



## New Berlin Elementary School

3613 NEW BERLIN RD, Jacksonville, FL 32226

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
35%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
39%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>32</b>
Professional Development Opportunities	33
Technical Assistance Items	34
<b>Appendix 3: Budget to Support Goals</b>	<b>35</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

New Berlin Elementary learns about student cultures and builds relationship through Parent Nights, information surveys that are sent home, various writing assignments students complete, and multiple school events that require families to intermingle with the school faculty.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school creates an environment where students feel safe by ensuring that all external and internal doors remain locked at all times. Any person visiting the campus must report to the Main Office to check in and only those visitors that have cleared background checks are allowed contact with students. There is a new Buzzer Entry System that is controlled from a central location with a five panel video monitoring system. New Berlin Elementary shows respect for students and promotes and celebrates student responsibility and achievement through several awards and recognition ceremonies throughout the year.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The NBE school wide behavioral system is based on a positive approach to behavior management. There is a classroom behavior system that allows movement based on expected behaviors. Rituals and routines are revisited and modeled frequently to insure classroom expectations and routines are clearly understood. Classrooms can earn "Paw Points" for following school wide expectations. Administrators attend district professional development regarding discipline that is consistent across all elementary schools.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

New Berlin Elementary ensures that the social-emotional needs of all students are being met by various celebrations that recognize student achievements such as Stupendous Student, Academic Award Ceremonies and Razzle Dazzle Reading. There is a military counselor that meets with all students that have parents in the Armed Forces. The guidance counselor meets with students and presents classroom lessons on Character.

#### Early Warning Systems



The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	9	8	12	0	9	51
One or more suspensions	1	1	0	0	0	0	2
Course failure in ELA or Math	17	11	3	0	1	2	34
Level 1 on statewide assessment	0	0	0	19	15	33	67

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level					Total
	K	1	2	3	5	
Students exhibiting two or more indicators	5	2	1	4	2	14

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Intervention strategies that improved academic performance identified by early warning systems include the following: Rtl, School Guidance Counselor, Attendance Intervention Team, Tuesday Folders, Parent Conferences, Data Chat Night, iReady, Achieve 3000, and Barton Tier III Curriculum.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

NBE is providing multiple opportunities for parents to interact with faculty and staff. These opportunities are not limited to after school events, but include communication rituals such as Tuesday Folders, newsletters, and school messenger. Additionally, families are invited to events to foster a sense of community and trust. Stupendous Student, Grandparents' Sock Hop, Data Chat Night, Learning Night, and Boo Hoo Breakfast are all examples of the school's efforts to build better positive relationships. One of NBE's greatest strengths is an active PTA.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

NBE has established strong partnerships with local businesses. Donations from local businesses, advertising on car rider placards, and relationships with agencies such as the agricultural extension office are all working in conjunction to support student achievement. New Berlin sends home communication flyers to parents that own businesses and solicits their support to become partners. Several faculty members attended local faith based worship services and have generated support for the school from these organizations. Also, the PTA has visited surrounding businesses in the community and secured business partnerships with these stake holders.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lewis, Crystal	Principal
Chase, Sylvia	Assistant Principal
Cox, Laurel	Teacher, K-12
O'Reilly, Heather	Teacher, K-12
Elliott, Brenda	Teacher, ESE
Gonzales, Pauline	Teacher, K-12
Burns, Kathleen	Teacher, K-12
Potter, Kelsey	Teacher, K-12
Williams, Janice	Teacher, K-12

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The School Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School Leadership Team finalizes the plan. The School Improvement Plan is the guiding document for the work of New Berlin Elementary School. The School Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MtSS/Rtl to inform instruction and made mid-course adjustments as data are analyzed.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school based RtI Leadership Team is comprised of the following individuals:  
 Crystal Lewis (Principal)/Sylvia Embry(Assistant Principal)/ Amy Patterson (Assistant Principal) Leads the RtI team and provides a vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation: ensures adequate professional development to support RtI implementation: and communicates with parents regarding school-based RtI plans and activities.

Denise Nelson (Foundations Chair) - Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development Principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Selina Poole (Reading Coach) develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Madeline Alt(Guidance 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 teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

Cassie Hein, Brenda Elliott, Cameron Gavagan, Genevie Sherrer(ESE Teachers) - participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation.

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Crystal Lewis	Principal
April Cook	Parent
Frank Nettles	Teacher
Latesha Austin	Parent
Christy Homitz	Parent
Sava Quick	Parent
	Student

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The plan is reviewed each semester by stakeholders and goals and strategies are discussed and revised as needed.

*Development of this school improvement plan*

The School Advisory Council (SAC) was provided a draft of the School Improvement Plan to review and provide feedback.

*Preparation of the school's annual budget and plan*

Stakeholders have input into the development of budgetary items.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Pending allocation, SAC money will be spent to purchase supplemental materials to support classroom instruction. The school does not have current school improvement funds.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lewis, Crystal	Principal
Hughes, Kimberly	Assistant Principal
Ricketts, Doris	Teacher, K-12
Shugart, Jesse	Teacher, K-12
Williams, Janice	Teacher, K-12
Gonzales, Pauline	Teacher, K-12
Potter, Kelsey	Teacher, K-12
Burns, Kathleen	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

This year the Literacy Leadership Team will focus on implementing the Common Core Standards in Kindergarten through 5th grade. The team will help each teacher unpack the CCSS and understand how to track student progress on the CCSS.

The LLT will also monitor the progress of all subgroups and identify critical needs based upon the reading data. The LLT will develop a plan to incorporate literacy across all curriculum including technology and help teachers become familiar with the CGA data within the Performance Matters data system.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The NBE teaching workday is structured to provide common planning for teachers through content areas and grade level. Vertical Learning Communities meet to discuss various professional development books on academic rigor and differentiation.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The building principal will recruit highly qualified faculty from local teacher recruitment fairs.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Mentor Name - Trescha Nichols

Mentee Assigned - Michelle Swim

Rationale for Pairing - Swim is a new teacher and worked with Nichols as an intern. Nichols is CET trained and has proven FCAT Data, years of experience and successful student progress.

Planned Mentoring Activities - The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.

Mentor Name - Kelsey Potter

Mentee Assigned - Madeline Alt

Rationale for Pairing - Potter is CET trained and is an experienced teacher. She has proven data and has shown successful student growth.

Planned Mentoring Activities - The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.

Mentor Name - Raney Manning

Mentee Assigned - Sara Smith

Rationale for Pairing - Manning is CET trained and is an experienced teacher. She has proven data and has shown successful student growth.

Planned Mentoring Activities - The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

NBE ensures core instructional programs that are aligned to the Florida standards and the FSSS for Science by using district curriculum guides and materials to plan lessons. Various computer instructional programs that have common core standards imbedded are also used and monitored.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

NBE has a Collaborative Problem Solving Teams that meet bi-weekly to review student achievement data and student performance. Interventions are developed to help support students that are having difficulty maintaining proficiency on state assessments. Also the faculty has been trained on using the

Performance Matters data system to monitor and track student performance on Curriculum Guide Assessments.

The Leadership Team reviews data from quarterly district assessments as well as the data monitoring form for every classroom teacher while the Administrative Team reviews RTI data and progress monitoring and meets with teachers to discuss remediation plans and useful interventions.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 2,160

Early Release Professional Development, collaborative planning amongst grade levels and SAI tutoring is offered on a bi-weekly basis.

### **Strategy Rationale**

To increase the amount of quality learning time and enrichment that has a direct effect on student achievement.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Lewis, Crystal, lewisc@duvalschools.org

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Application of professional development strategies that are used in the classrooms noted by focus classroom observations. Student achievement data and ongoing progress monitoring results.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

To assist preschool children in transition from early childhood programs to New Berlin Elementary, the following is provided:

- Early kindergarten registration, Pre-Kindergarten ESE program
- Overview of Curriculum, expectations given to parents
- Teacher evaluation of the FLKRS testing, which shows students' readiness

### **College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase learning gains for all students in math and reading by differentiating rigorous content through implementing the four pillars of instruction. The percent of students scoring proficient on FSA MATH will increase from 68%(373) in 2014 to 70%(382) in 2015. The percent of students scoring proficient on FSA READING will increase from 71%(390) in 2014 to 73%(398) in 2015. The percent of students scoring proficient on FCAT SCIENCE will increase from 71%(136) in 2014 to 80%(151)in 2015.
- G2.** Increase student achievement by providing parents opportunities to participate in academic and social activities both at home and in school.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal



**G1.** Increase learning gains for all students in math and reading by differentiating rigorous content through implementing the four pillars of instruction. The percent of students scoring proficient on FSA MATH will increase from 68%(373) in 2014 to 70%(382) in 2015. The percent of students scoring proficient on FSA READING will increase from 71%(390) in 2014 to 73%(398) in 2015. The percent of students scoring proficient on FCAT SCIENCE will increase from 71%(136) in 2014 to 80%(151)in 2015. 1a

 G045543

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Reading - All Students	78.0
FCAT 2.0 Science Proficiency	

**Resources Available to Support the Goal** 2

- FSA item specifications, professional reading materials, common planning, professional development, i-Ready

**Targeted Barriers to Achieving the Goal** 3

- Many students entering intermediate grades are working below grade level in math. These students have gaps in their foundation of mathematical concepts. They lack sufficient mathematical skills and understanding to be successful on grade level content.
- Students entering intermediate grades are reading below grade level. They lack the comprehension and the appropriate phonics and decoding skills needed to analyze literary and informational text fluently.
- Students entering the 5th grade lack the ability to apply scientific reasoning to draw accurate conclusions and inferences.

**Plan to Monitor Progress Toward G1.** 8

Review district and state assessment data

**Person Responsible**

Crystal Lewis

**Schedule**

Quarterly, from 8/18/2014 to 6/30/2015

**Evidence of Completion**

student performance on district and state assessments

**G2.** Increase student achievement by providing parents opportunities to participate in academic and social activities both at home and in school. 1a

G045550

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	
2+ Behavior Referrals	
Students exhibiting two or more EWS indicators (Total)	
Retained Students	

**Resources Available to Support the Goal** 2

- Tools that are available is School Messenger System, Social Media, Teacher newsletters and Tuesday Folders. Provide school events such as learning night, data chat night, and Polar Express Night. Access to online resources.

**Targeted Barriers to Achieving the Goal** 3

- At-risk student population does not fully support learning opportunities outside of the regular school day.

**Plan to Monitor Progress Toward G2.** 8

Student achievement

**Person Responsible**

Crystal Lewis

**Schedule**

Quarterly, from 8/18/2014 to 6/30/2015

**Evidence of Completion**

district and state assessment data

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase learning gains for all students in math and reading by differentiating rigorous content through implementing the four pillars of instruction. The percent of students scoring proficient on FSA MATH will increase from 68%(373) in 2014 to 70%(382) in 2015. The percent of students scoring proficient on FSA READING will increase from 71%(390) in 2014 to 73%(398) in 2015. The percent of students scoring proficient on FCAT SCIENCE will increase from 71%(136) in 2014 to 80%(151)in 2015. **1**

 G045543

**G1.B1** Many students entering intermediate grades are working below grade level in math. These students have gaps in their foundation of mathematical concepts. They lack sufficient mathematical skills and understanding to be successful on grade level content. **2**

 B112462

**G1.B1.S1** Consistently use i-Ready as a remediation tool in addition to instruction provided during RtI and SAI tutoring available after school. **4**

 S123864

### Strategy Rationale

#### Action Step 1 **5**

Weekly use of the i-Ready math program in the classroom.

#### Person Responsible

Sylvia Chase

#### Schedule

Weekly, from 9/22/2014 to 5/15/2015

#### Evidence of Completion

Usage reports from i-Ready Program.

**Action Step 2** 5

Provide differentiated instruction through a small group setting daily.

**Person Responsible**

Crystal Lewis

**Schedule**

Daily, from 9/29/2014 to 5/15/2015

**Evidence of Completion**

Teacher Lesson Plans, Progress Monitoring Data

**Action Step 3** 5

Provide after school tutoring for at risk students.

**Person Responsible**

Crystal Lewis

**Schedule**

Weekly, from 10/20/2014 to 3/13/2015

**Evidence of Completion**

Attendance Records and Progress Monitoring Data

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Monitoring i-Ready usage

**Person Responsible**

Sylvia Chase

**Schedule**

Quarterly, from 9/22/2014 to 5/15/2015

**Evidence of Completion**

i-Ready program records

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Monitoring Rtl implementation

**Person Responsible**

Crystal Lewis

**Schedule**

Weekly, from 9/29/2014 to 5/15/2015

***Evidence of Completion***

Lesson plans and classroom observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Monitoring SAI tutoring

**Person Responsible**

Crystal Lewis

**Schedule**

Monthly, from 10/20/2014 to 3/13/2015

***Evidence of Completion***

Attendance records, Progress Monitoring

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Monitoring i-Ready usage

**Person Responsible**

Sylvia Chase

**Schedule**

Quarterly, from 9/22/2014 to 5/15/2015

***Evidence of Completion***

i-Ready program records

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Monitoring Rtl implementation

**Person Responsible**

Crystal Lewis

**Schedule**

Weekly, from 9/29/2014 to 5/15/2015

***Evidence of Completion***

Lesson plans and classroom observations

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

SAI tutoring

**Person Responsible**

Crystal Lewis

**Schedule**


Weekly, from 10/20/2014 to 3/13/2015

***Evidence of Completion***

Attendance records and progress monitoring

**G1.B2** Students entering intermediate grades are reading below grade level. They lack the comprehension and the appropriate phonics and decoding skills needed to analyze literary and informational text fluently.

2

 B112871

**G1.B2.S1** Consistently use i-Ready and Achieve 3000 as remediation tools in addition to the instruction provided during RtI and the SAI tutoring after school. 4

 S124518

### Strategy Rationale

#### Action Step 1 5

Weekly use of i-Ready and Achieve 3000 programs in the classroom.

#### **Person Responsible**

Sylvia Chase

#### **Schedule**

Weekly, from 9/8/2014 to 5/15/2015

#### **Evidence of Completion**

Usage and progress monitoring reports from the i-Ready and Achieve 3000 programs

#### Action Step 2 5

Provide differentiated instruction through a small group setting daily.

#### **Person Responsible**

Crystal Lewis

#### **Schedule**

Daily, from 9/29/2014 to 5/15/2015

#### **Evidence of Completion**

Teacher lesson plans, progress monitoring data

**Action Step 3** 5

Provide after school tutoring for at risk students.

**Person Responsible**

Crystal Lewis

**Schedule**

Weekly, from 10/20/2014 to 5/15/2015

**Evidence of Completion**

Attendance records and progress monitoring data

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Monitoring i-Ready and Achieve 3000 usage

**Person Responsible**

Sylvia Chase

**Schedule**

Quarterly, from 9/8/2014 to 5/15/2015

**Evidence of Completion**

i-Ready and Achieve 3000 program records

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Monitoring Rtl implementation

**Person Responsible**

Crystal Lewis

**Schedule**

Weekly, from 9/29/2014 to 5/15/2015

**Evidence of Completion**

Lesson plans and classroom observations



**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Monitoring SAI tutoring

**Person Responsible**

Crystal Lewis

**Schedule**

Monthly, from 10/20/2014 to 3/13/2015

**Evidence of Completion**

Attendance records, progress monitoring

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Monitoring i-Ready and Achieve 3000 usage

**Person Responsible**

Sylvia Chase

**Schedule**

Quarterly, from 9/8/2014 to 5/15/2015

**Evidence of Completion**

i-Ready and Achieve 3000 program records

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Monitoring Rtl implementation

**Person Responsible**

Crystal Lewis

**Schedule**

Weekly, from 9/29/2014 to 5/15/2015

**Evidence of Completion**

Lesson plans and classroom observations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Monitoring SAI tutoring

**Person Responsible**

Crystal Lewis


**Schedule**

Monthly, from 10/20/2014 to 3/13/2015

**Evidence of Completion**

Attendance records and progress monitoring

**G1.B2.S2** Students will participate in daily independent reading activities using appropriate leveled text and will be required to read at least 20 minutes at home daily. 4

 S124519

**Strategy Rationale**

**Action Step 1** 5

Using reading logs to monitor independent reading.

**Person Responsible**

Crystal Lewis

**Schedule**

Quarterly, from 8/18/2014 to 5/15/2015

**Evidence of Completion**

Reading log

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Data monitoring form

**Person Responsible**

Crystal Lewis

**Schedule**

Quarterly, from 8/18/2014 to 5/15/2015

**Evidence of Completion**

Students met reading goal as shown on data monitoring form

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Data monitoring form

**Person Responsible**

Crystal Lewis

**Schedule**

Quarterly, from 8/18/2014 to 5/15/2015


**Evidence of Completion**

Student met reading goal as shown on data monitoring form

**G1.B3** Students entering the 5th grade lack the ability to apply scientific reasoning to draw accurate conclusions and inferences. 2

 B112877

**G1.B3.S1** Consistently use interactive science student books and journals and hands-on analysis of virtual and classroom lab experiences. 4

 S124557

**Strategy Rationale**

**Action Step 1 5**

Students will receive instruction in the scientific method and have ample opportunities to accurately read and analyze data tables and draw conclusions through performance tasks and progress monitoring assessments.

**Person Responsible**

Sylvia Chase

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Teacher journal checks, CGA results, and classroom assessments

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

District and state progress monitoring assessments

**Person Responsible**

Laurel Cox

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Assessment data

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

District and state progress monitoring assessment data

**Person Responsible**

Laurel Cox

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

assessment data

**G2.** Increase student achievement by providing parents opportunities to participate in academic and social activities both at home and in school. 1

G045550

**G2.B1** At-risk student population does not fully support learning opportunities outside of the regular school day. 2

B112475

**G2.B1.S1** In order for NBE families to provide multiple opportunities to attend school wide events, administrators will hold one community school wide event per semester. In addition, administrators will provide parents the opportunity to attend quarterly curriculum events. 4

S123882

### Strategy Rationale

#### Action Step 1 5

School Wide event

#### Person Responsible

Crystal Lewis

#### Schedule

Quarterly, from 8/14/2014 to 6/5/2015

#### Evidence of Completion

Sign in Sheets

#### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Parent Participation

#### Person Responsible

Crystal Lewis

#### Schedule

Quarterly, from 8/14/2014 to 6/5/2015

#### Evidence of Completion

Collection of sign in sheets

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Parent Participation

**Person Responsible**

Crystal Lewis


**Schedule**

Quarterly, from 8/14/2014 to 6/5/2015

**Evidence of Completion**

Sign in Sheets from each activity in which parents participate.

**G2.B1.S2** Increase student achievement by having teachers use the Lucy Calkins Units of Study, the SRE reading response strategy and the Heggerty Phonemic Awareness Program to increase the students reading achievement. 4

 S144915

**Strategy Rationale**

**Action Step 1 5**

Increase student achievement by offering parent data chat nights that give parents an in-depth understanding of the assessments students take and how parents can help their students at home.

**Person Responsible**

Crystal Lewis

**Schedule**

Weekly, from 8/14/2014 to 6/5/2015

**Evidence of Completion**

Evidence of Completion Attendance records and progress monitoring data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Weekly use of the i-Ready math program in the classroom.	Chase, Sylvia	9/22/2014	Usage reports from i-Ready Program.	5/15/2015 weekly
G2.B1.S1.A1	School Wide event	Lewis, Crystal	8/14/2014	Sign in Sheets	6/5/2015 quarterly

**Duval - 1501 - New Berlin Elementary School - 2014-15 SIP**  
*New Berlin Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Weekly use of i-Ready and Achieve 3000 programs in the classroom.	Chase, Sylvia	9/8/2014	Usage and progress monitoring reports from the i-Ready and Achieve 3000 programs	5/15/2015 weekly
G1.B2.S2.A1	Using reading logs to monitor independent reading.	Lewis, Crystal	8/18/2014	Reading log	5/15/2015 quarterly
G1.B3.S1.A1	Students will receive instruction in the scientific method and have ample opportunities to accurately read and analyze data tables and draw conclusions through performance tasks and progress monitoring assessments.	Chase, Sylvia	8/18/2014	Teacher journal checks, CGA results, and classroom assessments	6/5/2015 weekly
G2.B1.S2.A1	Increase student achievement by offering parent data chat nights that give parents an in-depth understanding of the assessments students take and how parents can help their students at home.	Lewis, Crystal	8/14/2014	Evidence of Completion Attendance records and progress monitoring data	6/5/2015 weekly
G1.B1.S1.A2	Provide differentiated instruction through a small group setting daily.	Lewis, Crystal	9/29/2014	Teacher Lesson Plans, Progress Monitoring Data	5/15/2015 daily
G1.B2.S1.A2	Provide differentiated instruction through a small group setting daily.	Lewis, Crystal	9/29/2014	Teacher lesson plans, progress monitoring data	5/15/2015 daily
G1.B1.S1.A3	Provide after school tutoring for at risk students.	Lewis, Crystal	10/20/2014	Attendance Records and Progress Monitoring Data	3/13/2015 weekly
G1.B2.S1.A3	Provide after school tutoring for at risk students.	Lewis, Crystal	10/20/2014	Attendance records and progress monitoring data	5/15/2015 weekly
G1.MA1	Review district and state assessment data	Lewis, Crystal	8/18/2014	student performance on district and state assessments	6/30/2015 quarterly
G1.B1.S1.MA1	Monitoring i-Ready usage	Chase, Sylvia	9/22/2014	i-Ready program records	5/15/2015 quarterly
G1.B1.S1.MA5	Monitoring RtI implementation	Lewis, Crystal	9/29/2014	Lesson plans and classroom observations	5/15/2015 weekly
G1.B1.S1.MA6	SAI tutoring	Lewis, Crystal	10/20/2014	Attendance records and progress monitoring	3/13/2015 weekly
G1.B1.S1.MA1	Monitoring i-Ready usage	Chase, Sylvia	9/22/2014	i-Ready program records	5/15/2015 quarterly
G1.B1.S1.MA3	Monitoring RtI implementation	Lewis, Crystal	9/29/2014	Lesson plans and classroom observations	5/15/2015 weekly
G1.B1.S1.MA4	Monitoring SAI tutoring	Lewis, Crystal	10/20/2014	Attendance records, Progress Monitoring	3/13/2015 monthly
G1.B2.S1.MA1	Monitoring i-Ready and Achieve 3000 usage	Chase, Sylvia	9/8/2014	i-Ready and Achieve 3000 program records	5/15/2015 quarterly
G1.B2.S1.MA5	Monitoring RtI implementation	Lewis, Crystal	9/29/2014	Lesson plans and classroom observations	5/15/2015 weekly
G1.B2.S1.MA6	Monitoring SAI tutoring	Lewis, Crystal	10/20/2014	Attendance records and progress monitoring	3/13/2015 monthly
G1.B2.S1.MA1	Monitoring i-Ready and Achieve 3000 usage	Chase, Sylvia	9/8/2014	i-Ready and Achieve 3000 program records	5/15/2015 quarterly
G1.B2.S1.MA2	Monitoring RtI implementation	Lewis, Crystal	9/29/2014	Lesson plans and classroom observations	5/15/2015 weekly
G1.B2.S1.MA3	Monitoring SAI tutoring	Lewis, Crystal	10/20/2014	Attendance records, progress monitoring	3/13/2015 monthly
G1.B3.S1.MA1	District and state progress monitoring assessment data	Cox, Laurel	8/18/2014	assessment data	6/5/2015 quarterly
G1.B3.S1.MA1	District and state progress monitoring assessments	Cox, Laurel	8/18/2014	Assessment data	6/5/2015 quarterly
G1.B2.S2.MA1	Data monitoring form	Lewis, Crystal	8/18/2014	Student met reading goal as shown on data monitoring form	5/15/2015 quarterly
G1.B2.S2.MA1	Data monitoring form	Lewis, Crystal	8/18/2014	Students met reading goal as shown on data monitoring form	5/15/2015 quarterly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G2.MA1	Student achievement	Lewis, Crystal	8/18/2014	district and state assessment data	6/30/2015 quarterly
G2.B1.S1.MA1	Parent Participation	Lewis, Crystal	8/14/2014	Sign in Sheets from each activity in which parents participate.	6/5/2015 quarterly
G2.B1.S1.MA1	Parent Participation	Lewis, Crystal	8/14/2014	Collection of sign in sheets	6/5/2015 quarterly

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase learning gains for all students in math and reading by differentiating rigorous content through implementing the four pillars of instruction. The percent of students scoring proficient on FSA MATH will increase from 68%(373) in 2014 to 70%(382) in 2015. The percent of students scoring proficient on FSA READING will increase from 71%(390) in 2014 to 73%(398) in 2015. The percent of students scoring proficient on FCAT SCIENCE will increase from 71%(136) in 2014 to 80%(151)in 2015.

**G1.B2** Students entering intermediate grades are reading below grade level. They lack the comprehension and the appropriate phonics and decoding skills needed to analyze literary and informational text fluently.

**G1.B2.S1** Consistently use i-Ready and Achieve 3000 as remediation tools in addition to the instruction provided during RtI and the SAI tutoring after school.

### PD Opportunity 1

Weekly use of i-Ready and Achieve 3000 programs in the classroom.

#### Facilitator

Reading Coach

#### Participants

ELA teachers

#### Schedule

Weekly, from 9/8/2014 to 5/15/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
Grand Total	0