

Duval County Public Schools

# New Berlin Elementary School



## 2021-22 Schoolwide Improvement Plan

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# New Berlin Elementary School

3613 NEW BERLIN RD, Jacksonville, FL 32226

<http://www.duvalschools.org/newberlin>

## Demographics

**Principal: Raquel Foxworth**

Start Date for this Principal: 7/28/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	59%
<b>2020-21 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (69%) 2017-18: A (71%) 2016-17: A (71%)
<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>	
<b>ESSA Status</b>	

\* 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 Duval 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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## New Berlin Elementary School

3613 NEW BERLIN RD, Jacksonville, FL 32226

<http://www.duvalschools.org/newberlin>

### 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 KG-5	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

### School Grades History

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

### School Board Approval

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### SIP Authority

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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.**

New Berlin is committed to Excellence and Learning for All.

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

To empower each learner to reach their highest potential.

### 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
Lewis, Crystal	Principal	<p>Lead the MTSS team and Leadership team in bi-weekly meetings focusing on implementing the school vision and mission.</p> <p>Disseminates information in a timely manner.</p> <p>Monitors and supports and the use of data-based decision-making.</p> <p>Ensures that the school-based team is implementing Rtl.</p> <p>Conducts frequent assessments of Rtl skills of the school staff.</p> <p>Ensures implementation of intervention support and documentation.</p> <p>Ensures adequate professional development to support Rtl implementation.</p> <p>Communicates with parents regarding school-based Rtl plans and activities.</p>
Merkinson, Armedra	Assistant Principal	<p>Lead the MTSS team and Leadership team in bi-weekly meetings focusing on implementing the school vision and mission.</p> <p>Disseminates information in a timely manner.</p> <p>Monitors and supports and the use of data-based decision-making.</p> <p>Ensures that the school-based team is implementing Rtl.</p> <p>Conducts frequent assessments of Rtl skills of the school staff.</p> <p>Ensures implementation of intervention support and documentation.</p> <p>Ensures adequate professional development to support Rtl implementation.</p> <p>Communicates with parents regarding school-based Rtl plans and activities.</p>
Moore, Ashley	Assistant Principal	<p>Lead the MTSS team and Leadership team in bi-weekly meetings focusing on implementing the school vision and mission.</p> <p>Disseminates information in a timely manner.</p> <p>Monitors and supports and the use of data-based decision-making.</p> <p>Ensures that the school-based team is implementing Rtl.</p> <p>Conducts frequent assessments of Rtl skills of the school staff.</p> <p>Ensures implementation of intervention support and documentation.</p> <p>Ensures adequate professional development to support Rtl implementation.</p> <p>Communicates with parents regarding school-based Rtl plans and activities.</p>
Masculine, Gina	School Counselor	<p>Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.</p> <p>Organizes MRT meetings.</p> <p>Works with teachers to provide support for the students' academic, emotional, behavioral and social success.</p> <p>Provides consultation services to general and special education to teachers, parents, and administrators.</p> <p>Provides group and individual student interventions.</p> <p>Conducts direct observation of student behavior.</p> <p>Conducts Child Safety Matters lessons in classrooms.</p> <p>Support implementation of Sanford Harmony curriculum.</p>
Shugart, Jesse	School Counselor	<p>Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.</p> <p>Organizes MRT meetings.</p> <p>Works with teachers to provide support for the students' academic, emotional, behavioral and social success.</p>



Name	Position Title	Job Duties and Responsibilities
		<p>Provides consultation services to general and special education to teachers, parents, and administrators.</p> <p>Provides group and individual student interventions.</p> <p>Conducts direct observation of student behavior.</p> <p>Conducts Child Safety Matters lessons in classrooms.</p> <p>Support implementation of Sanford Harmony curriculum.</p>
Milenchick, Sarah	Instructional Coach	<p>Assist in the school-wide implementation of standards-based instruction by coaching, training, and supporting classroom teachers.</p> <p>Participate in the development and facilitation of learning communities for the purpose of professional study and collaborative work.</p> <p>Help teachers understand state and district mandates, the rationale, and how these mandates support improved student achievement.</p> <p>Assist teachers in analyzing school, class, and student data to develop appropriate improvement plans at all levels aligned with district expectations.</p> <p>Participate on the school leadership team to support the school's progress in meeting the District Framework expectations and problem-solve solutions to academic challenges.</p> <p>Participate in professional development opportunities to develop content knowledge and coaching skills to facilitate adult learning.</p> <p>Perform other responsibilities assigned by the principal to support the implementation of standards-based instruction.</p>
Rivera, Bianca	Teacher, K-12	<p>Attend summer and weekly leadership team meetings.</p> <p>Develop a sense of teamwork that contributes to high morale.</p> <p>Take the initiative to understand the "big picture" of making a school work and support the mission/vision of the school.</p> <p>Review faculty handbook with team.</p> <p>Conduct weekly team meetings.</p> <p>Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed.</p> <p>Verify grade level representation for all committees and emphasize the importance of participation.</p> <p>Assign responsibilities for field trips.</p> <p>Assign responsibilities for weekly/monthly parent letter to send via DoJo.</p> <p>Assign responsibilities for monthly minutes and ensure all are posted online.</p> <p>Ensure protocol is followed when addressing concerns.</p> <p>Read all communication in a timely manner in order to serve as a team resource.</p>
Livingston, Sierra	Teacher, K-12	<p>Attend summer and weekly leadership team meetings.</p> <p>Develop a sense of teamwork that contributes to high morale.</p> <p>Take the initiative to understand the "big picture" of making a school work and support the mission/vision of the school.</p> <p>Review faculty handbook with team.</p> <p>Conduct weekly team meetings.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed.</p> <p>Verify grade level representation for all committees and emphasize the importance of participation.</p> <p>Assign responsibilities for field trips.</p> <p>Assign responsibilities for weekly/monthly parent letter to send via DoJo.</p> <p>Assign responsibilities for monthly minutes and ensure all are posted online.</p> <p>Ensure protocol is followed when addressing concerns.</p> <p>Read all communication in a timely manner in order to serve as a team resource.</p>
Nichols, Trescha	Teacher, K-12	<p>Attend summer and weekly leadership team meetings.</p> <p>Develop a sense of teamwork that contributes to high morale.</p> <p>Take the initiative to understand the "big picture" of making a school work and support the mission/vision of the school.</p> <p>Review faculty handbook with team.</p> <p>Conduct weekly team meetings.</p> <p>Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed.</p> <p>Verify grade level representation for all committees and emphasize the importance of participation.</p> <p>Assign responsibilities for field trips.</p> <p>Assign responsibilities for weekly/monthly parent letter to send via DoJo.</p> <p>Assign responsibilities for monthly minutes and ensure all are posted online.</p> <p>Ensure protocol is followed when addressing concerns.</p> <p>Read all communication in a timely manner in order to serve as a team resource.</p>
Swim, Michelle	Teacher, K-12	<p>Attend summer and weekly leadership team meetings.</p> <p>Develop a sense of teamwork that contributes to high morale.</p> <p>Take the initiative to understand the "big picture" of making a school work and support the mission/vision of the school.</p> <p>Review faculty handbook with team.</p> <p>Conduct weekly team meetings.</p> <p>Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed.</p> <p>Verify grade level representation for all committees and emphasize the importance of participation.</p> <p>Assign responsibilities for field trips.</p> <p>Assign responsibilities for weekly/monthly parent letter to send via DoJo.</p> <p>Assign responsibilities for monthly minutes and ensure all are posted online.</p> <p>Ensure protocol is followed when addressing concerns.</p> <p>Read all communication in a timely manner in order to serve as a team resource.</p>
Sorrow, Hannah	Teacher, K-12	<p>Attend summer and weekly leadership team meetings.</p> <p>Develop a sense of teamwork that contributes to high morale.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Take the initiative to understand the "big picture" of making a school work and support the mission/vision of the school.</p> <p>Review faculty handbook with team.</p> <p>Conduct weekly team meetings.</p> <p>Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed.</p> <p>Verify grade level representation for all committees and emphasize the importance of participation.</p> <p>Assign responsibilities for field trips.</p> <p>Assign responsibilities for weekly/monthly parent letter to send via DoJo.</p> <p>Assign responsibilities for monthly minutes and ensure all are posted online.</p> <p>Ensure protocol is followed when addressing concerns.</p> <p>Read all communication in a timely manner in order to serve as a team resource.</p>
Cox, Laurel	Teacher, K-12	<p>Attend summer and weekly leadership team meetings.</p> <p>Develop a sense of teamwork that contributes to high morale.</p> <p>Take the initiative to understand the "big picture" of making a school work and support the mission/vision of the school.</p> <p>Review faculty handbook with team.</p> <p>Conduct weekly team meetings.</p> <p>Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed.</p> <p>Verify grade level representation for all committees and emphasize the importance of participation.</p> <p>Assign responsibilities for field trips.</p> <p>Assign responsibilities for weekly/monthly parent letter to send via DoJo.</p> <p>Assign responsibilities for monthly minutes and ensure all are posted online.</p> <p>Ensure protocol is followed when addressing concerns.</p> <p>Read all communication in a timely manner in order to serve as a team resource.</p>
Elliott, Brenda	Teacher, ESE	<p>Attend summer and weekly leadership team meetings.</p> <p>Develop a sense of teamwork that contributes to high morale.</p> <p>Take the initiative to understand the "big picture" of making a school work and support the mission/vision of the school.</p> <p>Review faculty handbook with team.</p> <p>Conduct weekly team meetings.</p> <p>Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed.</p> <p>Verify grade level representation for all committees and emphasize the importance of participation.</p> <p>Assign responsibilities for field trips.</p> <p>Assign responsibilities for weekly/monthly parent letter to send via DoJo.</p> <p>Assign responsibilities for monthly minutes and ensure all are posted online.</p> <p>Ensure protocol is followed when addressing concerns.</p> <p>Read all communication in a timely manner in order to serve as a team resource.</p>

Name	Position Title	Job Duties and Responsibilities
Przymylski, Adam	Teacher, K-12	<p>Attend summer and weekly leadership team meetings.</p> <p>Develop a sense of teamwork that contributes to high morale.</p> <p>Take the initiative to understand the "big picture" of making a school work and support the mission/vision of the school.</p> <p>Review faculty handbook with team.</p> <p>Conduct weekly team meetings.</p> <p>Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed.</p> <p>Verify grade level representation for all committees and emphasize the importance of participation.</p> <p>Assign responsibilities for field trips.</p> <p>Assign responsibilities for weekly/monthly parent letter to send via DoJo.</p> <p>Assign responsibilities for monthly minutes and ensure all are posted online.</p> <p>Ensure protocol is followed when addressing concerns.</p> <p>Read all communication in a timely manner in order to serve as a team resource.</p>

## Demographic Information

### Principal start date

Wednesday 7/28/2021, Raquel Foxworth

**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.*

5

**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.*

11

**Total number of teacher positions allocated to the school**

71

**Total number of students enrolled at the school**

1,216

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

13

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

12

### 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	217	228	191	203	191	223	0	0	0	0	0	0	0	1253
Attendance below 90 percent	2	45	36	34	23	29	0	0	0	0	0	0	0	169
One or more suspensions	0	3	0	1	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	2	21	4	7	9	2	0	0	0	0	0	0	0	45
Course failure in Math	1	8	1	2	5	1	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	2	27	37	45	33	124	0	0	0	0	0	0	0	268
Level 1 on 2019 statewide FSA Math assessment	2	62	43	52	54	85	0	0	0	0	0	0	0	298
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	2	42	30	41	32	75	0	0	0	0	0	0	0	222

**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	2	16	1	11	9	1	0	0	0	0	0	0	0	40
Students retained two or more times	0	2	0	1	4	0	0	0	0	0	0	0	0	7

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

Wednesday 7/28/2021

**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	182	216	219	203	188	211	0	0	0	0	0	0	0	1219
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	

**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	182	216	219	203	188	211	0	0	0	0	0	0	0	1219
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	

**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				73%	50%	57%	74%	50%	56%
ELA Learning Gains				60%	56%	58%	61%	51%	55%
ELA Lowest 25th Percentile				59%	50%	53%	52%	46%	48%
Math Achievement				83%	62%	63%	86%	61%	62%
Math Learning Gains				70%	63%	62%	75%	59%	59%
Math Lowest 25th Percentile				64%	52%	51%	74%	48%	47%
Science Achievement				74%	48%	53%	78%	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	76%	51%	25%	58%	18%
Cohort Comparison						
04	2021					
	2019	70%	52%	18%	58%	12%
Cohort Comparison		-76%				
05	2021					
	2019	66%	50%	16%	56%	10%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	86%	61%	25%	62%	24%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	87%	64%	23%	64%	23%
Cohort Comparison		-86%				
05	2021					
	2019	72%	57%	15%	60%	12%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	73%	49%	24%	53%	20%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools for each grade level is as follows:

1st & 2nd grade-i-Ready reading and i-Ready math

3rd-4th-Progress Monitoring Assessment (PMA) Reading and Math

5th grade-Progress Monitoring Assessment (PMA) Reading, Math, and Science

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46/23%	88/46%	145/74%
	Economically Disadvantaged	8/10%	23/32%	43/56%
	Students With Disabilities	4/15%	4/15%	12/46%
	English Language Learners	0/0%	2/33%	4/67%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25/12%	64/34%	134/68%
	Economically Disadvantaged	9/12%	17/24%	41/53%
	Students With Disabilities	3/11%	5/19%	8/31%
	English Language Learners	0/0%	1/17%	3/50%



Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	87/42%	137/70%	161/80%
	Economically Disadvantaged	25/36%	36/58%	44/69%
	Students With Disabilities	2/8%	7/32%	8/32%
	English Language Learners	1/33%	2/67%	2/67%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33/16%	95/49%	152/76%
	Economically Disadvantaged	8/12%	18/30%	42/66%
	Students With Disabilities	1/4%	2/9%	7/28%
	English Language Learners	1/33%	1/33%	2/67%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	115/61%	124/64%	133/70%
	Economically Disadvantaged	35/51%	36/52%	42/60%
	Students With Disabilities	10/40%	10/38%	10/42%
	English Language Learners	0/0%	0/0%	1/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	133/70%	131/67%	138/72%
	Economically Disadvantaged	39/56%	41/59%	40/57%
	Students With Disabilities	15/60%	13/50%	13/54%
	English Language Learners	1/33%	0/0%	1/20%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	89/51%	132/75%	123/69%
	Economically Disadvantaged	24/43%	36/63%	35/60%
	Students With Disabilities	7/27%	10/38%	9/35%
	English Language Learners	1/33%	2/50%	1/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	119/68%	127/71%	124/69%
	Economically Disadvantaged	30/54%	35/60%	32/55%
	Students With Disabilities	11/42%	9/35%	12/46%
	English Language Learners	0/0%	1/25%	1/33%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	107/58%	114/61%	118/63%
	Economically Disadvantaged	31/47%	34/48%	35/49%
	Students With Disabilities	7/24%	7/23%	8/27%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	94/51%	111/59%	99/54%
	Economically Disadvantaged	28/41%	29/41%	26/37%
	Students With Disabilities	9/31%	9/30%	8/28%
	English Language Learners	0/0%	1/50%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	120/65%	125/66%	114/63%
	Economically Disadvantaged	32/47%	34/48%	32/48%
	Students With Disabilities	12/41%	11/37%	8/30%
	English Language Learners	0/0%	0/0%	0/0%

## 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	33	28	19	48	23	21	24				
ELL	50			42							
ASN	75			92							
BLK	55	40	20	61	42	41	39				
HSP	63	70		75	60		45				
MUL	63	38		73	50		63				
WHT	78	65	36	82	50	27	66				
FRL	55	45	17	62	44	42	33				
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	43	42	45	59	50	47	45				
ASN	85	87		100	93						
BLK	67	61	67	77	65	55	66				
HSP	76	63		84	72		73				
MUL	68	54		77	69						
WHT	75	58	54	86	70	68	78				
FRL	66	58	60	78	68	63	70				
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	52	54	60	65	73	75	38				
ASN	81			86							
BLK	75	62	48	86	82	82	70				
HSP	80	61		84	68		80				
MUL	65	53		73	71						
WHT	72	61	49	88	74	70	83				
FRL	68	59	55	82	78	75	76				

## 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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	422

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	51
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	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
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	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	58
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Trending across all content areas is the decline in proficiency. ELA lost an average of 3 percentage points in proficiency while Math lost an average of 4 percentage points in proficiency. Science decreased in proficiency by 21 percentage points. Additionally, both ELA and math decreased in learning gains and lowest-performing quartile learning gains with math declining by more than 20 percentage points in both subgroups.

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

Math learning gains and LPQ learning gains for our SWD subgroup demonstrate the greatest need for improvement.

#### 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 constant transition from virtual to face-to-face instruction was one of the contributing factors for the need for improvement. Many students received virtual instruction for the entire 2020-2021 school year which may not have been the most effective method of learning, including our fragile learners. Additionally, some of our 3rd-5th grade teachers instructed either virtually the entire year or conducted a hybrid model of instruction.

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

Math and ELA across grade levels remained above 60% proficiency. Third grade ELA and math scored 69% overall proficiency and 4th grade ELA and math scored 68% proficiency in both content areas.

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

Teachers unpacked standards through utilizing the Learning Arc and included the use of the Item Specifications and Achievement Level Descriptors when planning lessons, activities, and tasks. Additionally, teachers began vetting resources to determine rigor and alignment to the standards.

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

Teachers will tier students in both ELA and math to target learning gaps in small groups with weekly progress monitoring of student growth and progress. Math LPQ students will participate in teacher-led groups 4-5 days per week. Third through fifth grade students who are reading below grade level will receive corrective reading support to close reading gaps relating to foundational skill and comprehension.

**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.**

Teachers will participate in structured common planning with admin where the emphasis will be on small group and teacher-led instruction that will target LPQ and below grade level learners. In addition to admin, teachers will have the support of the standard coach for collaboration, modeling, and providing coaching cycles when necessary.

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

Implementation of the effectiveness of small group instruction and teacher-led instruction will be monitored by admin by conducting weekly walkthroughs, monitoring data (both teacher and district), and providing feedback and support to teachers in order to ensure student learning and achievement.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus Description and Rationale:** Based on our Standard Walkthrough data and classroom observations, teachers are beginning to demonstrate more autonomy with choosing resources and planning whole-group lessons that are aligned to the standards, however, less than 50% of teachers are using small group instruction with fidelity to target specific learning gaps. Learning and achievement will increase when teachers began to demonstrate more than identifying students who are below grade level and began to choose resources and develop lessons and tasks that address their specific needs. Additionally, students will excel when teachers conduct frequent progress monitoring opportunities and formative assessments to determine learning mastery and teaching effectiveness.

**Measurable Outcome:** Three out of 4 common planning sessions will be devoted to planning targeted small group instruction and developing tasks and formative assessments to determine mastery.

**Monitoring:** Implementation of the effectiveness of small group instruction and teacher-led instruction will be monitored by admin conducting weekly walkthroughs, monitoring data (both teacher and district), and providing feedback and support to teachers in order to ensure student learning and achievement.

**Person responsible for monitoring outcome:** Crystal Lewis (lewisc@duvalschools.org)

**Evidence-based Strategy:** Based on Dr. Felicia Bolden's study on How to Implement Small Group Instruction she states, "Instruction of children in small groups affords children and their teachers invaluable and unique opportunities, that may not be possible in large group activities." Teachers are able to diagnose students' learning deficits and cater specific learning plans to meet their needs in content areas.

**Rationale for Evidence-based Strategy:** Being in close proximity to students allows the teacher to address misconceptions immediately that would not have been possible in whole group instruction. Students can ask specific questions and receive immediate feedback. Small group instruction allows teachers to ensure students have an equitable learning experience and learn academic content in a meaningful way.

**Action Steps to Implement**

Collaborate with admin team to organize content area common planning agendas to increase focus on developing small group lessons, tasks, and formative assessments.

**Person Responsible** Crystal Lewis (lewisc@duvalschools.org)

Utilize standards coach and content area leads on conducting common planning sessions focused on small group and teacher-led instruction.

**Person Responsible** Crystal Lewis (lewisc@duvalschools.org)

Conduct weekly classroom observations using Standards Walkthrough Tool to track the increase in small groups and teacher-led instruction.

**Person Responsible** Crystal Lewis (lewisc@duvalschools.org)

Review data with admin team during weekly admin meeting. Debrief and determine next steps.



**Person Responsible** Crystal Lewis (lewisc@duvalschools.org)

## #2. Culture & Environment specifically relating to Social Emotional Learning

**Area of Focus Description and Rationale:** When students lack appropriate social skills and self-regulation, they are more likely to engage in unwanted or disruptive classroom behaviors. These behaviors will affect learning if systems are not in place to help students develop mindfulness and self-regulating opportunities. Discipline data from 20-21 demonstrates reveals that over 50% of discipline referrals are written for our BQ students or SWD. Based on this data, we will need to focus on the support and growth of all students including our LPQ students and SWD. We will implement a school-wide shift that will focus on improving social skills and self-regulation with all students will thus improve students' academic performance.

**Measurable Outcome:** Student referrals will decrease to less than 25% for our LPQ students and SWD subgroups.

**Monitoring:** Teachers and staff will participate in early dismissal training on the implementation of the Zones of Regulation. Implementation will be monitored through walkthrough observations and IPDP beginning, middle, and end of the year progress.

**Person responsible for monitoring outcome:** Crystal Lewis (lewisc@duvalschools.org)

**Evidence-based Strategy:** The Zones of Regulation program will be utilized school wide as a daily way to improve students' social and emotional skills. This program helps students recognize their feelings and use tools and strategies to regulate them. Using this program in all classrooms with fidelity will improve students' ability to regulate emotions and improve social development which will improve student learning.

**Rationale for Evidence-based Strategy:** "The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. Integrating in cognitive behavior therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honoring and respecting each student and their unique self."

### Action Steps to Implement

Teachers, staff, and the admin team participate in monthly Zones of Regulation training.

**Person Responsible** Crystal Lewis (lewisc@duvalschools.org)

Teachers and staff implement Zones of Regulation strategies daily.

**Person Responsible** Crystal Lewis (lewisc@duvalschools.org)

School counselors, military counselor, and mental health counselors provide small group and 1-1 support (targeting SWD and LPQ) to extend social and emotional support as needed.

**Person Responsible** Crystal Lewis (lewisc@duvalschools.org)

### 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.

**New Berlin Elementary reported 0.6 incidents per 100 students. This rate is less than the statewide elementary school rate of 1.0 incidents per 100 students. New Berlin falls in the moderate category and ranks #743 out of 1,395 elementary schools statewide. The greatest area of concern is physical attacks scoring in the high level range. New Berlin will engage in a schoolwide implementation of Zones of Regulation which is designed to help students develop mindfulness, self-regulation, and emotional control.**

#### **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.**

New Berlin created a positive school culture and climate by involving all stakeholders in the following ways:

- Social skills lessons with school counselors, mental health therapists, or military counselor.
- Teacher-student mediation and adult-led mediation.
- Problem-solving sessions with students to identify alternative actions and the positive or negative consequences of each alternative action.
- Classroom community building through Sanford Harmony activities and guidance lessons.
- Peer mediation- conflict resolution sessions with the student and other students that were harmed.
- Written letters of apology to those that were harmed.
- Daily encouragement of responsibility and ownership of one's actions through the guidelines for success (Bear Pledge).
- Classroom meetings and "buddy up" with targeted topics based on Foundations meetings and school needs.
- Student rewards such as positive referrals, Silver Spoons for cafeteria behavior, monthly Stupendous Student ceremonies, monthly and quarterly blended learning incentives, quarterly award ceremonies, and end of year award ceremonies.
- Faculty recognition including "shout-outs" in daily recaps emails, stars celebrations, monthly Whooty awards for excellence, auction dollars, and a yearly teacher auction.
- Development and implementation of the NBE Pillars of Citizenship for consistent conduct grades and school-wide behavior expectations.
- Development of Zones of Regulation to ensure students are mindful of their emotions and are able to

regulate their emotions by using tools and strategies for overall wellness.

- Host various school events (on and off-campus) that invite stakeholders (i.e. Movie Night on the Lawn, Polar Express Night, Family Library Night at the Highlands branch, spirit night fundraisers at local restaurants)
- Active participation from various business owners and community partners in our monthly SAC meetings.

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

New Berlin stakeholders and contributors to the positive school culture and environment are as follows:

- Community and Family Engagement partnerships host several events throughout the year such as to school award ceremonies, book fairs, play day, monthly PTA meetings, monthly SAC meetings, etc.
- Business partners such as Connect Church, Tropical Smoothie, Highlands Library, and others provide support for teachers and students through donations and sponsored events.
- PTA provides incentives for online learning, raises funds for school-related projects, conducts vision screenings, organizes blood drives, etc.
- SAC initiates activities and programs that generate greater cooperation between the community and the school, focuses on school safety and improvements, etc
- Teachers and staff provide high-level instruction for all students, develop student's social-emotional wellbeing through the implementation of programs such as Zones of Regulation, Calm Classroom, and Pillars of Citizenship. Counselors and therapists offer support to students who struggle in various academic and emotional capacities. Student enrichment activities such as Bear Parent Mentoring, Girls on the Run, National Elementary Honor Society, patrols, TOTs, news crew, etc are available to build relationships and school community as well as enhance leadership ability and academic skills.