

Alachua County Public Schools

Newberry Elementary School



2021-22 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: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-4
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2020-21 ESSA Subgroups Represented (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*
School Grades History	2018-19: C (50%) 2017-18: C (51%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-4	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
McAlhany, Vicki	Principal	Mrs. McAlhany serves as the instructional leader for Newberry Elementary School. She oversees daily operations, campus safety, curriculum, and monitors student achievement. As the school principal she observes and provides teachers with feedback for highly effective instructional practices. She supports and facilitates data based decision making by conducting grade level data chat meetings, supporting the school based literacy team, and leading team leader meetings. Mrs. McAlhany regularly communicates with parents through emails, phone messages, and parent meetings to address questions, concerns, and share information.
Sahmel, Lauren	Assistant Principal	Mrs. Sahmel serves Newberry Elementary through curriculum and behavior support for teachers. This includes curriculum training, instructional support, data support, and serves as the assessment coordinator for district and statewide assessments. Mrs. Sahmel provides behavior support alongside our BRT (Dean) Mrs. Lowry to support teachers, help develop behavior interventions, monitor behavior data and support the PBIS initiative at Newberry Elementary School. Mrs. Sahmel conducts informal and formal observations of teachers and staff for evaluations.
Winkel, Cheryl	Instructional Coach	Mrs. Winkel serves as Newberry Elementary's Instructional Coach. Mrs. Winkel supports our teachers by providing instructional support, data decision making coaching, provides intervention support and monitors student progress. She conducts classroom observations to provide feedback for teachers who are implementing the UFLI Foundations curriculum.
Lowry, Heather	Dean	Mrs. Lowry our Behavior Resource Teacher (BRT) supports our school by providing behavior support to students, teachers, and families using the Positive Behavioral Interventions Supports (PBIS) framework. Mrs. Lowry helps develop school-wide behavior plans, monitors student behavior data, and leads the PBIS team. The PBIS team meets monthly to discuss positive behavior initiatives, student data, and provide ideas to continue to promote the PBIS program. Mrs. Lowry also supports teachers and students by developing behavior support plans for students that would benefit from additional support.

Demographic Information

Principal start date

Monday 7/1/2019, Constance Victoria McAlhany

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

646

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	124	104	140	126	126	0	0	0	0	0	0	0	0	620
Attendance below 90 percent	4	25	28	18	24	0	0	0	0	0	0	0	0	99
One or more suspensions	0	2	1	1	4	0	0	0	0	0	0	0	0	8
Course failure in ELA	1	9	33	23	16	0	0	0	0	0	0	0	0	82
Course failure in Math	1	4	24	19	15	0	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	27	43	0	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	53	47	0	0	0	0	0	0	0	0	100
Number of students with a substantial reading deficiency	2	4	1	5	1	0	0	0	0	0	0	0	0	13

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	7	24	20	15	0	0	0	0	0	0	0	0	67

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	0	1	13	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - As Reported

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	
Number of students enrolled	91	113	97	107	112	0	0	0	0	0	0	0	0	520
Attendance below 90 percent	0	17	8	14	4	0	0	0	0	0	0	0	0	43
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	5	4	1	2	0	0	0	0	0	0	0	0	12
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	2	4	2	2	0	0	0	0	0	0	0	0	10

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	91	113	97	107	112	0	0	0	0	0	0	0	0	520
Attendance below 90 percent	0	17	8	14	4	0	0	0	0	0	0	0	0	43
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	5	4	1	2	0	0	0	0	0	0	0	0	12
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	2	4	2	2	0	0	0	0	0	0	0	0	10

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	59%	57%	55%	58%	56%
ELA Learning Gains				48%	57%	58%	48%	53%	55%
ELA Lowest 25th Percentile				47%	49%	53%	47%	40%	48%
Math Achievement				59%	60%	63%	61%	64%	62%
Math Learning Gains				63%	61%	62%	53%	58%	59%
Math Lowest 25th Percentile				30%	49%	51%	42%	45%	47%
Science Achievement					57%	53%		55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	57%	0%	58%	-1%
Cohort Comparison						
04	2021					
	2019	51%	55%	-4%	58%	-7%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	58%	-3%	62%	-7%
Cohort Comparison						
04	2021					
	2019	62%	60%	2%	64%	-2%
Cohort Comparison		-55%				

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District Progress Monitoring Assessments:

K-4: AIMS Math

K-1: DIBELS ELA

2-4: AIMS ELA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70%	48%	48%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	79%	86%	88%
	Economically Disadvantaged	61%	77%	82%
	Students With Disabilities	70%	62%	79%
	English Language Learners	63%	63%	50%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	68%	69%
	Economically Disadvantaged	17%	61%	54%
	Students With Disabilities	25%	73%	67%
	English Language Learners	8%	33%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	85%	67%	80%
	Economically Disadvantaged	69%	54%	82%
	Students With Disabilities	67%	53%	67%
	English Language Learners	50%	83%	67%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48%	56%	40%
	Economically Disadvantaged	36%	44%	26%
	Students With Disabilities	31%	25%	6%
	English Language Learners	0%	25.0%	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69%	56%	75%
	Economically Disadvantaged	60%	44%	62%
	Students With Disabilities	40%	25%	50%
	English Language Learners	50%	25%	75%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	65%	85%
	Economically Disadvantaged	35%	40%	55%
	Students With Disabilities	44%	22%	50%
	English Language Learners	29%	14%	29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	75%	59%	59%
	Economically Disadvantaged	63%	44%	58%
	Students With Disabilities	72%	32%	56%
	English Language Learners	71%	29%	43%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	25			25							
ELL											
BLK	17			15							

2021 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 2019-20	C & C Accel 2019-20
HSP	39			22							
MUL	47			32							
WHT	65			61							
FRL	33			31							
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					

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	146
Total Components for the Federal Index	3
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	25
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	50
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	16
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	63
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

One of the trends that has emerged through our progress monitoring data in and state assessment data show our students perform at a greater level of proficiency (for ELA and mathematics) in Kindergarten and 1st grades. As students move to second through fourth grades our proficiency scores decline for most students and identified subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is addressing the achievement gap for our African American students and our students with disabilities as compared to our overall proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers facilitated daily targeted small group math instruction.

What strategies will need to be implemented in order to accelerate learning?

1. Ongoing professional development through University of Florida through UFLI
2. Inspirational walks (teachers observing other teachers)
3. Feedback from informal and formal evaluations
4. MTSS/Data Chats yearlong
5. Small group instruction and individual interventions
6. Implementation of BEST Standards in grade K-2, professional development for grades 3 and 4 for BEST standards
7. Afterschool tutoring options through our district "After the Bell" program, and our school based EDI tutoring for grades 3 and 4

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our teachers will receive job embedded PD with our Ms. Teresa Rizzo the regional literacy coach from the FLDOE throughout the year. The focus of the professional development will be the implementing the newly adopted BEST standards. Our teachers in Kindergarten through 2nd grade are receiving ongoing professional development through the University of Florida to implement UFLI Foundations curriculum. All teachers, Kindergarten through 4th grade, implement UFLI small groups with support from the University of Florida.

Teachers also have access to SIPPS and UFLI curriculum with professional development support from our school based instructional literacy coach.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Ongoing professional development centered around the BEST standards, small group instruction, and professional development support provided by our state and district representatives.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Strengthen students foundational skills in the content area of English Language Arts. By strengthening their foundational skills our goal is to work towards closing the achievement gap.
Measurable Outcome:	Close our achievement gap for our lowest quartile students by 3% points raised in ELA. Seventy percent of students who scored a level 1 (#) or a level 2 (#) on ELA and/or math will make a gain.
Monitoring:	Ongoing progressing monitoring through NES data snapshots (District AIMS, DIBELS, Benchmark Advanced, ISIP, FSA, and other grade level specific data).
Person responsible for monitoring outcome:	Vicki McAlhany (mcalhacv@gm.sbac.edu)
Evidence-based Strategy:	Job-embedded professional development with the FLDOE Regional Literacy Coach, ongoing UFLI training and implementation, instructional coaching, and evidenced based-feedback through informal and formal observations. District level professional development opportunities throughout the school year.
Rationale for Evidence-based Strategy:	Strengthen the foundational skills of literacy to increase the proficiency of students and to close the achievement gap.

Action Steps to Implement

1. Ongoing professional development through the FLDOE Literacy Coach and University of Florida UFLI Foundation
2. Inspirational walks (teachers observing other teachers)
3. Feedback from informal and formal evaluations and instructional coaching
4. MTSS/Data chats yearlong
5. Small group instruction and individual interventions

Person Responsible Vicki McAlhany (mcalhacv@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Continue the work to close the achievement gap, by raising our proficiency rate on the FSA by 3% for African American students in ELA and math. Continue to strengthen the planning and delivery of instruction using culturally responsive materials and strategies. Continue to implement a multisensory approach to build background knowledge using high interest culturally relevant texts that students can identify with.

Measurable Outcome: Raising the proficiency level by 3% in ELA and math through the FSA, to progress toward our goal of meeting or exceeding the ESSA federal index target of 41% for the African-American subgroup.

Monitoring: Ongoing progressing monitoring through NES data snapshots (District AIMS, DIBELS, Benchmark Advanced, ISIP, FSA, and other grade level specific data).

Person responsible for monitoring outcome: Vicki McAlhany (mcalhacv@gm.sbac.edu)

Evidence-based Strategy: Job-embedded professional development with the FLDOE Regional Literacy Coach, ongoing UFLI training and implementation, instructional coaching, and evidenced based-feedback through informal and formal observations. District level professional development opportunities throughout the school year.

Rationale for Evidence-based Strategy: Resources teachers have access to achieve this goal are BEST Standards booklist by grade level, Achieve3000, Flocabulary, Learning A to Z decodable books, and school and classroom library.

Action Steps to Implement

1. Professional development with the FLDOE Regional Literacy Coach
2. Support Facilitation and Resource Instructional models
3. MTSS/Data chats monthly
4. Informal and formal feedback from Administrators and literacy coach
5. Small group instruction and individual interventions

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

Increase the level of proficiency of students with disabilities.

**Measurable
Outcome:**

Raising the proficiency level by 3% of statewide testing with the FSA, to progress toward our goal of meeting or exceeding the ESSA federal index target of 41% for students with disabilities.

Monitoring:

Ongoing progressing monitoring through NES data snapshots (District AIMS, DIBELS, Benchmark Advanced, ISIP, FSA, and other grade level specific data).

**Person responsible
for monitoring
outcome:**

Vicki McAlhany (mcalhacv@gm.sbac.edu)

**Evidence-based
Strategy:**

Utilizing evidenced strategies using UFLI foundations, SIPPS, and Sound Partners. Using PBIS language, visuals, and other positive supports to motivate students.

**Rationale for
Evidence-based
Strategy:**

To maximize targeted small group instruction. Resources are chosen based on the progressing monitoring data to drive instruction.

Action Steps to Implement

1. Professional development with the FLDOE Regional Literacy Coach
2. Support Facilitation and Resource Instructional models
3. MTSS/Data chats monthly
4. Informal and formal feedback from Administrators and literacy coach
5. Small group instruction and individual interventions

Person Responsible Vicki McAlhany (mcalhacv@gm.sbac.edu)**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Newberry Elementary School is a PBIS (Positive Behavioral Interventions and Supports) school. We believe in teaching behavior expectations, rewarding positive behavior, and supporting students who need additional learning opportunities for behavior expectations. We also support our students with social emotional curriculum through programs such as Sanford Harmony and Lauren's Kids.

Newberry Elementary school is ranked 463 out of 1395 elementary schools statewide. When compared to all elementary schools in the state of Florida we are considered to be in the low category for per incident rate. Our incident rate is 0.3 per 100 students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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.

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.

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, DIBELS, 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 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. PTO meets throughout the year to support our students and teachers through a variety of fundraisers and events.

Our SAC meets four to six times a year and is made up of teachers, community members, parents and staff. All with a vested interest in the continued growth of Newberry Elementary.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The leadership team, faculty and staff work together to implement PBIS at our school for our students to promote a culture of understanding and teaching strategies for behavior support, social support, emotional support and building relationships with our students that reflect the importance of knowing the whole child. As a leadership team we also PBIS our teachers by providing opportunities for professional learning, recognition through staff shout outs, and rise up awards.

Students at NES are taught through a lens that every one of our students is important, they are valued, students are met where they are and provided an environment that will continue to grow students academically, socially, emotionally, and behaviorally. We support this through our PBIS program and utilizing our social emotional curriculum.

Parents and Families are an invaluable support for our students and school. We strive to work alongside one another to provide the best foundation for education possible for our students. This is done through school wide events, PTO, parent conferences, and volunteer opportunities.

PTO supports our school through meeting the needs of teachers and students to help provide resources, supplies, and access to field trips for our students.

School advisory council role is to develop, monitor, and evaluate the school improvement plan which is written or revised annually and submitted to the school board. You will inquire, evaluate, inform, suggest, and make recommendations as a SAC member to insure that your school's plan reflects the goals of the entire school community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$95,618.56
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	100-Salaries	0531 - Newberry Elementary School	Title, I Part A		\$83,947.95
			<i>Notes: Personnel</i>			
	5100	390-Other Purchased Services	0531 - Newberry Elementary School	Title, I Part A		\$1,133.33
			<i>Notes: Ready FL ELA Teacher Toolbox license</i>			
	5900	520-Textbooks	0531 - Newberry Elementary School	Title, I Part A		\$3,865.00
			<i>Notes: Extended Day Intervention</i>			
	5900	130-Other Certified Instructional Personnel	0531 - Newberry Elementary School	Title, I Part A		\$4,501.09
			<i>Notes: Extended School Year</i>			
	5100	520-Textbooks	0531 - Newberry Elementary School	Title, I Part A		\$2,171.19
			<i>Notes: Ready FL ELA Student Books</i>			

2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$95,618.56
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	100-Salaries	0531 - Newberry Elementary School	Title, I Part A		\$83,947.95
			<i>Notes: Personnel: C. Winkel IIC/IT/Lt 100% S. Mitchell CSR 100% TBD IT 100% TBD IT 20% S. Jones Paraprofessional 75%</i>			
	5100	390-Other Purchased Services	0531 - Newberry Elementary School	Title, I Part A		\$1,133.33
			<i>Notes: Ready FL ELA Teacher Toolbox license</i>			
	5900	130-Other Certified Instructional Personnel	0531 - Newberry Elementary School	Title, I Part A		\$3,865.00
			<i>Notes: Extended Day Intervention: 6 teachers 1IIC, 48hrs each</i>			
	5900	130-Other Certified Instructional Personnel	0531 - Newberry Elementary School	Title, I Part A		\$4,501.09
			<i>Notes: Extended School Year 4 teachers, 1IIC</i>			
	5100	520-Textbooks	0531 - Newberry Elementary School	Title, I Part A		\$2,171.19
			<i>Notes: Ready FL ELA Student Books</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$95,618.56
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	100-Salaries	0531 - Newberry Elementary School	Title, I Part A		\$83,947.95
			<i>Notes: Personnel</i>			
	5100	390-Other Purchased Services	0531 - Newberry Elementary School	Title, I Part A		\$1,133.33
			<i>Notes: Ready FL ELA Teacher Toolbox License</i>			
	5900	130-Other Certified Instructional Personnel	0531 - Newberry Elementary School	Title, I Part A		\$3,865.00
			<i>Notes: Extended Day Intervention</i>			
	5900	130-Other Certified Instructional Personnel	0531 - Newberry Elementary School	Title, I Part A		\$4,501.09
			<i>Notes: Extended School 4 teachers</i>			
	5100	520-Textbooks	0531 - Newberry Elementary School	Title, I Part A		\$2,171.19
			<i>Notes: Ready FL ELA Student Books</i>			
					Total:	\$286,855.68