2013-2014 SCHOOL IMPROVEMENT PLAN

Newberry Elementary School

25705 SW 15TH AVE

Newberry, FL 32669

352-472-1100

http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	55%

Alternative/ESE Center	Charter School	Minority Rate
No	No	36%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	B	A	A

SIP Authority and Template

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

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

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

Table of Contents

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Newberry Elementary School

Principal
Lacy Redd

School Advisory Council chair
Amy Dalusio

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

Name	Title
Cheryl Winkel	CRT
Lauren Sahmel	BRT
Renee Buckland	FCIMS
Marissa Ellis	Counselor

District-Level Information

District
Alachua

Superintendent
Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

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

Membership of the SAC

Lacy Redd-Principal
Kathy Dukes Teacher
Lauren Sahmel- BRT
Tamara Anderson-Barber Parent
Sandy Springer Parent
Stephanie Thompson Parent
Chandra Folston Paraprofessional
Myrna Bulko Citizen
Amy Dalusio Citizen
Robert Fillyaw Citizen

Involvement of the SAC in the development of the SIP

The SAC is composed of the 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.

Activities of the SAC for the upcoming school year

The SAC meets 6 times per year or as needed. Activities include discussing by laws, school grade, progress over time, current reading, math, writing and behavior data, parent/staff climate and any other topics that the principal deems necessary for the committee.

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

Continue improving technology in classrooms, including adding additional new computer lab, as well as needed supplies for teachers.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lacy Redd		
Principal	Years as Administrator: 16	Years at Current School: 12

Credentials	Bachelors in Elementary Education, Masters in Elementary Education, Specialist in Educational Leadership
Performance Record	Mrs. Redd has improved Newberry Elementary from a C to an A and continues to maintain a school grade of A.

Classroom Teachers

# of classroom teachers

41

 # receiving effective rating or higher

44, 107%

 # Highly Qualified Teachers

100%

 # certified in-field
44, 107%

 # ESOL endorsed
16, 39%

 # reading endorsed
3, 7%

 # with advanced degrees
24, 59%

 # National Board Certified
0, 0%

 # first-year teachers
3, 7%

 # with 1-5 years of experience
15, 37%

 # with 6-14 years of experience
6, 15%

 # with 15 or more years of experience
16, 39%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
7

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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

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 17 classrooms are hosting student 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.

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

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

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.

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

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

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

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 Improvment plan. Out MTSS plan is driven by the school data.

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

To meet monthly with grade level teams to design interventions, plan assessments, review data, monitor progress, and plan any intervention changes that need to be made.

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

Classroom observations ensure fidelity of the intervention progress including weekly review of lesson plans.

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

NES has a well established MTSS system that is data driven to determine academic instruction and intervention. Data collected in our Ongoing Progress Monitoring Plan (PMP) identifies students who may need instructional intervention beyond what is being taught in the classroom. Interventions can then be delivered in small groups or individually. Furthermore, NES has established Positive Behavior Support (PBS) to guide behavioral instruction for students and maintain their positive behavior.

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

Leadership team meets monthly with MTSS leaders, MTSS leaders meet monthly with grade level teams. Teachers and MTSS leaders meet as needed through scheduled Educational Planning Teams (EPT). Title 1 schedules at parental involvement activities through out the year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 0

Differentiated instruction for students struggling in reading through Achieve3000.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

FCIMS Process

Who is responsible for monitoring implementation of this strategy?

FCIMS

Literacy Leadership Team (LLT)

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

Name	Title
Jamie Freshour Turner	Kindegarten teacher
Kelly Wyckoff	First Grade Teacher
Kendra Abreu	Second Grade Teacher
Jessica Greene	Third Grade Teacher
Dana Mitchell	Fourth Grade Teacher
Teri Jones	ESE Teacher
Patricia Duval	Media Specialist

How the school-based LLT functions

The LLT meets at least every other month on an as needed basis to discuss implementation of reading/ math/writing/ science/social studies and trouble shoot any other areas that come up along the way during implementation.

Major initiatives of the LLT

The major initiative of the LLT this year is to monitor, evaluate, trouble shoot and support the implementation of Common Core. As well as continue to monitor and implement data analysis, Kagan strategies, higher order questioning (because statement), technology implementation, student engagement and gradual release model.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher contributes to reading improvement by uniform use of essential questions for identifying common learning goals within Common Core. Special area teachers, art, music, p.e. Media reinforce vocabulary from Common Core with students. Our Media center is open before and after school with no

restrictions on students to check out books. The Media center is also open one night a month so parents can come and read and checkout books with their students.

Preschool Transition

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

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

Kindergarten Roundup is held in May inviting all families of entering kindergarten students. Kindergarten roundup allows parents to hear briefly 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.

Transition from Head Start to Kindergarten, and PreK to kindergarten.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The Common Core State 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NES addressed Common Core through instruction that prepares them for middle school. On going progress monitoring will help individualize student instruction to meet their strengths and weaknesses.

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	67%	No	80%
American Indian				
Asian				
Black/African American	58%	39%	No	63%
Hispanic	79%	50%	No	81%
White	84%	73%	No	86%
English language learners				
Students with disabilities	69%	22%	No	72%
Economically disadvantaged	69%	52%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	34%	40%
Students scoring at or above Achievement Level 4	47	62%	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	47	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		35%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		10%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	46	55%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	68%	Yes	69%
American Indian				
Asian				
Black/African American	43%	52%	Yes	48%
Hispanic	73%	80%	Yes	75%
White	73%	71%	No	75%
English language learners				
Students with disabilities	48%	33%	No	54%
Economically disadvantaged	58%	100%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	34%	40%
Students scoring at or above Achievement Level 4	55	33%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	55	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		60%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%		No	69%
American Indian				
Asian				
Black/African American	43%		No	48%
Hispanic	73%		No	75%
White	73%		No	75%
English language learners				
Students with disabilities	48%		No	54%
Economically disadvantaged	58%		No	63%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	75	15%	10%
Students retained, pursuant to s. 1008.25, F.S.	24	5%	2%
Students who are not proficient in reading by third grade	5	31%	40%
Students who receive two or more behavior referrals	22	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	3%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Two parental involvement workshops with a focus on lower grades reading and upper grades math through Title 1 Parental Involvement Budget.
Provide opportunities for parents to volunteer. Parent volunteer coordinator will log volunteer hours.
Combining Paw awards with parental involvement training monthly.
Hold teacher workdays at night.
Regularly scheduled Educational Planning Team meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NES will increase parental involvement participation.	621	60%	65%

Goals Summary

G1. NES will have increased parental involvement through workshops for parents in the areas of reading, writing and math.

G2. To increase student knowledge of scientific methods to help facilitate future scientific growth using hands on activities.

G3. 60% of students will score a 3.5 or above in writing.

G4. At least 50% of students will score at proficiency level on FCAT in 2013-2014 in math.

G5. At least 50% of students will score at proficiency level in reading on FCAT in 2013-2014.

Goals Detail

G1. NES will have increased parental involvement through workshops for parents in the areas of reading, writing and math.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Meet the Teacher
- Open House
- Annual Title 1 Meetings
- AR Night
- Homework Stations
- Take a Bite out of Math
- Because statement to expand student responses. "Because" poster is posted in every room.
- Student Data Chat
- Conference Worknight

Targeted Barriers to Achieving the Goal
- Low parent attendance

Plan to Monitor Progress Toward the Goal

Parental Workshops

Person or Persons Responsible
FCIMS/CRT

Target Dates or Schedule:
August 2013-May 2014

Evidence of Completion:
FCMIS Process/Parent sign in sheets

G2. To increase student knowledge of scientific methods to help facilitate future scientific growth using hands on activities.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- National Geographic
- NG Connect
- Brain Pop
- Gifted Classes focusing on instruction in scientific methods and experience.
- Document Cameras

Targeted Barriers to Achieving the Goal
- Lack of prior background knowledge.

Plan to Monitor Progress Toward the Goal

NG Connect

Person or Persons Responsible
Teachers/CRT/Gifted Teacher

Target Dates or Schedule:
August 2-13-June 2014

Evidence of Completion:
Benchmark Tests

G3. 60% of students will score a 3.5 or above in writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Street

- NES Toolkit

- Document Cameras

Targeted Barriers to Achieving the Goal

- Continuous development of school wide writing plan.

- Teachers with limited ESOL strategies.

Plan to Monitor Progress Toward the Goal

Continuous development of school wide writing plan

Person or Persons Responsible
Teachers K-4/CRT

Target Dates or Schedule:
August 2013-June 2014

Evidence of Completion:
Progress monitoring

G4. At least 50% of students will score at proficiency level on FCAT in 2013-2014 in math.

Targets Supported

- Math (Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- My Math

- Go Math

- Reflex Math

- Math Lab

- Go Math Reteach

- Calendar Math

- Document Cameras

Targeted Barriers to Achieving the Goal

- Students limited ability to develop Higher Order thinking.

- Difficulty meeting different learning needs of all students.

- Bridging Sunshine State Standards and Common Core.

- Absences and Tardies

- Teachers with limited ESOL strategies.

Plan to Monitor Progress Toward the Goal

Meeting different learning needs of all students.

Person or Persons Responsible
Teachers K-4/CRT/FCIMS/Principal

Target Dates or Schedule:
August 2013-June 2014

Evidence of Completion:
Progress monitoring/Data sheets/Classroom walk throughs/PLC's

G5. At least 50% of students will score at proficiency level in reading on FCAT in 2013-2014.

Targets Supported
- Reading (FCAT2.0)

Resources Available to Support the Goal
- Pearson Reading Street
- EIR- Early Intervention Reading, Level 1 and 2
- SRA-Phonemic Awareness
- My Sidewalks: Reading Street
- Accelerated Reading (AR)
- Document Cameras

Targeted Barriers to Achieving the Goal
- Difficulty meeting different learning needs of all students.
- Students limited ability to develop Higher Order Thinking.
- New standards, Common Core, being implemented.
- Absences and Tardies
- Teachers with limited ESOL strategies.

Plan to Monitor Progress Toward the Goal

Meeting different learning needs of all students.

Person or Persons Responsible
Teacher K-4/Principal/CRT/FCIMS

Target Dates or Schedule:
August 2013- June 2014

Evidence of Completion:
Classroom walk throughs/Progress monitoring

Action Plan for Improvement

Problem Solving Key

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

G1. NES will have increased parental involvement through workshops for parents in the areas of reading, writing and math.

G1.B1 Low parent attendance

G1.B1.S1 Parental Workshops

Action Step 1

Parental Workshops

Person or Persons Responsible

FCIMS/CRT

Target Dates or Schedule

August 2013-May 2014

Evidence of Completion

FCIMS Process/ Parent sign in sheets

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

Parental Workshops

Person or Persons Responsible

FCIMS/CRT

Target Dates or Schedule

August 2013-May 2014

Evidence of Completion

FCIMS Process/Parent Sign in sheets

Plan to Monitor Effectiveness of G1.B1.S1

Parental Workshops

Person or Persons Responsible

FCIMS/CRT

Target Dates or Schedule

August 2013- May 2014

Evidence of Completion

FCIMS Process/Parent sign in sheets

G2. To increase student knowledge of scientific methods to help facilitate future scientific growth using hands on activities.

G2.B1 Lack of prior background knowledge.

G2.B1.S3 Implement NG Connect.

Action Step 1

NG connect

Person or Persons Responsible

Teachers/CRT/Gifted Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Benchmark Tests

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

NG Connect

Person or Persons Responsible

Teachers/CRT/Gifted Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Benchmark Tests

Plan to Monitor Effectiveness of G2.B1.S3

NG Connect

Person or Persons Responsible

Teachers/CRT/Gifted Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Benchmark Tests

G3. 60% of students will score a 3.5 or above in writing.

G3.B1 Continuous development of school wide writing plan.

G3.B1.S2 School wide implementation of NES developed writing toolkit and writing prompts given 5 times a year in grades K-2 and 7 times a year in grades 3-4.

Action Step 1

Writing training for 4th grade teachers and Curriculum Resource Teacher.

Person or Persons Responsible

4th Grade Teachers/CRT

Target Dates or Schedule

January 2013, August 2013, September 2013

Evidence of Completion

Progress monitoring

Facilitator:

District Staff

Participants:

4th grade teachers

Action Step 2

Continuous development of school wide writing plan

Person or Persons Responsible

Teachers/CRT

Target Dates or Schedule

August 2011

Evidence of Completion

Progress Monitoring

Facilitator:

Lauren Sahmel

Participants:

Teachers K-4

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

Continuous development of school wide writing plan

Person or Persons Responsible

Teachers K-4/CRT

Target Dates or Schedule

August 2012-June 2014

Evidence of Completion

Progress monitoring

Plan to Monitor Effectiveness of G3.B1.S2

Continuous development of school wide writing plan

Person or Persons Responsible

Teachers K-4/CRT

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Progress Monitoring

G3.B2 Teachers with limited ESOL strategies.

G3.B2.S1 ESOL strategies for Teachers

Action Step 1

ESOL strategies for Teachers

Person or Persons Responsible

Counselor

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring

Facilitator:

Counselor

Participants:

Teachers K-4

Plan to Monitor Fidelity of Implementation of G3.B2.S1

ESOL strategies for Teachers

Person or Persons Responsible

Counselor

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring/CELLA Data/ Walk throughs

Plan to Monitor Effectiveness of G3.B2.S1

ESOL strategies for Teachers

Person or Persons Responsible

Counselor

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring/CELLA Data/Walk throughs

G4. At least 50% of students will score at proficiency level on FCAT in 2013-2014 in math.

G4.B1 Students limited ability to develop Higher Order thinking.

G4.B1.S1 Teachers are encouraging students to give more complex explanations using because statements. Parental involvement workshops to encourage parents to mirror the same strategies at home.

Action Step 1

Use of because statements to encourage more complex explanations.

Person or Persons Responsible

Teachers K-4/CRT/Principal?FCISM

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Progress Monitoring/classroom walk throughs

Facilitator:

Principal

Participants:

Teachers K-4

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

Higher Order Thinking (because statement)

Person or Persons Responsible

Teachers K-4/Parents/CRT/ Principal/FCIMS

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Progress monitoring/Data sheets/Classroom walk throughs

Plan to Monitor Effectiveness of G4.B1.S1

Higher Order Thinking (because statements)

Person or Persons Responsible

Teachers K-4/Parents/CRT/Principal/FCIMS

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Progress monitoring/Data sheets/Classroom walk throughs

G4.B2 Difficulty meeting different learning needs of all students.

G4.B2.S2 Calendar Math

Action Step 1

Calendar Math

Person or Persons Responsible

Teachers K-4

Target Dates or Schedule

September 2013-November 2013

Evidence of Completion

Progress Monitoring/Observation

Facilitator:

District Staff

Participants:

Teachers K-4

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Calendar Math

Person or Persons Responsible

Teachers K-4

Target Dates or Schedule

September 2013-November 2013

Evidence of Completion

Progress Monitoring/Observation

Plan to Monitor Effectiveness of G4.B2.S2

Calendar Math

Person or Persons Responsible

Teachers K-4

Target Dates or Schedule

September 2013-November 2014

Evidence of Completion

Progress Monitoring/Observation

G4.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.

Action Step 1

Math Lab

Person or Persons Responsible

CRT/FCIMS

Target Dates or Schedule

October 2013-May 2014

Evidence of Completion

Progress Monitoring

Plan to Monitor Fidelity of Implementation of G4.B2.S4

Math Lab

Person or Persons Responsible

CRT/FCIMS

Target Dates or Schedule

October 2013-May 2014

Evidence of Completion

Progress Monitoring

Plan to Monitor Effectiveness of G4.B2.S4

Math Lab

Person or Persons Responsible

CRT/FCIMS

Target Dates or Schedule

October 2013-May 2014

Evidence of Completion

Progress Monitoring

G4.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.

Action Step 1

Morning Math Lab

Person or Persons Responsible

CRT/FCIMS/Paraprofessional

Target Dates or Schedule

October 2013-May 2014

Evidence of Completion

Progress Monitoring

Action Step 2

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 or Persons Responsible

Teachers K-4/FCIMS/CRT

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Progress monitoring/Classroom walk throughs/FCIMS Process

Plan to Monitor Fidelity of Implementation of G4.B2.S5

Meeting different learning needs of all students.

Person or Persons Responsible

Teachers K-4/CRT/FCIMS

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Progress monitoring/Classroom walk throughs

Plan to Monitor Effectiveness of G4.B2.S5

Meeting different learning needs of all students.

Person or Persons Responsible

Teachers K-4

Target Dates or Schedule

August 2013-May 2014

Evidence of Completion

Progress monitoring/ Classroom walkthroughs

G4.B3 Bridging Sunshine State Standards and Common Core.

G4.B3.S1 Teachers are teaching from the My Math and Go Math curriculum and following the districts pacing guide to bridge these two curriculums. As well as attending Common Core training.

Action Step 1

Bridging Sunshine State Standards and Common Core

Person or Persons Responsible

Teachers/CRT/FCIMS/Principal

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Progress Monitoring/ Classroom walk throughs

Facilitator:

District Staff

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Bridging Sunshine State Standards and Common Core.

Person or Persons Responsible

Teachers/CRT

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Classroom walk throughs/PLC's

Plan to Monitor Effectiveness of G4.B3.S1

Bridging Sunshine State Standards and Common Core.

Person or Persons Responsible

Teachers K-4/CRT

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Classroom walk throughs/PLC's

G4.B4 Absences and Tardies

G4.B4.S1 Review district and school policy for absences and tardies with parents and students. Counselor and Behavior Resource Teacher will monitor tardies and absences and hold Educational Planning Team (EPT) as necessary.

Action Step 1

Absences and Tardies

Person or Persons Responsible

Teachers/Counselor/BRT

Target Dates or Schedule

August 2013-May 2014

Evidence of Completion

Progress monitoring/PBS

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Absences and Tardies

Person or Persons Responsible

Teachers/Counselor/Behavior Resource Teacher

Target Dates or Schedule

August 2013-May 2014

Evidence of Completion

Progress Monitoring/PBS

Plan to Monitor Effectiveness of G4.B4.S1

Absences and Tardies

Person or Persons Responsible

Teachers/Counselor/Behavior Resource Teacher

Target Dates or Schedule

August 2013-May 2014

Evidence of Completion

Progress monitoring/PBS

G4.B5 Teachers with limited ESOL strategies.

G4.B5.S1 Provide ESOL strategies for Teachers.

Action Step 1

ESOL strategies for Teachers

Person or Persons Responsible

Counselor

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring/CELLA Data

Facilitator:

Counselor

Participants:

Teachers K-4

Plan to Monitor Fidelity of Implementation of G4.B5.S1

ESOL strategies for Teachers

Person or Persons Responsible

Counselor

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring/CELLA Data

Plan to Monitor Effectiveness of G4.B5.S1

ESOL strategies for Teachers

Person or Persons Responsible

Counselor

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring/CELLA Data

G5. At least 50% of students will score at proficiency level in reading on FCAT in 2013-2014.

G5.B1 Difficulty meeting different learning needs of all students.

G5.B1.S2 Professional Learning Communites (PLC)

Action Step 1

Professional Learning Communities

Person or Persons Responsible

Teachers K-4/CRT/FCIMS/Principal

Target Dates or Schedule

November 2013-February 2014

Evidence of Completion

Progress Monitoring

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Professional Learning Communities

Person or Persons Responsible

Teachers K-4/CRT/FCIMS/Principal

Target Dates or Schedule

November 2013-February 2014

Evidence of Completion

Progress Monitoring

Plan to Monitor Effectiveness of G5.B1.S2

Professional Learning Communities

Person or Persons Responsible

Teachers K-4/CRT/FCIMS/Principal

Target Dates or Schedule

November 2013-February 2014

Evidence of Completion

Progress Monitoring

G5.B1.S8 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.

Action Step 1

Accelerated Reader (AR)

Person or Persons Responsible

Teachers/CRT/Media Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Media Center check out

Plan to Monitor Fidelity of Implementation of G5.B1.S8

Accelerated Reader (AR)

Person or Persons Responsible

Teacher/CRT/Media Specialist

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Media Center Check out

Plan to Monitor Effectiveness of G5.B1.S8

Accelerated Reader (AR)

Person or Persons Responsible

Teachers/CRT/Media Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Media Center check out

G5.B1.S9 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.

Action Step 1

Meeting different learning needs of all students.

Person or Persons Responsible

Principal/CRT/ESE/ Teachers K-4

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Classroom walk throughs

Plan to Monitor Fidelity of Implementation of G5.B1.S9

Meeting different learning needs of all students.

Person or Persons Responsible

Principal/CRT/FCIMS

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Classroom walk throughs

Plan to Monitor Effectiveness of G5.B1.S9

Meeting different learning needs of all students.

Person or Persons Responsible

Principal/CRT/FCIMS

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Classroom walk throughs

G5.B2 Students limited ability to develop Higher Order Thinking.

G5.B2.S1 Document Cameras

Action Step 1

Document Cameras

Person or Persons Responsible

Teachers K-4

Target Dates or Schedule

Novemeber 2013

Evidence of Completion

Classroom walk throughs/Observations

Facilitator:

ACDE Tech Coach

Participants:

3rd and 4th grade teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Document Cameras

Person or Persons Responsible

Teachers K-4

Target Dates or Schedule

November 2013

Evidence of Completion

Classroom walk throughs/observations

Plan to Monitor Effectiveness of G5.B2.S1

Document Cameras

Person or Persons Responsible

Teachers K-4

Target Dates or Schedule

November 2013

Evidence of Completion

Classroom walk throughs/observations

G5.B2.S3 Teachers are encouraging students to give more complex explanations using because statements. Parental involvement workshops to encourage parents to mirror the same strategies at home.

Action Step 1

Use of because statements to encourage more complex explanations.

Person or Persons Responsible

Teachers K-4/CRT/Principal/FCIMS

Target Dates or Schedule

August 2013-May 2014

Evidence of Completion

Progress Monitoring/Classroom walk throughs

Facilitator:

Principal

Participants:

Teachers K-4

Plan to Monitor Fidelity of Implementation of G5.B2.S3

Higher order thinking (because statement)

Person or Persons Responsible

Teachers K-4/CRT/Principal/FCIMS/Parents

Target Dates or Schedule

August 2013-May 2014

Evidence of Completion

Progress Monitoring/ Classroom walk throughs

Plan to Monitor Effectiveness of G5.B2.S3

Higher order thinking (because statement)

Person or Persons Responsible

Teachers K-4/CRT/Principal/FCIMS

Target Dates or Schedule

August 2013-May 2014

Evidence of Completion

Progress Monitoring/ Classroom walk throughs

G5.B3 New standards, Common Core, being implemented.

G5.B3.S1 Implementation of new Reading Series. Teachers have attended training related to new Common Core Standards.

Action Step 1

New standards, Common Core, being implemented

Person or Persons Responsible

Teachers/CRT/FCIMS/Principal

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Progress Monitoring/Classroom walk throughs

Facilitator:

District Literacy Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S1

New Standards, Common Core, being implemented

Person or Persons Responsible

Teachers/CRT

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Classroom walkthroughs, PLC's

Plan to Monitor Effectiveness of G5.B3.S1

New standards, Common Core, being implemented.

Person or Persons Responsible

Teachers K-4/CRT

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Classroom walkthroughs

G5.B4 Absences and Tardies

G5.B4.S1 Review district and school policy for absences and tardies with parents and students. Counselor and Behavior Resource Teacher will monitor tardies and absences.

Action Step 1

Absences and tardies

Person or Persons Responsible

Teachers/Counselor/Behavior Resource Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

After intervenion, did tardies and absences decrease

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Absences and Tardies

Person or Persons Responsible

Teachers/counselor/Behavior Resource Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Progress Monitoring

Plan to Monitor Effectiveness of G5.B4.S1

Absences and Tardies

Person or Persons Responsible

Teachers/Counselor/Behavior Resource Teacher

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Progress Monitoring

G5.B5 Teachers with limited ESOL strategies.

G5.B5.S1 Provide ESOL strategies for teachers.

Action Step 1

ESOL strategies for teachers

Person or Persons Responsible

Counselor

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring/CELLA Data

Facilitator:

Guidance Counselor

Participants:

Teachers K-4

Plan to Monitor Fidelity of Implementation of G5.B5.S1

ESOL Strategies for Teachers

Person or Persons Responsible

Counselor

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring/CELLA Data

Plan to Monitor Effectiveness of G5.B5.S1

ESOL Strategies for Teachers

Person or Persons Responsible

Counselor

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring/CELLA Data

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. 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 advocator 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 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 identfied as homeless under the McKinney-Vento Act. To eliminate barriers for a free and appropriate educations.
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, Too Good for Drugs & Violence, Bully Prevention. NES also implements Positive Behavior Support (PBS).
Nutrition Programs
NES was a site for the summer meal program for summer of 2013. Free and reduced lunch is offered for those families who qualify. Fruits and vegetables and backpacks for the weekend.
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.
Job Training
NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G3. 60% of students will score a 3.5 or above in writing.

G3.B1 Continuous development of school wide writing plan.

G3.B1.S2 School wide implementation of NES developed writing toolkit and writing prompts given 5 times a year in grades K-2 and 7 times a year in grades 3-4.

PD Opportunity 1

Writing training for 4th grade teachers and Curriculum Resource Teacher.

Facilitator

District Staff

Participants

4th grade teachers

Target Dates or Schedule

January 2013, August 2013, September 2013

Evidence of Completion

Progress monitoring

PD Opportunity 2

Continuous development of school wide writing plan

Facilitator

Lauren Sahmel

Participants

Teachers K-4

Target Dates or Schedule

August 2011

Evidence of Completion

Progress Monitoring

G3.B2 Teachers with limited ESOL strategies.

G3.B2.S1 ESOL strategies for Teachers

PD Opportunity 1

ESOL strategies for Teachers

Facilitator

Counselor

Participants

Teachers K-4

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring

G4. At least 50% of students will score at proficiency level on FCAT in 2013-2014 in math.

G4.B1 Students limited ability to develop Higher Order thinking.

G4.B1.S1 Teachers are encouraging students to give more complex explanations using because statements. Parental involvement workshops to encourage parents to mirror the same strategies at home.

PD Opportunity 1

Use of because statements to encourage more complex explanations.

Facilitator

Principal

Participants

Teachers K-4

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Progress Monitoring/classroom walk throughs

G4.B2 Difficulty meeting different learning needs of all students.

G4.B2.S2 Calendar Math

PD Opportunity 1

Calendar Math

Facilitator

District Staff

Participants

Teachers K-4

Target Dates or Schedule

September 2013-November 2013

Evidence of Completion

Progress Monitoring/Observation

G4.B3 Bridging Sunshine State Standards and Common Core.

G4.B3.S1 Teachers are teaching from the My Math and Go Math curriculum and following the districts pacing guide to bridge these two curriculums. As well as attending Common Core training.

PD Opportunity 1

Bridging Sunshine State Standards and Common Core

Facilitator

District Staff

Participants

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Progress Monitoring/ Classroom walk throughs

G4.B5 Teachers with limited ESOL strategies.

G4.B5.S1 Provide ESOL strategies for Teachers.

PD Opportunity 1

ESOL strategies for Teachers

Facilitator

Counselor

Participants

Teachers K-4

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring/CELLA Data

G5. At least 50% of students will score at proficiency level in reading on FCAT in 2013-2014.

G5.B2 Students limited ability to develop Higher Order Thinking.

G5.B2.S1 Document Cameras

PD Opportunity 1

Document Cameras

Facilitator

ACDE Tech Coach

Participants

3rd and 4th grade teachers

Target Dates or Schedule

Novemeber 2013

Evidence of Completion

Classroom walk throughs/Observations

G5.B2.S3 Teachers are encouraging students to give more complex explanations using because statements. Parental involvement workshops to encourage parents to mirror the same strategies at home.

PD Opportunity 1

Use of because statements to encourage more complex explanations.

Facilitator

Principal

Participants

Teachers K-4

Target Dates or Schedule

August 2013-May 2014

Evidence of Completion

Progress Monitoring/Classroom walk throughs

G5.B3 New standards, Common Core, being implemented.

G5.B3.S1 Implementation of new Reading Series. Teachers have attended training related to new Common Core Standards.

PD Opportunity 1

New standards, Common Core, being implemented

Facilitator

District Literacy Coaches

Participants

Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Progress Monitoring/Classroom walk throughs

G5.B5 Teachers with limited ESOL strategies.

G5.B5.S1 Provide ESOL strategies for teachers.

PD Opportunity 1

ESOL strategies for teachers

Facilitator

Guidance Counselor

Participants

Teachers K-4

Target Dates or Schedule

October 2013

Evidence of Completion

Progress Monitoring/CELLA Data

G5.B5 Teachers with limited ESOL strategies.

G5.B5.S1 Provide ESOL strategies for teachers.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	NES will have increased parental involvement through workshops for parents in the areas of reading, writing and math.	$2,339
G2.	To increase student knowledge of scientific methods to help facilitate future scientific growth using hands on activities.	$21,333
G3.	60% of students will score a 3.5 or above in writing.	$21,333
G4.	At least 50% of students will score at proficiency level on FCAT in 2013-2014 in math.	$42,666
G5.	At least 50% of students will score at proficiency level in reading on FCAT in 2013-2014.	$53,246
	Total	$140,917

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
Title I Part A	$72,049	$21,333	$93,382
Parent Teacher Organization	$0	$2,530	$2,530
Title I Parental Involvement	$2,339	$0	$2,339
	$42,666	$0	$42,666
Total	$117,054	$23,863	$140,917

Budget Details

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

G1. NES will have increased parental involvement through workshops for parents in the areas of reading, writing and math.

G1.B1 Low parent attendance

G1.B1.S1 Parental Workshops

Action Step 1

Parental Workshops

Resource Type

Evidence-Based Program

Resource

Funding Source

Title I Parental Involvement

Amount Needed

$2,339

G2. To increase student knowledge of scientific methods to help facilitate future scientific growth using hands on activities.

G2.B1 Lack of prior background knowledge.

G2.B1.S3 Implement NG Connect.

Action Step 1

NG connect

Resource Type

Technology

Resource

Funding Source

Title I Part A

Amount Needed

$21,333

G3. 60% of students will score a 3.5 or above in writing.

G3.B1 Continuous development of school wide writing plan.

G3.B1.S2 School wide implementation of NES developed writing toolkit and writing prompts given 5 times a year in grades K-2 and 7 times a year in grades 3-4.

Action Step 2

Continuous development of school wide writing plan

Resource Type

Evidence-Based Program

Resource

Funding Source

Title I Part A

Amount Needed

$21,333

G4. At least 50% of students will score at proficiency level on FCAT in 2013-2014 in math.

G4.B2 Difficulty meeting different learning needs of all students.

G4.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.

Action Step 2

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.

Resource Type

Evidence-Based Program

Resource

Title 1 Part A

Funding Source

Amount Needed

$42,666

G5. At least 50% of students will score at proficiency level in reading on FCAT in 2013-2014.

G5.B1 Difficulty meeting different learning needs of all students.

G5.B1.S2 Professional Learning Communites (PLC)

Action Step 1

Professional Learning Communities

Resource Type

Evidence-Based Program

Resource

Funding Source

Title I Part A

Amount Needed

$8,050

G5.B1.S8 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.

Action Step 1

Accelerated Reader (AR)

Resource Type

Technology

Resource

Accelerated Reading (AR) helps to increase fluency and comprehension.

Funding Source

Parent Teacher Organization

Amount Needed

$2,530

G5.B1.S9 NES implements coteach/inclusion model in all grade levels. Intervention and differientiated 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.

Action Step 1

Meeting different learning needs of all students.

Resource Type

Evidence-Based Program

Resource

Funding Source

Title I Part A

Amount Needed

$42,666