will be monitored.

School counselor and BRT will address concerns with students, families and administration.

Teachers were provided with a menu of school counselors services to meet the needs of their individual classrooms.

Our Tier 3 mentor program will continue 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 Intervention Support (PBIS) 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 lowest quartile performance on district, statewide and standardized assessments and places at risk students in pull out or push in intervention, EDI, Istation and counsels teachers on appropriate differentiated instruction for at risk students. The leadership team will hold Tier 1, 2, 3 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	1	2	1	3	3	0	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	4	3	29	25	0	0	0	0	0	0	0	0	64
Level 1 on statewide assessment	0	0	0	5	12	0	0	0	0	0	0	0	0	17
Lowest Quartle	0	38	33	29	31	0	0	0	0	0	0	0	0	131
	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	2	12	0	0	0	0	0	0	0	0	14

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
Classroom intervention through small group instruction
Extended Day Intervention.
Differentiated Instruction during literacy and math workstations
Protected planning sessions lead by team leader looking at data
Tier 1, 2, 3 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/653443>.

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 tradition every three years.

First Baptist Church of Newberry provided breakfast for teachers during pre-planning.

NES PTO provided lunch for teachers during pre-planning.

PROTAEKWONDO partnered with NES for fundraising.

Florida Credit Union sponsored breakfast during pre-planning.

DCC partners with NES for a day of service each year.

Hospitality committee works with local community businesses to sponsor teacher rewards.

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.

Title I funded parent involvement opportunities to help parents support their child's education

Field trips to local organizations.

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

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 year-presenters are invited to share their career knowledge with students Pre-K

through 4th.

Will reach out to community to find mentors for Great Leaps reading program.

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.

Will implement "One School, One Read" to involve families and community in an effort to promote expectations of reading of pleasure as well as reading to learn and making connections between literature and the real world.

C. Effective Leadership

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
Winkel, Cheryl	Other

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

Helen Saltzgiver- Behavior Resource Teacher

Lauren Sahmel-Assistant Principal for Curriculum

Amanda Reddick- School Counselor

Cheryl Winkel-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 to provide push in and pull out intervention for students in grades 2nd, 3rd, and 4th (possibly Kindergarten and 1st).. We will use Title I funded resources such as SRA Kits, skill-based learning activities, and other computer-based resources to meet the academic need of our students. Furthermore, NES will continue with Professional Learning Communities using data chats, professional development and planning for analyzing student data and planning instruction.

Purchase of hardware either desktop or laptop computers to support students 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, science 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 use 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 educations.

Violence Prevention Programs

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

Nutrition Programs

As a 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

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

Adult Education

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

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
Keith Ashby	Business/Community
Debbie Alessi	Teacher
Christian Smith	Parent
Cindy Law	Parent
Sara Ashby	Teacher
Mary Strauch	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

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. ESE teachers and classroom co-teachers were stipend for planning with administration on roll out of new scope and sequence. PBIS team received a stipend. AV club had a stipend. AR was also purchased with School Improvement Funds.

Stipends with salary and benefits----\$

Salaries (supplements/stipends: 3,261.83
Salaries (Para/Stipends): 13, 157.32
Accelerated Reader: 7,457362
Cameras 2,527.72

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 teachers and team leaders to look at our scope and sequence of instruction, performance data, and 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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, and PLC's. Faculty meetings provide opportunities for cross grade level discussions, and PLCs focus on collaborative planning and data analysis. Tier 1, 2, and 3 data meetings will take during the day.

Upon approval of use through CREATE funds we will engage staff in a book study to promote a positive school culture.

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, Classroom Management Training, KAGAN, UDL, CPI, Co-Teach PLC, 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 and SBAC 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 16 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. FCIM Coach will provided instructional coaching to retain teachers and provide professional guidance for instruction.

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, provide coaching, 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, HMH: Science and McCraw Hill: Social Studies).

County approved computer programs such as Achieve 3000, IStation , SmartyAnts, Tumblebooks, Snap and Read, and online textbooks are used as a resource.

Teachers will be trained on the Snap and Read computer program in order to assist students and families with participation in "One School, One Read".

Through Title I funds NES purchased Ready Florida materials: ELA-2nd, 3rd, and 4th Math: 4th. 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, differentiating instruction, and providing teachers the opportunity to observe similar content lessons with a variety of resources.

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, FLKRS (Kindergarten), and ISIP scores from Istation. 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 "2.5 bucket." students. Students in the lowest quartile are served through classroom intervention through differentiated small groups. 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.

Title I Services: Students in grades 2nd, 3rd, and 4th are served through a Title I Intervention teacher and/or Title I Tutor (provides Great Leaps).

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.

We will be conducting more frequent data chats with our 3rd and 4th grade teachers to target student learning. We will use IStation data, grade level assessments, and AIMS data for data driven conversations.

Looking at using a Title I approved program for grades K-2 for after school tutoring.

Data is updated regularly and presented/shared in the following ways: data walls/boards, google docs, as well as 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: After School Program

Minutes added to school year: 2,160

Istation

Strategy Rationale

Tier 2 and Tier 3 students need extended time in computerized program

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

Istation reports

Strategy: Before School Program

Minutes added to school year: 4,050

Morning IStation (Math and ELA) Lab (Gr. 3-4) and IStation (ELA) Lab (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, sahmelln@gm.sbac.edu

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

We will utilize reports from IStation and AIMS district assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. Incoming Kindergarteners participate in a staggered Meet the Teacher. 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.

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. IFAS comes to the school to do agricultural education with our second grade students throughout the year.

Our gifted program works with UF to enhance gardening for our Food to School program.

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 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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

We have discovered supporting new students who are in FSA tested grades is necessary through intervention. In 2017, we served 42 new students to NES in grades 3 and 4. Due to our intervention model, these students were not served via Title I pull out intervention, as has been our model in the past.

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.

30 of 42 students new to NES counted in our school grade. Less than 50% in each grade were proficient in reading and math.

Several of the new students also impacted our gains and lowest quartile gains.

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.** Increasing Parental Involvement
- G2.** At least 65% of students will demonstrate proficiency of Florida Math Standards through the FSA.
- G3.** At least 62% of students will demonstrate proficiency of Florida ELA Standards through FSA.

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. Increasing Parental Involvement 1a

 G100701

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	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
- Title I Parent Involvement events

Plan to Monitor Progress Toward G1. 8

Parental Workshops

Person Responsible

Beth Pearlman

Schedule

Every 6 Weeks, from 9/10/2018 to 5/24/2019

Evidence of Completion

FCMS Process/Parent sign in sheets/Parent Surveys

G2. At least 65% of students will demonstrate proficiency of Florida Math Standards through the FSA. 1a

G100702

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	75.0
Math Lowest 25% Gains	62.0
FSA Mathematics Achievement	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

- IStation Math
- Math Lab
- Calendar Math
- Otter Creek Math Fluency

Plan to Monitor Progress Toward G2. 8

Meeting different learning needs of all students.

Person Responsible

Beth Pearlman

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

G3. At least 62% of students will demonstrate proficiency of Florida ELA Standards through FSA. 1a

 G100703

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	62.0
ELA/Reading Lowest 25% Gains	62.0
FSA ELA Achievement - Black/African American	62.0
FSA ELA Achievement	62.0
ELA/Reading Gains	62.0

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)
- Achieve3000
- Extended Day Intervention (EDI)
- Discovery Education
- IStation Reading
- SmartyAnts
- CPALMS
- Ready Florida Books
- Coach FSA Practice Books
- FCRR
- HMH Florida Science
- McGraw Florida Social Studies

Plan to Monitor Progress Toward G3. 8

Student comprehension scores through OPMs.

Person Responsible

Lauren Sahmel

Schedule

Monthly, from 9/10/2018 to 5/24/2019

Evidence of Completion

Lesson Plans/Classroom walk throughs/Progress monitoring/MTSS meetings

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. Increasing Parental Involvement **1**

 **G100701**

G1.B1 Low parent attendance **2**

 **B271665**

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**

 **S287581**

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 9/10/2018 to 5/24/2019

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 9/10/2018 to 5/24/2019

Evidence of Completion

FCIMS Process/Parent Sign in sheets

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

Parental Workshops

Person Responsible

Lauren Sahmel

Schedule

On 5/24/2019

Evidence of Completion

FCIMS Process/Parent sign in sheets

G2. At least 65% of students will demonstrate proficiency of Florida Math Standards through the FSA. 1

 G100702

G2.B1 Students limited ability to develop Higher Order thinking. 2

 B271666

G2.B1.S1 Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.

4

 S287584

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

Monthly, from 9/24/2018 to 5/31/2019

Evidence of Completion

Progress Monitoring/classroom walk throughs/observations

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

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

Person Responsible

Beth Pearlman

Schedule

On 5/24/2019

Evidence of Completion

Lesson Plans/Classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Higher Order Thinking (because statements)

Person Responsible

Beth Pearlman

Schedule

Weekly, from 9/24/2018 to 5/31/2019

Evidence of Completion

Progress monitoring/Data sheets/Classroom walk throughs

G2.B2 Difficulty meeting different learning needs of all students. 2

 B271667

G2.B2.S1 Istation Math 4

 S287585

Strategy Rationale

District supported measure for assessing student skills.

Action Step 1 5

Students will use skills based activities through IStation Math

Person Responsible

Lauren Sahmel

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Istation reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

IStation Reports

Person Responsible

Lauren Sahmel

Schedule

On 5/31/2019

Evidence of Completion

We will use IStation math reports to drive data conversations.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Students use IStation Math in workstations and in computer labs

Person Responsible

Lauren Sahmel

Schedule

On 5/31/2019

Evidence of Completion

Data reports from Istation.

G2.B2.S4 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

 S287588

Strategy Rationale

smaller groups for instruction provides opportunities for further differentiation and scaffolding of support for students needing help--co-teachers and interns work together to provide differentiated small group instruction.

Action Step 1 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 5/31/2019

Evidence of Completion

Progress monitoring/Classroom walk throughs/FCIMS Process

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Meeting different learning needs of all students.

Person Responsible

Beth Pearlman

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Progress monitoring/Classroom walk throughs/MTSS Meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Meeting different learning needs of all students.

Person Responsible

Beth Pearlman


Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Progress monitoring/ Classroom walkthroughs/MTSS meetings

G3. At least 62% of students will demonstrate proficiency of Florida ELA Standards through FSA. 1

 G100703

G3.B1 Difficulty meeting different learning needs of all students. 2

 B271671

G3.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

 S287593

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 10/8/2018 to 5/24/2019

Evidence of Completion

Progress Monitoring

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

Professional Learning Communities

Person Responsible

Beth Pearlman

Schedule

Every 2 Months, from 10/8/2018 to 5/24/2019

Evidence of Completion

Progress Monitoring

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

Professional Learning Communities

Person Responsible

Cheryl Winkel

Schedule

Monthly, from 10/8/2018 to 5/24/2019

Evidence of Completion

Progress Monitoring

G3.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

 S287598

Strategy Rationale

To increase student's fluency and comprehension.

Action Step 1 5

Accelerated Reader (AR)

Person Responsible

Lauren Sahmel

Schedule

Monthly, from 9/4/2018 to 5/24/2019

Evidence of Completion

Media Center check out

Plan to Monitor Fidelity of Implementation of G3.B1.S7 6

Accelerated Reader (AR)

Person Responsible

Lauren Sahmel

Schedule

Monthly, from 9/4/2018 to 5/24/2019

Evidence of Completion

Media Center Check out

Plan to Monitor Effectiveness of Implementation of G3.B1.S7 7

Accelerated Reader (AR)

Person Responsible

Lauren Sahmel

Schedule

Every 6 Weeks, from 9/4/2018 to 5/31/2019

Evidence of Completion

Media Center check out/AR points/Student goals

G3.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

 S287599

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

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom walk throughs

Plan to Monitor Fidelity of Implementation of G3.B1.S8 6

Meeting different learning needs of all students.

Person Responsible

Cheryl Winkel

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom walk throughs/Meeting with teachers/coaching

Plan to Monitor Effectiveness of Implementation of G3.B1.S8 7

Student data collected through weekly/biweekly assessments.

Person Responsible

Beth Pearlman

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

OPM data, Istation Reading data

G3.B2 Students limited ability to develop Higher Order Thinking. 2

 B271672

G3.B2.S2 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

 S287604

Strategy Rationale

Students are provided additional practice using reading strategies at home with reading through AR

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 9/10/2018 to 5/24/2019

Evidence of Completion

Progress Monitoring/Classroom walk throughs/PLC collaboration notes

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

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

Person Responsible

Beth Pearlman

Schedule

Monthly, from 9/10/2018 to 5/24/2019

Evidence of Completion

Progress Monitoring/ Classroom walk throughs/lesson plans

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

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

Person Responsible

Beth Pearlman

Schedule

Monthly, from 9/10/2018 to 5/24/2019

Evidence of Completion

Progress Monitoring/ Classroom walk throughs/lesson plans

V. Professional Development Opportunities

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

G1. Increasing Parental Involvement

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, Cheryl Winkel

Participants

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

Schedule

Every 6 Weeks, from 9/10/2018 to 5/24/2019

G2. At least 65% of students will demonstrate proficiency of Florida Math Standards through the FSA.

G2.B1 Students limited ability to develop Higher Order thinking.

G2.B1.S1 Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.

PD Opportunity 1

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

Facilitator

Beth, Pearlman, Lauren Sahmel, Cheryl Winkel

Participants

Teachers K-4

Schedule

Monthly, from 9/24/2018 to 5/31/2019

G3. At least 62% of students will demonstrate proficiency of Florida ELA Standards through FSA.

G3.B1 Difficulty meeting different learning needs of all students.

G3.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 10/8/2018 to 5/24/2019

G3.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.

PD Opportunity 1

Meeting different learning needs of all students.

Facilitator

Lauren Sahmel and Cheryl Winkel

Participants

Coteachers and ESE Teachers

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

G3.B2 Students limited ability to develop Higher Order Thinking.

G3.B2.S2 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 9/10/2018 to 5/24/2019

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				\$2,712.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0531 - Newberry Elementary School	Title I, Part A		\$2,712.00
2	G2.B1.S1.A1	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.				\$0.00
3	G2.B2.S1.A1	Students will use skills based activities through IStation Math				\$0.00
4	G2.B2.S4.A1	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.				\$0.00
5	G3.B1.S2.A1	Professional Learning Communities				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0531 - Newberry Elementary School	Title I, Part A		\$5,000.00
6	G3.B1.S7.A1	Accelerated Reader (AR)				\$7,457.32
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0531 - Newberry Elementary School	School Improvement Funds		\$7,457.32
7	G3.B1.S8.A1	Meeting different learning needs of all students.				\$226,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0531 - Newberry Elementary School	Title I, Part A		\$226,850.00
8	G3.B2.S2.A1	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.				\$0.00
Total:						\$242,019.32

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.MA1 M426381	Parental Workshops	Pearlman, Beth	9/10/2018	FCMS Process/Parent sign in sheets/ Parent Surveys	5/24/2019 every-6-weeks
G3.MA1 M426425	Student comprehension scores through OPMs.	Sahmel, Lauren	9/10/2018	Lesson Plans/Classroom walk throughs/Progress monitoring/MTSS meetings	5/24/2019 monthly
G1.B1.S1.MA1 M426375	Parental Workshops	Sahmel, Lauren	9/10/2018	FCIMS Process/Parent sign in sheets	5/24/2019 one-time
G1.B1.S1.MA1 M426376	Parental Workshops	Sahmel, Lauren	9/10/2018	FCIMS Process/Parent Sign in sheets	5/24/2019 every-6-weeks
G1.B1.S1.A1 A390106	Parental Workshops	Sahmel, Lauren	9/10/2018	FCIMS Process/ Parent sign in sheets	5/24/2019 every-6-weeks
G2.B1.S1.MA1 M426383	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	Pearlman, Beth	9/24/2018	Lesson Plans/Classroom walk throughs	5/24/2019 one-time
G3.B1.S2.MA1 M426401	Professional Learning Communities	Winkel, Cheryl	10/8/2018	Progress Monitoring	5/24/2019 monthly
G3.B1.S2.MA1 M426402	Professional Learning Communities	Pearlman, Beth	10/8/2018	Progress Monitoring	5/24/2019 every-2-months
G3.B1.S2.A1 A390115	Professional Learning Communities	Sahmel, Lauren	10/8/2018	Progress Monitoring	5/24/2019 every-2-months
G3.B2.S2.MA1 M426417	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	Pearlman, Beth	9/10/2018	Progress Monitoring/ Classroom walk throughs/lesson plans	5/24/2019 monthly
G3.B2.S2.MA1 M426418	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	Pearlman, Beth	9/10/2018	Progress Monitoring/ Classroom walk throughs/lesson plans	5/24/2019 monthly
G3.B2.S2.A1 A390120	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	Sahmel, Lauren	9/10/2018	Progress Monitoring/Classroom walk throughs/PLC collaboration notes	5/24/2019 monthly
G3.B1.S7.MA1 M426412	Accelerated Reader (AR)	Sahmel, Lauren	9/4/2018	Media Center Check out	5/24/2019 monthly
G3.B1.S7.A1 A390118	Accelerated Reader (AR)	Sahmel, Lauren	9/4/2018	Media Center check out	5/24/2019 monthly
G2.MA1 M426398	Meeting different learning needs of all students.	Pearlman, Beth	8/13/2018	Progress monitoring/Data sheets/ Classroom walk throughs/PLC's	5/31/2019 monthly
G2.B1.S1.MA1 M426382	Higher Order Thinking (because statements)	Pearlman, Beth	9/24/2018	Progress monitoring/Data sheets/ Classroom walk throughs	5/31/2019 weekly
G2.B1.S1.A1 A390107	Teachers will use Webb's Depth of Knowledge to construct Higher Order Thinking Questions.	Sahmel, Lauren	9/24/2018	Progress Monitoring/classroom walk throughs/observations	5/31/2019 monthly
G2.B2.S1.MA1 M426384	Students use IStation Math in workstations and in computer labs	Sahmel, Lauren	8/13/2018	Data reports from Istation.	5/31/2019 one-time
G2.B2.S1.MA1 M426385	Istation Reports	Sahmel, Lauren	8/27/2018	We will use IStation math reports to drive data conversations.	5/31/2019 one-time
G2.B2.S1.A1 A390108	Students will use skills based activities through IStation Math	Sahmel, Lauren	9/3/2018	Istation reports	5/31/2019 monthly
G2.B2.S4.MA1 M426390	Meeting different learning needs of all students.	Pearlman, Beth	8/13/2018	Progress monitoring/ Classroom walkthroughs/MTSS meetings	5/31/2019 monthly

Alachua - 0531 - Newberry Elementary School - 2018-19 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
G2.B2.S4.MA1  M426391	Meeting different learning needs of all students.	Pearlman, Beth	8/13/2018	Progress monitoring/Classroom walk throughs/MTSS Meetings	5/31/2019 monthly
G2.B2.S4.A1  A390110	NES implements co teaching at all grade levels, intervention, and differentiated instruction...	Sahmel, Lauren	8/13/2018	Progress monitoring/Classroom walk throughs/FCIMS Process	5/31/2019 one-time
G3.B1.S7.MA1  M426411	Accelerated Reader (AR)	Sahmel, Lauren	9/4/2018	Media Center check out/AR points/ Student goals	5/31/2019 every-6-weeks
G3.B1.S8.MA1  M426413	Student data collected through weekly/ biweekly assessments.	Pearlman, Beth	8/13/2018	OPM data, Istation Reading data	5/31/2019 monthly
G3.B1.S8.MA1  M426414	Meeting different learning needs of all students.	Winkel, Cheryl	8/13/2018	Classroom walk throughs/Meeting with teachers/coaching	5/31/2019 monthly
G3.B1.S8.A1  A390119	Meeting different learning needs of all students.	Sahmel, Lauren	8/13/2018	Classroom walk throughs	5/31/2019 every-2-months