

Alachua County Public Schools

Newberry Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Newberry Elementary School

25705 SW 15TH AVE, Newberry, FL 32669

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
McAlhany, Vicki	Principal	Mrs. McAlhany serves as the instructional leader for Newberry Elementary School. She oversees daily operations, campus safety, curriculum, and monitors student achievement. As the school principal she observes and provides teachers with feedback for highly effective instructional practices. She supports and facilitates data based decision making by conducting grade level data chat meetings, supporting the school based literacy team, and leading team leader meetings. Mrs. McAlhany regularly communicates with parents through emails, phone messages, and parent meetings to address questions, concerns, and share information.
Sahmel, Lauren	Assistant Principal	Ms. Sahmel serves Newberry Elementary through curriculum and behavior support for teachers. This includes curriculum training, instructional support, data support, and serves as the assessment coordinator for district and statewide assessments. Mrs. Sahmel provides behavior support alongside our BRT (Dean) Mrs. Lowry to support teachers, help develop behavior interventions, monitor behavior data and support the PBIS initiative at Newberry Elementary School. Mrs. Sahmel conducts informal and formal observations of teachers and staff for evaluations.
Winkel, Cheryl	Instructional Coach	Mrs. Winkel serves as Newberry Elementary's Instructional Coach. Mrs. Winkel supports our teachers by providing instructional support, data decision making coaching, provides intervention support and monitors student progress. She conducts classroom observations to provide feedback for teachers who are implementing the UFLI Foundations curriculum.
Romano, Alexys	School Counselor	Ms. Romano serves as Newberry Elementary 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.
Greene, Jessica	Behavior Specialist	Mrs. Greene 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

Name	Position Title	Job Duties and Responsibilities
		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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Newberry Elementary Leadership Team uses the most current and ongoing progress monitoring data to develop the School Improvement Plan the overall goals and action steps are shared with the faculty during preplanning as well as the School Advisory Council and Parent Teacher Organization for input and feedback.

FAST and district progressing monitoring data is reviewed in conjunction with the School Improvement Plan throughout the year during leadership meetings, grade level data chats, and MTSS meetings. Adjustments are made based on student outcomes.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

FAST and district progressing monitoring data is reviewed in conjunction with the School Improvement Plan throughout the year during leadership meetings, grade level data chats, and MTSS meetings. Adjustments are made based on student outcomes.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	47%
2022-23 Economically Disadvantaged (FRL) Rate	72%
Charter School	No
RAISE School	Yes

ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	28	30	30	30	0	0	0	0	118	
One or more suspensions	0	4	5	6	7	0	0	0	0	22	
Course failure in English Language Arts (ELA)	0	9	10	7	31	0	0	0	0	57	
Course failure in Math	0	2	2	4	25	0	0	0	0	33	
Level 1 on statewide ELA assessment	0	32	68	28	59	0	0	0	0	187	
Level 1 on statewide Math assessment	0	28	21	29	67	0	0	0	0	145	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	14	6	51	0	0	0	0	79

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	4	30	24	35	20	0	0	0	0	113	
One or more suspensions	1	5	1	1	2	0	0	0	0	10	
Course failure in ELA	2	14	6	33	17	0	0	0	0	72	
Course failure in Math	2	2	4	22	16	0	0	0	0	46	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	3	30	0	0	0	0	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	21	16	42	39	0	0	0	0	119	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	22	11	39	38	0	0	0	0	112

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	4	30	24	35	20	0	0	0	0	113	
One or more suspensions	1	5	1	1	2	0	0	0	0	10	
Course failure in ELA	2	14	6	33	17	0	0	0	0	72	
Course failure in Math	2	2	4	22	16	0	0	0	0	46	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	3	30	0	0	0	0	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	21	16	42	39	0	0	0	0	119	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	22	11	39	38	0	0	0	0	112

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	52	53	53	53	56	51		
ELA Learning Gains				56					
ELA Lowest 25th Percentile				31					
Math Achievement*	50	53	59	58	40	50	45		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				76					
Math Lowest 25th Percentile				55					
Science Achievement*		54	54		54	59			
Social Studies Achievement*					58	64			
Middle School Acceleration					43	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	61	61	59	44			50		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	203
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	1
ELL	31	Yes	2	2
AMI				
ASN				
BLK	22	Yes	4	1
HSP	45			
MUL	66			
PAC				
WHT	57			
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	3	
ELL	28	Yes	1	1
AMI				
ASN				
BLK	40	Yes	3	
HSP	54			
MUL	54			
PAC				
WHT	64			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			50								61
SWD	18			25							3	
ELL	8			23							3	61
AMI												
ASN												
BLK	23			23							3	
HSP	38			38							4	65
MUL	71			58							3	
PAC												
WHT	55			63							3	
FRL	26			30							4	63

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	53	56	31	58	76	55						44
SWD	14	33	23	29	61	64						
ELL	10			30								44
AMI												
ASN												
BLK	33	41	40	31	56	36						
HSP	35	50		44	90							50
MUL	53	40		63	60							
PAC												
WHT	65	67	27	70	84	70						
FRL	38	46	33	39	70	52						53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	51			45								50
SWD	25			25								
ELL												50
AMI												
ASN												
BLK	17			15								
HSP	39			22								50
MUL	47			32								
PAC												
WHT	65			61								
FRL	33			31								33

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2023 - Spring	55%	54%	1%	58%	-3%
03	2023 - Spring	44%	49%	-5%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	52%	-11%	59%	-18%
04	2023 - Spring	62%	58%	4%	61%	1%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our students with disabilities showed the lowest performance (15%) in the ELA proficiency data component. This is attributed to our flexible scheduling model that we used throughout the year. Our students with special needs were scheduled across many teachers with the goal of time and intensity with smaller numbers of students. However, we found that despite a smaller number of students, their needs were much greater and required a longer period of intensive support.

In addition, one of our ESE teachers who served in 4th grade resigned her position in September and we were unable to hire until February 2023. In addition, we also believe that the new platform was a contributing factor.

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

The proficiency data component of our Black/African American students had the greatest decline (-9%) from 21-22 which was 31% to 22-23 to 22%. Factors that attributed to this decline include attendance and tardies. Majority of students within this sub group are dependent on transportation from our ACPs department. There were YYY days of no transportation to and/ or from school. Often when this occurred, parents of the children would keep them home the next day or sometimes two in fear that they would not have transportation again because they could not leave their jobs to bring them to school or pick them up. This was a significant hardship that had a direct impact on their academics.

Another factor that attributed to this decline are deficits in foundational literacy skills. This is a result of the many disruptions to the students academic career since beginning school in Kindergarten. Their primary education years where phonemic awareness and phonics are heavily taught were impacted due to varied educational delivery models and school protocols for health and safety.

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

Our students with special needs had the greatest gap when compared to the state average. Our students with special needs were scheduled across many teachers with the goal of time and intensity with smaller numbers of students. However, we found that despite a smaller number of students, their needs were much greater and required a longer period of intensive support.

In addition, one of our ESE teachers who served in 4th grade resigned her position in September and we were unable to hire until February 2023. In addition, we also believe that the new platform was a contributing factor.

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

Due to the new assessment, we do not have student gains at this time. However, we did notice that our multi-racial student sub group was our highest performing in ELA at 68% proficient and 64% proficient in math which was the same as our white students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance- 118 students (19%) were identified as missing 10% or more of the academic year

ELA Proficiency- 187 of our 627 students (30%) across grades K -4 scored a level 1 on PM3 for FAST assessment

Math Proficiency- 145 of our 627 students (23%) across grades K-4 scored a level 1 on PM 3 FAST assessment

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

Attendance- 118 students (19%) were identified as missing 10% or more of the academic year

ELA Proficiency- 187 of our 627 students (30%) across grades K-4 scored a level 1 on PM3 for FAST assessment

Math Proficiency- 145 of our 627 students (23%) across grades K-4 scored a level 1 on PM 3 FAST assessment

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus will be reducing the number of absences among our students in grades K-4. Throughout the 22-23 school year, 118 students (19%) were identified as missing 10% or more of the academic year.

Measurable Outcome:

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

We will reduce the number of students among grades K-4 who are absent 10% or more of the school year by half.

Monitoring:

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

Our Behavior Resource Teacher, School Counselor, and Family Liaison will work together to identify students who were chronically absent. Together with the families the team will develop individualized plans to support the student in arriving at school and ready to learn before the 7:45 am bell.

Person responsible for monitoring outcome:

Jessica Greene (greenejm@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Intervention and Support will be the evidenced based intervention for this area of focus. Tier 2 interventions will include an Educational Planning Team Meeting to discuss the school impact due to excessive absences, barriers to regular attendance, and support that can be offered through the school (attendance reward chart, attendance goal setting, courtesy transportation through ACPS) and outside resources. An Educational Planning Team will also be held for students who are in need of Tier 3 intervention but will include the Truancy Officer. The team will discuss school impact due to excessive absences, barriers to regular attendance, and support that can be offered through the school (attendance reward chart, attendance goal setting, daily check in with a member of the leadership team, daily incentive for being on time to school, alarm clock, courtesy transportation through ACPS) and outside resources.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive Behavior Intervention and Support will support a positive school culture to promote attendance. Our PBIS program is grounded in three related school wide behavior expectations that include respectful, responsible, and safe. Students are taught the expectations and they are reinforced daily with our token economy (PAWS tickets). Students use these PAWS tickets to shop at our school store each Friday. Our school store is stocked with snacks and many other items that students enjoy. Students may also participate in 9 week celebrations and PAW awards events monthly for demonstrating character traits that align with our school wide expectations. Students are also nominated weekly to be chosen as the Panther Pizza Winner of the Week. Two students are chosen, one to represent grades K-2 and another to represent grades 3-4. These students have consistently demonstrated PAWS behavior expectations above and beyond their peers. In addition they demonstrate kindness and leadership.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Our Behavior Resource Teacher, School Counselor, and Family Liaison will work together to identify students who were chronically absent. Together with the families the team will develop a individualized plan.

Person Responsible: Jessica Greene (greenejm@gm.sbac.edu)

By When: Monthly

Teachers receive training during pre-planning each year on the PBIS expectations of the school. They are also given PAWS tickets that they can use in their classroom to recognize and reinforce positive behavior among students. Students are surveyed as to what they would like the 9 week celebrations to be and are given clear, timely expectations to earn attendance at these events. Teachers discuss character traits within their morning/afternoon meetings so students are aware of their attendance goals to be considered for the monthly PAW award and Panther Pizza nominee for the week.

Person Responsible: Jessica Greene (greenejm@gm.sbac.edu)

By When: Pre-planning Weekly Monthly

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Benchmark aligned instruction and evidence based intervention in phonics and decoding to increase the opportunities for our Black/African American students to meet proficiency within English Language Arts.

Measurable Outcome:

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

Fifty percent of Black/African American students will perform at a level 3 or above on the English Language Arts 2023-2024 PM3 FAST 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.

The Principal and Assistant Principal will monitor this area using data collected through informal and formal classroom observations. Specific feedback regarding benchmark alignment will be provided to the teacher within the snapshot or formal observation. If coaching is needed, a follow up one on one conference will be scheduled with an administrator or instructional coach. FAST PM 1, 2, and 3 growth data of this subgroup will also be discussed and closely monitored within MTSS meetings with individual teachers and grade level quarterly data chats. The Instructional Coach will also conduct UFLI walk throughs to ensure that the model of instruction is consistent and done with fidelity. Teachers will receive feedback and coaching (if needed) from the Instructional Coach.

Person responsible for monitoring outcome:

Vicki McAlhany (mcalhacv@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Specific feedback will be provided during coaching conversations with an Administrator or the Instructional Coach using district walk through tool, UFLI fidelity tool, practice profiles. This may include planning with the BEST, discussion of the core resources available, evidence based supplemental curriculum (Istation, Achieve 3000, A-Z decodable, Benchmark Advance, Go Math, Waggle)

MTSS check-ins will occur monthly with grade level teachers. This is an opportunity to discuss individual student need.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our Black or African American students are not yet demonstrating the academic proficiency in ELA and math as compared to their White peers. The district walkthrough tool, UFLI fidelity tool and practice profiles are evidenced-based strategies that are grounded in specific feedback and actionable feedback for teachers. Using these tools we will be able to provide consistent feedback across the campus to influence instructional reflection and delivery.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Lauren Sahmel (sahmelln@gm.sbac.edu)

By When: Monthly

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2023-2024 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We built out operational schedule to allow ESE teacher to serve in inclusion classrooms providing support facilitation for the full ELA and/or math block no less than three days per week.

Our paraprofessional team are trained to provide intervention throughout the school day in ELA and math.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our students with disabilities are not yet demonstrating the academic proficiency in ELA or math as their non-disabled peers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Lauren Sahmel (sahmelln@gm.sbac.edu)

By When: Monthly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

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 Reading 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 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. In addition, our Literacy Leadership Committee will be participating in a yearlong PLC using the text, Writing Revolution, our goal is to incorporate writing within content areas across grade levels as a way of work .

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

We share the SIP through our SAC committee, faculty meetings, school goals through the weekly memo and we upload the SIP to the school website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We provide opportunities for parents to engage academic activities such as showcases, parent teacher conference nights, performances, and parent workshops (ways to supports students at home in academic subject areas). We utilize the Newberry community to share the community helpers do such as our local fire department and EMS services. We conduct annual Title I meetings that shares information for parents about what we offer at school. At each parent teacher conference we share our Title I compact and goals as a school.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We developed our operational schedule to ensure a minimum of three days per week our students with disabilities will have an ESE teacher providing services for the 90 minute reading block and 45-60 minutes of math support. We also provide Title I services across grade levels to meet the needs of our students who require additional instruction in ELA. We also are utilizing our paraprofessionals to provide SIPPS instruction in the classroom.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our students are provide a nutritional snack each day through the food and nutrition program. School wide our students are provided breakfast and lunch at no cost.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$89,256.71
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0531 - Newberry Elementary School	Title, I Part A	1.0	\$59,741.40
			Notes: Salary – Title I Instructional Intervention Coach			
	6400	210	0531 - Newberry Elementary School	Title, I Part A		\$8,106.91

			<i>Notes: Retirement Benefits – Title I Instructional Intervention Coach</i>			
	6400	220	0531 - Newberry Elementary School	Title, I Part A		\$4,570.22
			<i>Notes: SSI Benefits – Title I Instructional Intervention Coach</i>			
	6400	230	0531 - Newberry Elementary School	Title, I Part A		\$8,473.00
			<i>Notes: Insurance Benefits – Title I Instructional Intervention Coach</i>			
	6400	290	0531 - Newberry Elementary School	Title, I Part A		\$304.68
			<i>Notes: Early Retirement Benefits – Title I Instructional Intervention Coach</i>			
	6400	130	0531 - Newberry Elementary School			\$4,278.96
			<i>Notes: ESY - IIC Salary - \$39.62/hr</i>			
	6400	210	0531 - Newberry Elementary School			\$580.66
			<i>Notes: ESY - IIC Retirement @13.57%</i>			
	6400	220	0531 - Newberry Elementary School	Title, I Part A		\$327.34
			<i>Notes: ESY - IIC SSI</i>			
	6400	290	0531 - Newberry Elementary School	Title, I Part A		\$21.82
			<i>Notes: ESY - IIC Early Retirement</i>			
	5100	369	0531 - Newberry Elementary School	Title, I Part A		\$1,002.07
			<i>Notes: iReady Learning Teacher Toolbox Access Math & Reading + Writing Per Site 501-800 Students 1</i>			
	5100	120	0531 - Newberry Elementary School	Title, I Part A		\$1,718.20
			<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>			
	5100	220	0531 - Newberry Elementary School	Title, I Part A		\$131.45
			<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$165,563.29
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0531 - Newberry Elementary School	Title, I Part A		\$1,785.00
			<i>Notes: EDI - IIC Stipend- 51 sessions x \$28/hour</i>			
	6400	220	0531 - Newberry Elementary School	Title, I Part A		\$136.55
			<i>Notes: EDI - IIC SSI- 51 sessions x \$28/hour</i>			
	5100	120	0531 - Newberry Elementary School	Title, I Part A	2.4	\$117,724.92

			<i>Notes: Salaries - Intervention Teachers</i>			
	5100	210	0531 - Newberry Elementary School	Title, I Part A		\$15,975.27
			<i>Notes: Retirement Benefits - Intervention Teachers</i>			
	5100	220	0531 - Newberry Elementary School	Title, I Part A		\$9,005.95
			<i>Notes: SSI Benefits - Intervention Teachers</i>			
	5100	230	0531 - Newberry Elementary School	Title, I Part A		\$20,335.20
			<i>Notes: Insurance Benefits - Intervention Teachers</i>			
	5100	290	0531 - Newberry Elementary School	Title, I Part A		\$600.40
			<i>Notes: Early Retirement Benefits - Intervention Teachers</i>			
					Total:	\$254,820.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes