Newberry Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: B (55%) 2018-19: C (50%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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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 PK-4	Yes	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
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
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.
Lowry, Heather	Behavior Specialist	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.
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.

Name	Position Title	Job Duties and Responsibilities
Romano, Alexys	School Counselor	Ms. Romano serves as Newberry Elementary's School Counselor. She supports teachers and students by providing classroom guidance lessons, meeting with small group and individuals focused on the social and emotional health of our students. She works closely with Mrs. Lowry our behavior resource teacher to promote character building and strong relationships among students and faculty. Ms. Romano also monitors implementation of IEPs and 504 plans.

Demographic Information

Principal start date

Monday 7/1/2019, Constance Victoria Mcalhany

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.*

1

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.*

8

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

654

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

2

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

2

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	93	136	119	147	119	0	0	0	0	0	0	0	0	614
Attendance below 90 percent	4	30	24	35	20	0	0	0	0	0	0	0	0	113
One or more suspensions	1	5	1	1	2	0	0	0	0	0	0	0	0	10
Course failure in ELA	2	14	6	33	17	0	0	0	0	0	0	0	0	72
Course failure in Math	2	2	4	22	16	0	0	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	30	0	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	1	21	16	42	39	0	0	0	0	0	0	0	0	119
	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	

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	2	22	11	39	38	0	0	0	0	0	0	0	0	112

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

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

Date this data was collected or last updated

Tuesday 8/30/2022

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	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	

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	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	

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	53%	53%	56%				55%	59%	57%
ELA Learning Gains	56%	56%	61%				48%	57%	58%
ELA Lowest 25th Percentile	31%	43%	52%				47%	49%	53%
Math Achievement	58%	55%	60%				59%	60%	63%
Math Learning Gains	76%	58%	64%				63%	61%	62%
Math Lowest 25th Percentile	55%	46%	55%				30%	49%	51%
Science Achievement		48%	51%					57%	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	57%	57%	0%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	51%	55%	-4%	58%	-7%
Cohort Comparison		-57%				

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	55%	58%	-3%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	62%	60%	2%	64%	-2%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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	14	33	23	29	61	64					
ELL	10			30							
BLK	33	41	40	31	56	36					
HSP	35	50		44	90						
MUL	53	40		63	60						
WHT	65	67	27	70	84	70					
FRL	38	46	33	39	70	52					
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							
HSP	39			22							
MUL	47			32							
WHT	65			61							
FRL	33			31							

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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					

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)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	54
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	64
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	47
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?

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 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is addressing the achievement gap for our Black or 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?

Schoolwide all classroom teachers implement the 30-30-30 instructional model during the 90 minute reading block. This model provides all students the opportunity for targeted small group instruction that is grounded in evidence based supplemental curriculum from The Florida Center for Reading Research, Benchmark Advanced Intervention, SIPPs, and UFLI Foundations.

This year our intervention support is focused within kindergarten, first and second grades. We have noticed that the deficits that our students demonstrate in second grade through fourth grades are connected to deficits in early literacy foundational skills. Students whose data shows that they are performing within the lowest quartile are chosen for additional reading intervention four days a week for thirty minutes.

Our third and fourth graders whose data shows they are also performing in the lowest quartile in reading are provided the opportunity to participate in extended intervention. This year the district is also providing our school 400 hours of literacy tutoring provided by teachers. We are focusing these resources on our students in second and third grade who are approaching grade level proficiency in reading.

Our district assigned Literacy Implementation Specialists and our school based Literacy Leadership Council meet to increase our knowledge of the B.E.S.T ELA Standards, the science of reading and evidenced based instructional practices. There is one representative from each grade level including the inclusion team who meet alongside the leadership team to serve as grade level coaches, provide non evaluative feedback, and support a community of literacy learners among all of our students.

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

Learning gains in math and ELA showed the most improvement based of previous state assessments.

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

Teachers facilitated daily targeted small group instruction in both ELA and math using evidenced based supplemental curriculum including SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for ELA and Go Math Intervention materials.

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

1.Ongoing and onsite coaching from the district UFLI Foundations specialist
2. Ongoing and onsite coaching from the district literacy implementation specialist
3.Inspirational walks (teachers observing other teachers)
4.Feedback from informal and formal evaluations by principal and assistant
5. MTSS/Data Chats yearlong (collaborative with grade level teams and 1:1 with grade level MTSS leader)
6. Small group instruction, targeted intervention, and individual interventions using evidence based supplemental curriculum including UFLI Foundations, SIPPS, Sound Partners, Great Leaps, and Benchmark Advance RtI
7. Implementation and professional development of BEST Standards in grades K-4 (District offered face to face, synchronous, or asynchronous professional development through CANVAS (ELA and Math) BEST standards
8. Literacy Tutoring after school opportunities for grades second and third in ELA
9. Extended Day Title 1 Intervention for grades three and four
Coaching from our district literacy implementation specialist
10. Daily morning meeting facilitated by classroom teachers using Sanford Harmony and Safer Smarter Kids curriculum
11. Lunch buddy mentorship for at risk students

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.

1. Professional learning book study opportunity: Connections Over Compliance
2. Monthly Positive Behavior Support and Interventions team meeting: meeting notes also shared with members of the team
3. Panther Tea bi-monthly new panther teacher team meetings
4. Ongoing job embedded professional development learning that includes the following topics: MTSS, relationships before rigor, differentiated instruction, and STEM, planning instruction using the BEST standards facilitated by district coaches, members of the leadership team, and teacher leaders on campus

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 grounded in instructional planning, students learning alignment, and formative assessment. Targeted small group instruction using the MTSS model to address specific student needs both academically and behavioral. Use of the ICEL framework (instruction, curriculum, environment, and learner) as a problem solving model to organize information to identify reasons why students are not experiencing success. This framework continues to be a center point of grade level data chats and MTSS meetings.

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

:

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

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Reduce the number of discipline referrals among Black or African American students by 20% using Positive Behavior Support and Interventions as measured by the number of referrals in Skyward. Our rate of referrals for Black/African American students is disproportionate which directly and adversely impacts our achievement gap. In strengthening our approach when teaching behavior expectations, classroom management, and relationships with students we expect to see a reduction of referrals among Black and African American students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Reduce the number of discipline referrals among Black or African American students by 20% using Positive Behavior Support and Interventions as measured by the number of referrals in Skyward from the 2021-2022 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Referral and offense data in Skyward.
Person responsible for monitoring outcome:	Heather Lowry (lowryhm@gm.sbac.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	School wide tiered implementation of Positive Behavior Interventions and Supports including: Lunch buddy mentorship program Daily check in and out with a member of the leadership team Individual behavior support plans Individual or small group support facilitated by the school counselor Ongoing data collection to monitor the effectiveness of the interventions
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Implementing Positive Behavior Support and Interventions and Support is associated with improved academic outcomes. PBIS provides evidenced based Tired approaches to the teaching, reinforcement, and data collection of expected behavior outcomes.

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.

School wide tiered implementation of Positive Behavior Interventions and Supports including:
Lunch buddy mentorship program
Daily check in and out with a member of the leadership team
Individual behavior support plans
Individual or small group support facilitated by the school counselor
Ongoing data collection to monitor the effectiveness of the interventions

Person Responsible	Heather Lowry (lowryhm@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase the level of proficiency of students with disabilities.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Forty-seven percent of our students with disabilities will perform at a level 3 or above both English Language Arts and Math summative 2022-2023 state progress monitoring assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Ongoing progressing monitoring through Newberry Elementary School's classroom teacher and grade level Data Snapshots that include: FAST Progress Monitoring, DIBELS, Benchmark Advanced, ISIP, My Math, and formative/ summative teacher assessments in both ELA and math.
Person responsible for monitoring outcome:	Vicki McAlhany (mcalhacv@gm.sbac.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Communicate high expectations for learning for all students through clearly stated and visible academic goals aligned to benchmark standards. 2. Backwards planning to include connecting content to students' background knowledge, culturally responsive literary text, student task alignment to benchmark, and opportunities for students to demonstrate their understanding through formative assessments. 3. Conduct differentiated and strategic daily small group instruction in English Language Arts to include grade level text with scaffolded supports including teacher think aloud, explicit vocabulary, and annotation. 4. Targeted intervention using evidence based curriculum(s) UFLI and SIPPS. 5. Explicit instruction in math vocabulary 6. Conduct differentiated and strategic daily small group instruction in Math to include scaffolded supports including teacher think aloud, explicit vocabulary, and taught strategies.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Our students with disabilities are not yet demonstrating the academic proficiency in ELA or math as their non-disabled peers.

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. Communicate high expectations for learning for all students through clearly stated and visible academic goals aligned to benchmark standards.
2. Backwards planning to include connecting content to students' background knowledge, culturally responsive literary text, student task alignment to benchmark, and opportunities for students to

demonstrate their understanding through formative assessments.

3. Conduct differentiated and strategic daily small group instruction in English Language Arts to include grade level text with scaffolded supports including teacher think aloud, explicit vocabulary, and annotation.

4. Targeted intervention using evidence based curriculum(s) UFLI and SIPPS.

5. Explicit instruction in math vocabulary

6. Conduct differentiated and strategic daily small group instruction in Math to include scaffolded supports including teacher think aloud, explicit vocabulary, and taught strategies.

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

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Fifty percent of Black or African American students will perform at a level 3 or above on the English Language Arts summative and Math 2022-2023 state progress monitoring assessment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Fifty percent of black or African American students will perform at a level 3 or above on the English Language Arts summative and Math 2022-2023 state progress monitoring assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing progressing monitoring through Newberry Elementary School's classroom teacher and grade level Data Snapshots that include: FAST Progress Monitoring, DIBELS, Benchmark Advanced, ISIP, My Math, and formative/ summative teacher assessments in both ELA and math.
Person responsible for monitoring outcome:	Vicki McAlhany (mcalhacv@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Communicate high expectations for learning for all students through clearly stated and visible academic goals aligned to benchmark standards. 2. Backwards planning to include connecting content to students' background knowledge, culturally responsive literary text, student task alignment to benchmark, and opportunities for students to demonstrate their understanding through formative assessments. 3. Conduct differentiated and strategic daily small group instruction in English Language Arts to include grade level text with scaffolded supports including teacher think aloud, explicit vocabulary, and annotation. 4. Targeted intervention using evidence based curriculum(s) UFLI and SIPPS. 5. Explicit instruction in math vocabulary 6. Conduct differentiated and strategic daily small group instruction in Math to include scaffolded supports including teacher think aloud, explicit vocabulary, and taught strategies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our Black or African American students are not yet demonstrating the academic proficiency in ELA and math as compared to their White peers.
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. Communicate high expectations for learning for all students through clearly stated and visible academic goals aligned to benchmark standards.
2. Backwards planning to include connecting content to students' background knowledge, culturally responsive literary text, student task alignment to benchmark, and opportunities for students to demonstrate their understanding through formative assessments.
3. Conduct differentiated and strategic daily small group instruction in English Language Arts to include grade level text with scaffolded supports including teacher think aloud, explicit vocabulary, and annotation.
4. Targeted intervention using evidence based curriculum(s) UFLI and SIPPS.
5. Explicit instruction in math vocabulary
6. Conduct differentiated and strategic daily small group instruction in Math to include scaffolded supports including teacher think aloud, explicit vocabulary, and taught strategies.

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

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.

Incoming kindergartners and their families have the opportunity to participate in "Kindergarten Round Up". This event allows students and their families to become acquainted with our campus, grade level, special area, and resource teachers, in addition to, the classroom environment. Meet the Teacher is another event we hold for families prior to the start of the school year. This is an opportunity for students to meet their teacher and become familiar with their classroom location before the first day of school.

We partner with Oak View Middle School to facilitate yearly transition meetings for our fourth grade students with specials needs. This is a opportunity for the Oak View team to learn about and become familiar with the individual education plans of our students including academic, behavioral, social emotional, and/or independent functioning goals. This is also an opportunity for the Oak View team to gain a better understanding with specific questions, clarifications, and drawing upon the relationships between the families and the school.

Throughout the year and across grade levels, our school counselor teaches classroom guidance lessons that focus on social emotional well-being, problem solving, emotional regulation, and other topics suggested by the classroom teacher using district approved curriculum (Stanford Harmony, Safer Smarter Kids). Classroom teachers also have access to Safer, Smarter Kids Sanford Harmony that they can include in their daily morning meetings. The school counselor also provides small group and/or individual counseling. The school counselor provides families with resources to ensure
social emotional needs are met.

Classroom teachers facilitate daily morning meetings that include lessons and talking points from Sanford Harmony and/or Safer Smarter Kids curriculum.

School leadership meets with grade level teachers throughout the school year for MTSS/
data chat meetings that include FAST PM's fluency, comprehension, vocabulary, sight words, phonics, AIMS science, DIBELS, CORE and SIPPS. This data is analyzed to make instructional decisions to best meet the needs of our students.

Title 1 funds provide teacher professional development, supplemental curriculum and resources for student intervention and parent and family engagement activities that address core content areas (ELA, math, and science). These opportunities include activities such as "Math and STEM for Home Practice" (twice a year), "Teaching Reading Strategies at Home" (twice a year), "Blow Away the FAST", "Avoid the Summer Slide" "Kindergarten Round Up", and My Portal Training (twice a year).

Parent Teacher Organization (PTO) meets throughout the year to support our students and teachers through a variety of fundraisers and events.

Our School Advisory Council is comprised of school leadership, teachers, staff, parents, and community members. The Council meets four times a year to review and monitor the progress toward goals and strategies for improvement of our focus areas.

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

The leadership team, faculty and staff work together to implement PBIS. Our goals are to teach expected school behavior, and reinforce the expectation through positive strategies and strong relationships with students. In doing so, we promote a positive school culture. As a leadership team we also believe it is important to positively reinforce the our teachers for the hard work that they do each day. Therefore, we recognize their efforts in ways such as Staff Shouts Outs, Rise Up Awards, Sunshine Awards, and various monthly theme-based mini celebrations throughout the year.

Every student at Newberry Elementary is a valued and important part of our school community. Our teachers and staff are committed to their success. We recognize that success , in any area, can be achieved differently among each student and through PBIS program we celebrate short and long term goals of students.

Parents and families are a critical partner of students success. Together we work alongside one another to provide a strong foundation of education for each student. We strive to do so through school wide partnership events, recruitment and encouragement to join the Parent Teacher Organization, Educational Planning Team meetings, conferences, and volunteer opportunities.

Our Parent Teacher Organization is an instrumental part of our school family. They work to create connections and relationships between families of students enrolled at Newberry Elementary. The members work together to provide our teachers with resources and supplemental needs through fundraising and school based events. Students also benefit through field trip opportunities, access to resources in the classroom, special events, and campus improvements or upgrades (academic and/ or physical).

The School Improvement Plan is developed annually. With the principal, members of the School Advisory Council review the plan. Throughout this process, members are able to make suggestions, ask questions, and provide feedback. The School Advisory Council approves the plan and throughout the year monitors the progress towards goals and fidelity of implementation.