

Duval County Public Schools

New Berlin Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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New Berlin Elementary School

3613 NEW BERLIN RD, Jacksonville, FL 32226

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

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.

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, 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
Foxworth, Raquel	Principal	Lead the MTSS team and Leadership team in bi-weekly meetings focusing on implementing the school vision and mission. Disseminates information in a timely manner. Monitors and supports and the use of data-based decision-making. Ensures that the school-based team is implementing Rtl. Conducts frequent assessments of Rtl skills of the school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development to support Rtl implementation. Communicates with parents regarding school-based Rtl plans and activities.
Merkinson, Armedra	Assistant Principal	Lead the MTSS team and Leadership team in bi-weekly meetings focusing on implementing the school vision and mission. Disseminates information in a timely manner. Monitors and supports and the use of data-based decision-making. Ensures that the school-based team is implementing Rtl. Conducts frequent assessments of Rtl skills of the school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development to support Rtl implementation. Communicates with parents regarding school-based Rtl plans and activities.
Milenchick, Sarah	Assistant Principal	Lead the MTSS team and Leadership team in bi-weekly meetings focusing on implementing the school vision and mission. Disseminates information in a timely manner. Monitors and supports and the use of data-based decision-making. Ensures that the school-based team is implementing Rtl. Conducts frequent assessments of Rtl skills of the school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development to support Rtl implementation. Communicates with parents regarding school-based Rtl plans and activities.
Masculine, Gina	School Counselor	Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. 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.
Shugart, Jesse	School Counselor	Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. 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.

Name	Position Title	Job Duties and Responsibilities
Pabon, Sarah	Teacher, K-12	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 Bloomz. 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.
Warren, Aimee	Teacher, K-12	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 Bloomz. 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.
Swim, Michelle	Teacher, K-12	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 Bloomz. 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.
Cox, Laurel	Teacher, K-12	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

Name	Position Title	Job Duties and Responsibilities
		<p>letter to send via Bloomz. 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. 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 Bloomz. 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>
Przymyski, 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>
Atkinson, Erica	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 Bloomz. 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>
Hires, Mindy	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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 Bloomz. 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>

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.

New Berlin stakeholders and contributors to the School Improvement plan 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 meeting reading goals, sponsor One Book One School initiative, 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,
- School Counselors develop student's social-emotional wellbeing through the implementation of programs such as Calm Classroom, and Pillars of Citizenship.
- School 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.

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))

Regional Superintendent and district specialist will monitor the School Improvement Plan through an initial instructional review in September and follow up instructional reviews as needed.

Principal, assistant principals, and teachers will monitor the implementation and progress of the School Improvement Plan quarterly.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	59%
2022-23 Economically Disadvantaged (FRL) Rate	59%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Asian Students (ASN) 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: A 2019-20: A 2018-19: A 2017-18: A
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	9	65	62	53	57	46	0	0	0	292	
One or more suspensions	0	2	1	1	0	2	0	0	0	6	
Course failure in English Language Arts (ELA)	0	0	6	10	3	3	0	0	0	22	
Course failure in Math	0	0	9	12	8	3	0	0	0	32	
Level 1 on statewide ELA assessment	0	0	0	12	27	37	0	0	0	76	
Level 1 on statewide Math assessment	0	0	0	7	18	31	0	0	0	56	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	80	69	72	0	0	0	0	0	232	

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	9	34	32	34	18	28	0	0	0	155

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	9	5	10	15	8	2	0	0	0	49
Students retained two or more times	0	2	1	8	3	0	0	0	0	14

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	54	60	61	42	31	26	0	0	0	274	
One or more suspensions	1	4	1	1	2	1	0	0	0	10	
Course failure in ELA	27	17	9	11	5	0	0	0	0	69	
Course failure in Math	7	5	6	4	5	0	0	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	13	18	24	0	0	0	55	
Level 1 on statewide Math assessment	0	0	0	14	19	26	0	0	0	59	
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		

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	2	1	3	2	0	0	0	0	10

The number of students identified retained:

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

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	54	60	61	42	31	26	0	0	0	274	
One or more suspensions	1	4	1	1	2	1	0	0	0	10	
Course failure in ELA	27	17	9	11	5	0	0	0	0	69	
Course failure in Math	7	5	6	4	5	0	0	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	13	18	24	0	0	0	55	
Level 1 on statewide Math assessment	0	0	0	14	19	26	0	0	0	59	
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		

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	2	1	3	2	0	0	0	0	10

The number of students identified retained:

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

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*	64	48	53	73	50	56	68		
ELA Learning Gains				67			53		
ELA Lowest 25th Percentile				52			24		
Math Achievement*	72	58	59	81	48	50	74		
Math Learning Gains				71			47		
Math Lowest 25th Percentile				62			39		
Science Achievement*	70	52	54	71	59	59	55		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	44	54	59	65			62		

* 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)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	318
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	542
Total Components for the Federal Index	8
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	39	Yes	1	
ELL	53			
AMI				
ASN	80			
BLK	54			
HSP	68			
MUL	75			
PAC				
WHT	79			
FRL	59			

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	46			
ELL	62			
AMI				
ASN	89			
BLK	58			
HSP	70			

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%
MUL	76			
PAC				
WHT	73			
FRL	64			

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	64			72			70					44
SWD	36			35			24				4	
ELL	56			60							4	44
AMI												
ASN	71			88							2	
BLK	50			58			54				4	
HSP	63			71			60				4	
MUL	69			83			80				4	
PAC												
WHT	76			82			83				4	
FRL	58			61			57				4	

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	73	67	52	81	71	62	71					65
SWD	36	55	50	42	50	50	37					
ELL	65	58		65	58							65
AMI												
ASN	77			100								

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
BLK	56	63	51	68	64	57	46					
HSP	73	68	70	84	57		68					
MUL	82	57		93	71							
PAC												
WHT	82	71	44	88	78	67	84					
FRL	59	58	56	73	71	61	65					70

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	68	53	24	74	47	39	55					62
SWD	33	28	19	48	23	21	24					
ELL	50			42								62
AMI												
ASN	75			92								
BLK	55	40	20	61	42	41	39					
HSP	63	70		75	60		45					
MUL	63	38		73	50		63					
PAC												
WHT	78	65	36	82	50	27	66					
FRL	55	45	17	62	44	42	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
05	2023 - Spring	68%	47%	21%	54%	14%
04	2023 - Spring	63%	50%	13%	58%	5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	46%	18%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	79%	59%	20%	59%	20%
04	2023 - Spring	72%	58%	14%	61%	11%
05	2023 - Spring	67%	52%	15%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	68%	48%	20%	51%	17%

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.

ELA Proficiency for F.A.S.T., showed the lowest performance across grade levels 3-5. Contributing factors includes teachers getting acclimated to new benchmarks and curriculum, students engaging in computer based assessment for state test for the first time, Low percentage of proficiency with our ESE students, as well as changes in admin assignments which increased difficulty in monitoring instruction for a large population of teachers. ELA proficiency declined by 6 percentage points. Third grade ELA proficiency declined by 15 percentage points (79% to 64%), 4th grade declined by 5 percentage points (68% to 63%), and 5th grade declined by one percentage point (69% to 68%).

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

Although both ELA and math declined by 6 percentage points, math proficiency remained at 75% while ELA proficiency fell to 67%. As previously stated, teachers becoming familiar with the benchmarks and new curriculum, students taking computer based assessment for the first time, and low proficiency in our ESE population are some of the contributing factors.

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.

Based on F.A.S.T Math and NGSSS Science, New Berlin average is ahead of the state average by 17 percentage points on both test. The continuity with data tracking which dictates the instructional focus has contributed to the wide margin between the school and the state.

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

Both math state test and NGSSS science shows consistency of 70% or higher proficiency on the state test over the past 2 years. Teachers consistently used data to assess student learning and made adjustments to whole group and small group instruction based on various data points. Fifth grade science teachers planned with district specialist and received support throughout the year.

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

One potential area of concern is the increase of students scoring a Level 1 on the ELA state test from 21-22 to 22-23. Students scoring a Level 1 increased from 55 to 76 students. Our goal is to increase student ELA proficiency to 75% or higher overall and across grade levels as well as reduce our number of students scoring level 1 to 50 or less.

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

Increasing ELA proficiency
Increasing LPG gains
Increasing Science proficiency

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**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 goal is to achieve 75% proficiency on the state test for English Language Art across grade levels. Third grade ELA will have to increase by 11 percentage points, 4th grade ELA by 12 percentage points, and 5th grade by 7 percentage points. ELA teachers (3-5) will need to begin with data from the previous school year and begin to fill in learning gaps. Teacher will need to target students who need intervention consistently in order for those gaps to be filled. In addition ELA teachers will need 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 using available data points from the previous school year as well as analyze data from district and state progress monitoring assessment, to individualize instruction and target students who need intervention, 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.
- Administration will monitor and support MTSS collaboration among teachers and school wide team.

Person responsible for monitoring outcome:

Raquel Foxworth (foxworthr@duvalschools.org)

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.)

Collaborative planning time will focus on data analysis, preparing intervention lessons based on student needs, and aligning learning activities to the benchmarks. Teachers will also participate in mandatory MTSS collaborations to discuss students who need extra support and provide updates and next steps about student progress with schoolwide MTSS team.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- Low proficiency within ESE subgroup
- Several students counted "proficient" after state adjusted scale scores
- Student performance and/or lack of stamina when taking computer based assessments

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. Teachers will collaborate and plan instruction based on data and students needs.
2. Teachers will ensure that strategic plans of intervention is provided for students who are performing at grade level.
3. Teachers will meet with grade to discuss students who need extra support and provide updates about targeted students to schoolwide MTSS team.
4. Teachers will monitor the progress of all students and make adjustments to lessons as needed.
5. Teachers will implement small group instruction that will target students individual needs.
6. Admin will monitor instruction, provide feedback, assist with planning, and support MTSS collaboration.

Person Responsible: Raquel Foxworth (foxworthr@duvalschools.org)

By When: May 2024

#2. Positive Culture and Environment specifically relating to Other**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.

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 and participating in social emotional lessons can help students manage their emotions during stressful times. During the 2022-2023 school year, 40% 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.

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. Admin will also monitor and support the School Counselor's implementation of self-regulation and social emotional development lessons.

Person responsible for monitoring outcome:

Raquel Foxworth (foxworthr@duvalschools.org)

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.)

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. Students who are taught how proper strategies for self management are less stressed and anxious.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

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. Social skills lessons with school counselors, mental health therapists, or military counselor.
2. Teacher-student mediation and adult-led mediation.

3. Problem-solving sessions with students to identify alternative actions and the positive or negative consequences of each alternative action.

Person Responsible: Jesse Shugart (shugartj@duvalschools.org)

By When: May 2024

#3. Instructional Practice specifically relating to Science**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 goal is to achieve 75% or higher in Science proficiency. Fifth grade science proficiency hovers around 71% for the past couple of years and that means proficiency will have to increase by at least 4 percentage points. K-4 teachers will need to focus on teaching science with fidelity, focusing on standards that are built upon across grade levels.

Measurable Outcome:

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

If we focus on K-4 teachers teaching science with fidelity, concentrating on standards that build to 5th grade proficiency, focus on building science academic vocabulary, and analyze data from district and state progress monitoring assessment in order to drive instruction, 75% or more of our students will demonstrated grade level proficiency on the NGSSS Science 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 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 walkthroughs.
- Administration will monitor the fidelity of science instruction in grades K-4.

Person responsible for monitoring outcome:

Raquel Foxworth (foxworthr@duvalschools.org)

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.)

Collaborative planning time will focus on data analysis, preparing data based lessons, and using district created materials and supplements.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- Stagnant proficiency percentage (71%)
- Lack of consistent science instruction in grades K-4

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.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Differentiation**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 goal is to increase the number of LPQ students making a year's growth to 60% in reading and math. VE and classroom teachers (4-5) will need to begin with data from the previous school year and begin to fill in learning gaps. Teachers will need to target students who need intervention consistently in order for those gaps to be filled. Also teachers will need to restructure common planning time to focus on data analysis, understanding the depth of the benchmark, use item specifications and ALDs to drive centers and small group instruction.

Measurable Outcome:

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

If we focus on using data to drive differentiate centers and small groups, incorporate the use of ALDs and item specifications during common planning and data analysis, and understand the depth of the benchmark the number of LPQ students making a year's growth will increase by 60% or more.

Monitoring:

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

- Administration and VE teachers will help classroom teacher identify LPQ students.
- Administration will monitor small group instruction for LPQ students.
- Administration will provide feedback to teachers based on small group observations.
- Administration will assist teachers during collaborative planning on next steps in differentiated instruction based on item specifications, ALDs, and benchmarks.

Person responsible for monitoring outcome:

Raquel Foxworth (foxworthr@duvalschools.org)

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.)

Collaborative planning time will focus on LPQ data analysis, preparing differentiated small group lessons based on student needs, and aligning lessons to the benchmark.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- Insufficient yearly growth with LPQ students

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.

No action steps were entered for this area of focus