

Alachua County Public Schools

# Newberry Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Newberry Elementary School

25705 SW 15TH AVE, Newberry, FL 32669

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

## Demographics

**Principal: Constance Victoria Mcalhany**

Start Date for this Principal: 8/12/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-4
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	72%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (51%) 2016-17: B (57%) 2015-16: A (63%) 2014-15: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Alachua County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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. 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.

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## 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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	A

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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>.

### 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. 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: School Information

### School Mission and Vision

#### 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.

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

Newberry Elementary School's faculty and staff strive to nurture the whole child in the areas of social/emotional health and academic excellence to develop real-life skills to navigate their future success.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
McAlhany, Vicki	Principal	
Sahmel, Lauren	Assistant Principal	
Winkel, Cheryl	Instructional Coach	
Lowry, Heather	Dean	
Reddick, Amanda	School Counselor	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	133	110	124	109	121	0	0	0	0	0	0	0	0	597
Attendance below 90 percent	3	13	20	17	17	0	0	0	0	0	0	0	0	70
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	1	7	6	1	9	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	5	31	0	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	3	1	12	0	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	6	0	4	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

**FTE units allocated to school (total number of teacher units)**

44

**Date this data was collected or last updated**

Thursday 9/12/2019

### Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
Students with two or more indicators														

### Prior Year - Updated

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).



School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	59%	57%	56%	59%	55%
ELA Learning Gains	48%	57%	58%	55%	61%	57%
ELA Lowest 25th Percentile	47%	49%	53%	56%	48%	52%
Math Achievement	59%	60%	63%	60%	63%	61%
Math Learning Gains	63%	61%	62%	57%	65%	61%
Math Lowest 25th Percentile	30%	49%	51%	57%	50%	51%
Science Achievement	0%	57%	53%	0%	55%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	K	1	2	3	4	
Number of students enrolled	133 (0)	110 (0)	124 (0)	109 (0)	121 (0)	597 (0)
Attendance below 90 percent	3 ( )	13 ( )	20 ( )	17 ( )	17 ( )	70 (0)
One or more suspensions	0 ( )	1 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	1 ( )	7 (0)	6 (0)	1 (0)	9 (0)	24 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	5 (0)	31 (0)	36 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	57%	0%	58%	-1%
	2018	58%	56%	2%	57%	1%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	51%	55%	-4%	58%	-7%
	2018	51%	54%	-3%	56%	-5%
Same Grade Comparison		0%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	58%	-3%	62%	-7%
	2018	62%	60%	2%	62%	0%
Same Grade Comparison		-7%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	62%	60%	2%	64%	-2%
	2018	60%	60%	0%	62%	-2%
Same Grade Comparison		2%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	20		24	40	27					
ELL											
BLK	29	39	42	29	43	29					
HSP	56	40		72	70						
MUL	50	69		54	77						
WHT	62	47	47	66	67	33					
FRL	44	49	47	43	49	29					
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	21		20	37	36					
BLK	27	27	27	31	32	31					
HSP	45	36		52	55						
MUL	67			71							
WHT	65	57	67	71	61	40					
FRL	39	42	41	48	44	33					
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	54		15	23						
BLK	24	50		60	68						
HSP	44	69		53	69						
MUL	75			75							
WHT	65	51	50	61	51	56					
FRL	43	54	63	47	53	71					

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component with the lowest performance is our subgroup of students with disabilities. Based on trends we recognize that scheduling challenges and level of proficiency of teachers in delivering standards based instruction with a UDL approach to meet the needs of individual students.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The number of points needed for students to make gains in ELA and math declined from the prior year. Factors that contributed to this decline include level of proficiency among teachers in delivering standards based instruction with a UDL approach to meet the needs of individual students. Also,

teaching at a level that matches the complexity of the standard and assessing based on test item specifications.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The greatest gap in data compared to the state average is our math lowest quartile gains. Cultural responsive teaching and awareness of teachers to build relationships with students and families. Factors that contributed to this decline include level of proficiency among teachers in delivering standards based instruction with a UDL approach to meet the needs of individual students

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math learning gains showed the most improvement from the previous year. Teachers facilitated daily targeted small group math instruction.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Our greatest are of concern is attendance. Geographically, our school is located in a rural community. As a result, many of our families are transient given certain seasons of the year.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Lowest quartile math
2. Lowest quartile ELA
3. Achievement gap for students with disabilities
4. Achievement gap for students who are black/African American
5. Attendance

## Part III: Planning for Improvement

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	ELA Lowest Quartile
<b>Rationale</b>	Closing achievement gap, more students proficient in reading
<b>State the measurable outcome the school plans to achieve</b>	Close our achievement gap by 3% points raised in ELA.
<b>Person responsible for monitoring outcome</b>	Vicki McAlhany (mcalhacv@gm.sbac.edu)
<b>Evidence-based Strategy</b>	Continuous professional development through support from the University of Florida and the James Patterson Literacy Initiative.
<b>Rationale for Evidence-based Strategy</b>	Strengthen the foundational skills of literacy to increase the proficiency of students and to close the achievement gap.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. JPLC Summer Literacy Academy</li> <li>2. Ongoing professional development through University of Florida and JPLC Trainers</li> <li>3. Inspirational walks (teachers observing other teachers)</li> <li>4. Feedback from informal and formal evaluations</li> <li>5. MTSS/Data Chats yearlong</li> </ol>
<b>Person Responsible</b>	Vicki McAlhany (mcalhacv@gm.sbac.edu)
<b>#2</b>	
<b>Title</b>	Subgroup: Students with Disabilities
<b>Rationale</b>	Increase the level of proficiency and close the achievement of students with disabilities.
<b>State the measurable outcome the school plans to achieve</b>	Raising the proficiency level by 3% of statewide testing with the FSA.
<b>Person responsible for monitoring outcome</b>	Vicki McAlhany (mcalhacv@gm.sbac.edu)
<b>Evidence-based Strategy</b>	Utilizing strategies that are supported through UDL and the James Patterson Literacy Initiative using UFLI.
<b>Rationale for Evidence-based Strategy</b>	Our goal is to close the achievement and increase the level of proficient readers.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. JPLC: UFLI Model</li> <li>2. Professional Development in UDL</li> <li>3. Support Facilitation Instruction Model</li> <li>4. MTSS/Data Chats Yearly</li> <li>5. Informal and formal feedback from Administrators</li> </ol>
<b>Person Responsible</b>	Vicki McAlhany (mcalhacv@gm.sbac.edu)

<b>#3</b>	
<b>Title</b>	Sub group: African American Students
<b>Rationale</b>	Closing achievement gap, more students proficient in ELA and math.
<b>State the measurable outcome the school plans to achieve</b>	Raising the proficiency level by 3% in ELA and math through the FSA.
<b>Person responsible for monitoring outcome</b>	Vicki McAlhany (mcalhacv@gm.sbac.edu)
<b>Evidence-based Strategy</b>	Continuous professional development through the University of Florida and the James Patterson Literacy Initiative.
<b>Rationale for Evidence-based Strategy</b>	Strengthen the foundational skills of literacy to increase proficiency in ELA and math (word attack skills to address word problems in math).
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. JPLC Summer Literacy Academy</li> <li>2. Ongoing professional development through University of Florida and JPLC Trainers</li> <li>3. Inspirational walks (teachers observing other teachers)</li> <li>4. Feedback from informal and formal observations</li> <li>5. MTSS/Data Chat yearlong</li> </ol>
<b>Person Responsible</b>	Vicki McAlhany (mcalhacv@gm.sbac.edu)
<b>#4</b>	
<b>Title</b>	Math: Lowest Quartile
<b>Rationale</b>	Closing the achievement gap, to have a greater number of students proficient in math.
<b>State the measurable outcome the school plans to achieve</b>	Close our achievement gap by 3% in FSA math scores.
<b>Person responsible for monitoring outcome</b>	Vicki McAlhany (mcalhacv@gm.sbac.edu)
<b>Evidence-based Strategy</b>	Continuous professional development through support from the University of Florida and the James Patterson Literacy Initiative.
<b>Rationale for Evidence-based Strategy</b>	Strengthen the foundational skills of literacy to have word attack strategies to more readily access mathematics based word problems.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. JPLC Summer Literacy Academy</li> <li>2. Ongoing professional development through University of Florida and JPLC Trainers</li> <li>3. Inspirational walks (teachers observing teachers)</li> <li>4. Feedback from informal and formal observations</li> <li>5. MTSS/Data Chat yearlong</li> </ol>
<b>Person Responsible</b>	Vicki McAlhany (mcalhacv@gm.sbac.edu)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**



## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The school implements the following parental involvement activities as a means to build the capacity for strong parental and family engagement. These opportunities include workshops for the following areas, "Math and STEM for Home Practice" twice a year, "Teaching Reading Strategies at Home" two times a year, "Blow Away the FSA", "Avoid the Summer Slide" and "Kindergarten Round Up", and Edutone Training two times a year.

#### **PFEP Link**

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

#### **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.**

The school counselor provides social emotional lessons at least four times a year for each class. Every classroom teacher has Safer, Smarter Kids (required) and Sanford Harmony (used as needed) curriculum that teachers can access. There is a school wide social-emotional theme that is addressed with monthly character traits that students use to build an understanding of empathy. Based on need students have access to small group or individual counseling. The school counselor provides families with resources to ensure social emotional needs are met.

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

For incoming kindergartners we have "Kindergarten Round Up" that allows students and families to come in prior to the school year starting and get acquainted with our school campus, kindergarten teachers and a kindergarten classroom environment. We also have a small group Meet the Teacher for incoming kindergartners and their families.

For our fourth graders, we openly communicate with Oak View by having transition meeting for students with individual education plans, the school counselor at Newberry shares social emotional needs of students of concern with Oak View's school counselor, and we send home summer materials provided by Oak View in an effort to maintain their summer reading skills.

#### **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.**

School leadership meets with grade level teachers throughout the school year for MTSS/data chat meetings that include reviewing ongoing progress monitoring data (fluency, comprehension, vocabulary, sight words, phonics), AIMS assessment data, CORE and SIPPS (data taken for intervention students) to monitor student progress. We use that data to make instructional decisions to best meet the needs of



each student. Our Title I funds professional development for teachers for inspirational walks, intervention support and parent training.

The JPLC Literacy Initiative is supporting our school to identify needs and align resources to support our students and teachers to gain foundational literacy skills for instruction and learning.

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

We adhere to standards based instruction and assessment that encompasses real world application of skills. We also partner with the local community for an Educational Fair each year that showcases leaders in the community and exposes children to a variety of career options.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: ELA Lowest Quartile				\$153,233.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0531 - Newberry Elementary School	Title, I Part A	2.0	\$105,800.00
			Notes: Salaries fro Title I staff			
	5100	210-Retirement	0531 - Newberry Elementary School	Title, I Part A	2.0	\$8,961.00
			Notes: Retirement benefits for Title I staff			
	5100	220-Social Security	0531 - Newberry Elementary School	Title, I Part A	2.0	\$8,094.00
			Notes: SSI benefits for Title I staff			
	5100	230-Group Insurance	0531 - Newberry Elementary School	Title, I Part A	2.0	\$13,638.00
			Notes: Group Insurance benefits for Title I staff			
	5100	290-Other Employee Benefits	0531 - Newberry Elementary School	Title, I Part A	2.0	\$540.00
			Notes: Early Retirement benefits for Title I staff			
	5100	350-Repairs and Maintenance	0531 - Newberry Elementary School	Title, I Part A		\$1,200.00
			Notes: Repairs and maintenance of computer equipment for student instruction			
	5100	391-Subagreements up to \$25,000	0531 - Newberry Elementary School	Title, I Part A		\$2,000.00
			Notes: Printing and duplication for student instruction			
	5100	520-Textbooks	0531 - Newberry Elementary School	Title, I Part A		\$11,000.00
			Notes: Book to support student instruction			
	5100	610-Library Books	0531 - Newberry Elementary School	Title, I Part A		\$2,000.00

			<i>Notes: Books for the Media Center</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Subgroup: Students with Disabilities</b>				<b>\$17,409.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	622-Audio Visual Materials Non-Capitalized	0531 - Newberry Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: AV equipment to support student instruction</i>			
	6300	120-Classroom Teachers	0531 - Newberry Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Teacher stipends to support Planned Learning Communities</i>			
	6300	210-Retirement	0531 - Newberry Elementary School	Title, I Part A		\$459.00
			<i>Notes: Retirement benefits for Teacher stipends to support Planned Learning Communities</i>			
	6300	220-Social Security	0531 - Newberry Elementary School	Title, I Part A		\$424.00
			<i>Notes: SSI benefits for Teacher stipends to support Planned Learning Communities</i>			
	6300	290-Other Employee Benefits	0531 - Newberry Elementary School	Title, I Part A		\$26.00
			<i>Notes: Early Retirement benefits for Teacher stipends to support Planned Learning Communities</i>			
	6300	510-Supplies	0531 - Newberry Elementary School	Title, I Part A		\$8,500.00
			<i>Notes: Materials and supplies to support Planned Learning Communities</i>			
	6300	750-Other Personal Services	0531 - Newberry Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Substitutes to support teacher release time for PLCs</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Sub group: African American Students</b>				<b>\$15,180.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	120-Classroom Teachers	0531 - Newberry Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Teacher stipends to support PD</i>			
	6300	210-Retirement	0531 - Newberry Elementary School	Title, I Part A		\$424.00
			<i>Notes: Retirement benefits for Teacher stipends to support PD</i>			
	6300	220-Social Security	0531 - Newberry Elementary School	Title, I Part A		\$451.00
			<i>Notes: SSI benefits for Teacher stipends to support PD</i>			
	6300	290-Other Employee Benefits	0531 - Newberry Elementary School	Title, I Part A		\$26.00
			<i>Notes: early Retirement benefits for Teacher stipends to support PD</i>			
	6300	510-Supplies	0531 - Newberry Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Material and supplies to support PD</i>			

	6300	520-Textbooks	0531 - Newberry Elementary School	Title, I Part A		\$5,379.00
			<i>Notes: Books to support PD</i>			
	6300	750-Other Personal Services	0531 - Newberry Elementary School	Title, I Part A		\$900.00
			<i>Notes: Substitutes to support release time for teacher to participate in PD</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Math: Lowest Quartile</b>				<b>\$34,407.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0531 - Newberry Elementary School	Title, I Part A		\$19,245.00
			<i>Notes: Teacher stipends to support Extended Day Intervention</i>			
	5900	210-Retirement	0531 - Newberry Elementary School	Title, I Part A		\$1,630.00
			<i>Notes: Retirement benefits for Teacher stipends to support Extended Day Intervention</i>			
	5900	220-Social Security	0531 - Newberry Elementary School	Title, I Part A		\$1,472.00
			<i>Notes: SSI benefits for Teacher stipends to support Extended Day Intervention</i>			
	5900	290-Other Employee Benefits	0531 - Newberry Elementary School	Title, I Part A		\$98.00
			<i>Notes: Early Retirement benefits for Teacher stipends to support Extended Day Intervention</i>			
	5900	510-Supplies	0531 - Newberry Elementary School	Title, I Part A		\$11,962.00
			<i>Notes: Materials and supplies to support Extended Day Intervention</i>			
<b>Total:</b>						<b>\$220,229.00</b>