

Duval County Public Schools

New Berlin Elementary School



2022-23 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: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (69%) 2017-18: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

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

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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>
Milenchick, Sarah	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>

Name	Position Title	Job Duties and Responsibilities
		<p>Organizes MRT meetings. Works with teachers to provide support for the students' academic, emotional, behavioral and social success. Provides consultation services to general and special education to teachers, parents, and administrators. Provides group and individual student interventions. Conducts direct observation of student behavior. Conducts Child Safety Matters lessons in classrooms. Support implementation of Sanford Harmony curriculum.</p>
<p>Pabon, Sarah</p>	<p>Teacher, K-12</p>	<p>Attend summer and weekly leadership team meetings. Develop a sense of teamwork that contributes to high morale. Take the initiative to understand the "big picture" of making a school work and support the mission/vision of the school. Review faculty handbook with team. Conduct weekly team meetings. Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed. Verify grade level representation for all committees and emphasize the importance of participation. Assign responsibilities for field trips. Assign responsibilities for weekly/monthly parent letter to send via DoJo. Assign responsibilities for monthly minutes and ensure all are posted online. Ensure protocol is followed when addressing concerns. Read all communication in a timely manner in order to serve as a team resource.</p>
<p>Nichols, Trescha</p>	<p>Teacher, K-12</p>	<p>Attend summer and weekly leadership team meetings. Develop a sense of teamwork that contributes to high morale. Take the initiative to understand the "big picture" of making a school work and support the mission/vision of the school. Review faculty handbook with team. Conduct weekly team meetings. Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed. Verify grade level representation for all committees and emphasize the importance of participation. Assign responsibilities for field trips. Assign responsibilities for weekly/monthly parent letter to send via DoJo. Assign responsibilities for monthly minutes and ensure all are posted online. Ensure protocol is followed when addressing concerns. Read all communication in a timely manner in order to serve as a team resource.</p>

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

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

Name	Position Title	Job Duties and Responsibilities
		<p>Conduct weekly team meetings. Ensure information is forwarded in a timely manner and report grade level response/ consensus as needed. Verify grade level representation for all committees and emphasize the importance of participation. Assign responsibilities for field trips. Assign responsibilities for weekly/monthly parent letter to send via DoJo. Assign responsibilities for monthly minutes and ensure all are posted online. Ensure protocol is followed when addressing concerns. Read all communication in a timely manner in order to serve as a team resource.</p>
Sunderland, Angela	Instructional Coach	<p>Assist in the school-wide implementation of standards-based instruction by coaching, training, and supporting classroom teachers. Participate in the development and facilitation of learning communities for the purpose of professional study and collaborative work. Help teachers understand state and district mandates, the rationale, and how these mandates support improved student achievement. Assist teachers in analyzing school, class, and student data to develop appropriate improvement plans at all levels aligned with district expectations. 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. Participate in professional development opportunities to develop content knowledge and coaching skills to facilitate adult learning. Perform other responsibilities assigned by the principal to support the implementation of standards-based instruction.</p>

Demographic Information

Principal start date

Monday 7/1/2013, Raquel Foxworth

Number of teachers with a 2022 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 2022 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.*

15

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

1,205

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	220	220	200	200	188	177	0	0	0	0	0	0	0	1205
Attendance below 90 percent	54	60	61	42	31	26	0	0	0	0	0	0	0	274
One or more suspensions	1	4	1	1	2	1	0	0	0	0	0	0	0	10
Course failure in ELA	27	17	9	11	5	0	0	0	0	0	0	0	0	69
Course failure in Math	7	5	6	4	5	0	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	18	24	0	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	19	26	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	2	1	3	2	0	0	0	0	0	0	0	0	10

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	12	8	3	1	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	1	0	2	0	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 7/11/2022

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	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

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	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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	50%	56%				73%	50%	57%
ELA Learning Gains	67%						60%	56%	58%
ELA Lowest 25th Percentile	52%						59%	50%	53%
Math Achievement	81%	48%	50%				83%	62%	63%
Math Learning Gains	71%						70%	63%	62%
Math Lowest 25th Percentile	62%						64%	52%	51%
Science Achievement	71%	59%	59%				74%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	51%	25%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	70%	52%	18%	58%	12%
Cohort Comparison		-76%				
05	2022					
	2019	66%	50%	16%	56%	10%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	86%	61%	25%	62%	24%
Cohort Comparison		0%				
04	2022					
	2019	87%	64%	23%	64%	23%
Cohort Comparison		-86%				
05	2022					
	2019	72%	57%	15%	60%	12%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	49%	24%	53%	20%

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	36	55	50	42	50	50	37				
ELL	65	58		65	58						
ASN	77			100							
BLK	56	63	51	68	64	57	46				
HSP	73	68	70	84	57		68				
MUL	82	57		93	71						
WHT	82	71	44	88	78	67	84				
FRL	59	58	56	73	71	61	65				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	542
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on FSA data, some of the trends includes 3rd grade ELA increased in proficiency by 10 points (69% to 79%) and 3rd grade math increased in proficiency by 14 points (71% to 85). Additionally, 4th grade math increased in proficiency by 1 point (80% to 81%), while 4th grade ELA did not see an increase or decrease in proficiency but held achievement at 68%. Fifth grade ELA improved in proficiency by 7 points (62% to 69%), 5th grade math improved in proficiency by 5 points (68% to 73%), and science proficiency improved by 16 points (55% to 71%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in the area of proficiency in 4th and 5th grade reading, 5th grade math, and 5th grade science to at least 75% or higher.

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

Even though many students had the opportunity to return to face to face learning after the lockdown, several students remained in the "at-home" setting for learning. This resulted in extreme learning gaps which teachers worked desperately to close. One way to address the needs of those students is to identify them and their areas of growth immediately. Once they are identified, teachers can work on a strategic plan to target their learning deficits and design individualized instruction that will increase their achievement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improved areas were 3rd grade ELA proficiency with an increase of 10 points, 3rd grade math proficiency with an increase of 14 points, and 5th grade science proficiency with an increase of 16 points.

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

Teachers engaged in consistent differentiated small group instruction to close gaps and address individual student needs. Also, the implementation of the Corrective Reading program for 3rd grade students who were below grade level readers. Teachers used data, assessment in instruction, and common planning to determine next steps for student learning. Lastly, face to face learning increased student's understanding and achievement.

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

One strategy that can accelerate student learning is allowing students, even the lowest performing students, exposure to grade level text and activities that align with the standards. Students should be given a substantial amount of time to engage with grade level text and activities in order to increase their level of mastery and to push them closer to being grade level proficient.

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 have the opportunity, through common planning, to apply the Learning Scale to the new standards, (B.E.S.T). Teachers will dive into the benchmarks of the standard to ensure that task and activities align to the full depth of the benchmark. Teachers will use district approved resources to differentiate and provide individualized instruction based on student needs. Additionally, teachers will give students consistent access to grade level materials and resources in order to assist students in building their knowledge and closing learning gaps.

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

We will continue using the Corrective Reading program for our 3rd grade students who are reading below grade level. The program is designed to provide students with the foundational skills needed to increase reading accuracy by improving decoding skills, fluency, vocabulary, and comprehension which are the fundamental components of reading.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our goal is to achieve 75% proficiency on the state test for each content area. That means 4th grade ELA will have to increase by 7 percentage points, 5th grade ELA by 6 percentage points, and 5th grade math by 2 percentage points. If the remaining content areas maintain their current proficiency score or increase their proficiency score, we would meet our overall school goal of 75% proficiency across grade and content levels. With the implementation of the new standards (B.E.S.T) for 3rd-5th ELA and math, teachers will have to use collaborative planning as a strategic way to create standard aligned learning experiences for students that will positively impact student achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we focus on unpacking benchmarks using the Learning Scale, align task/activities to the benchmarks (B.E.S.T), frequently analyze data from district and state progress monitoring assessments, and individualize instruction based on student needs, 75% of our students will demonstrated grade level proficiency on the state assessment by the end of the school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

- Administration will monitor instructional delivery, student learning, and assessment of student learning, through weekly benchmark walkthroughs.
- Administration will provide feedback to teachers based on weekly observations.
- Administration will assist teachers during collaborative planning on next steps in instruction based on the benchmark walkthrough tool.

Person responsible for monitoring outcome:

Crystal Lewis (lewisc@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Collaborative planning time will focus on data analysis, unpacking standards (Learning Scales), and aligning learning activities to the benchmarks.

Rationale for Evidence-based

- Limited interaction with the B.E.S.T standards
- Newly adopted curriculum/resources
- Newly adopted state assessments

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administrators will guide teachers in unpacking benchmarks using the Learning Scale, ALDs and Item Specifications to ensure instruction align with the benchmarks, evaluating materials and resources, and differentiating tasks/activities to target student's individual needs.
2. Administration will conduct frequent Benchmark Walkthroughs to determine if instruction is aligned to benchmarks and if instruction is meeting the full depth of the benchmark.
3. Administration will provide learning opportunities through VLCs for content area leaders and identify model classrooms for identified teachers to observe best practices.
4. VE teachers will participate in collaborative planning for all content areas to provide input and guidance to classroom teachers on how to best support SWD.

Person Responsible Crystal Lewis (lewisc@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Social and emotional support for students

Area of Focus

Description and Rationale: When students are stressed, an area in their brain is activated. As a result of the stress-triggered activation, students can respond or react negatively to their environment as well as the people in their environment. Practicing mindfulness can help students manage their emotions during stressful times. During the 2021-2022 school year, 54% of the referrals written were due to student aggression. In order to foster an environment of self regulation, we will commit to schoolwide implementation of mindfulness strategies that will help students regulate their emotions and decrease the negative impact of stress and anxiety.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of referrals relating to student aggression (striking, threats, confrontation, disputes, etc.) will decrease to less than 25%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Admin will monitor the frequency of Calm Classroom implementation through walkthroughs, teacher/student chats, etc.

Person responsible for monitoring outcome:

Crystal Lewis (lewisc@duvalschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The Calm Classroom Program is designed to improve social-emotional resilience, increase compassion, improve attention and emotions, reduce stress and anxiety, and prevent teacher burnout.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific

The Calm Classroom Program will be a schoolwide initiative that will be implemented on a daily basis as a way to improve student's ability to self-regulate and exercise mindfulness in order to enhance social-emotional skills.

**strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.
- 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 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, 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.
- Implementation of Calm Classroom 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 school culture and environment.

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, Blaze Pizza, Tropical Smoothie, 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 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.