

Newberry Elementary School



2014-15 School Improvement Plan

Newberry Elementary School

25705 SW 15TH AVE, Newberry, FL 32669

<http://www.sbac.edu/pages/acps>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

55%

Alternative/ESE Center

No

Charter School

No

Minority

36%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

B

A

School Board Approval

This plan is pending approval by the Alachua County School Board.

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>.

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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	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Newberry Elementary School and community working together will provide a child-centered learning environment that builds the foundation for successful life-long learners.

Provide the school's vision statement

Newberry Elementary School faculty and staff promote thinking and problem-solving skill capacity for our students success in 21st century post-secondary educational and career settings.

School Environment

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

Parental involvement classes are scheduled throughout the year inviting parents in to the school. Accelerated Reading night are held through the school year and the summer for parents and students to come to the media center to read with their child and take AR tests. A fall and spring picnic is planned inviting parents, grandparents, aunts, uncles and guardians. The community is invited to our annual Thanksgiving lunch. Mother's Day and Father's Day events are scheduled annually. Grandparents day, volunteer day. The county had a Take Your Dad To School day. PBS events. 7 Habits Student Planners are used to increase communication from school to home.

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

NES has supervision provide to students arriving before classes start. Positive Behavior Support is implemented through out the school day to reinforce student's positive behavior in all areas. EDEP provides structured after school care for students enrolled in EDEP.

The guidance counselor and behavior resource teacher recognize a character trait each month for students demonstrating that trait.

Guidance counselor visits classroom to discuss empathy training for students.

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

NES is a Positive Behavior Support (PBS) school. PBS focuses on school wide expectations. Each year NES hosts a kick off event reviewing the expectations for the school. PBS events are held through out the school year. At each event students are reminded of expectations of PBS.

PBS data is reviewed for teachers at faculty meetings.

We are currently in our fourth year of implementing the Positive Behavior Support (PBS) model. As a full inclusion school the PBS model aligns with our belief in cultivating a positive school environment that teaches and reinforces appropriate behaviors. School wide we have five expectations for all stakeholders which are to be respectful, be responsible, be kind, be safe, and be hardworking. Rules for common areas and classrooms are based off the five school wide expectations. Students are positively reinforced for desired behaviors through the school wide use of "school money" and individual classroom teacher rewards. To support the teaching of behavioral expectations for

inappropriate behavior we use progressive discipline that starts in the classroom. Teachers and staff have been given clarification on classroom and office managed inappropriate behavior. Each year at the beginning of the school year teachers are given a PBS refresher to review our PBS system and how it relates to the MTSS process. New teachers are given a separate more detailed training. Throughout the school year PBS data is reviewed at faculty meetings.

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

All students at Newberry Elementary receive a developmental classroom guidance curriculum. The curriculum focuses on treating others with respect, learning how to be good learners, identifying feelings of others, building empathy, learning how to manage stress and anger, and are taught problem solving skills. Personal safety and bullying/cyber bullying lessons are also taught at each grade level. This is accomplished through monthly classroom guidance lessons taught by the school counselor. The school counselor also provides responsive services such as small group and individual counseling, as needed. Students requiring more individualized and intensive services are referred to community agencies with the help of the school counselor.

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

NES holds montly EPT's through our Guidance Department and Behavior Resource Department to address students with excessive absences and tardies. Title 1 student compact is addressed during each 9 week teacher parent conference.

NES is a Postivie Behavior Support (PBS) school that reinforces positive behavior expectations through out the school day.

NES has On Going Progress Monitoring (OPMs) to monitor student's academic progress. Our leadership team monitors the OPMs through MTSS and schedules EPTs as needed. The teachers also create Progress Monitoring Plans (PMP) that identify and support student academic achievement.

FCIM monitors statewide and standardized assessments and places at risk students in pull out intervention, EDI, math lab and counsels teachers on appropriate differentiated instruction for at risk students.

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	
Attendance below 90 percent	2	4	1	3	6	16
One or more suspensions	0	1	0	2	0	3
Course failure in ELA or Math	0	1	7	9	12	29
Level 1 on statewide assessment	0	0	0	19	7	26

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

Indicator	Grade Level				Total
	1	2	3	4	
Students exhibiting two or more indicators	6	8	33	25	72

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

EPTs for attendance.
Title 1 pull out intervention.
Extended Day Intervention.
Math Lab
Differentiated Instruction.

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?

Yes

PIP Link

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

Description

Parental involvement workshops with a focus on reading, math and homework through Title 1 Parental Involvement Budget.
Provide opportunities for parents to volunteer. Parent volunteer coordinator will log volunteer hours.
Combining Paw awards with parental involvement training monthly.
Hold teacher workdays at night.
Regularly scheduled Educational Planning Team meetings.

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

Monthly newsletters published on the NES webpage and sent home.
Notification of school events.
Field trips to local organizations.
Partnership with PPMD.
Altrusa Read In.
Activities scheduled with the City of Newberry.

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
Pearlman, Beth	Principal
Winkel, Cheryl	Teacher, K-12

Duties

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

Cheryl Winkel- Curriculum Resource Teacher(CRT)

Renee Buckland- Florida Continous Intervention Model (FCIM)

Lauren Sahmel- Behavior Resource Teacher (BRT)

Marissa Eliis- Guidance Counselor

Each member of the Leadership Team meets with their assigned grade level during scheduled montly MTSS meetings to design interventions, plan assessments, review data, monitor progress, and plan any intervention changes that need to be made.

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

MTSS Leadership team helped develop School Improvement plan along with the School Advisory Council (SAC) and will monitor implementation and success of the plan. Our school wide Ongoing Progress Monitoring plan (OPM's) is used to monitor student data and students in the MTSS process and is critical to the monitoring of our school improvement goals. MTSS problem solving is embedded into every step of the School Improvment plan. Out MTSS plan is driven by the school data.

Title 1, Part A

NES will use these funds to pay for Title 1 Teacher Tutors to provide/assist with pull out tutorials early interventions, SRA Phonemic awareness and Reading Street: My Sidewalks. Furthermore, NES will continue with Professional Learning Communities using data chats, professional development and planning for analyzing student data and planning instruction.

Part C Migrant

Migrant support resource advocator for the school and family provides support to the student. The liaison coordinates with Title 1 and other programs to ensure student needs are met. Also, supplemental academic coordinators are supported through Title 1 Part C.

Title I Part D

The district receives funds to support the educational outreach program. Services work with the district drop out prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in the classrooms will increase the instructional strategies provided to students and new instructional software. Will enhance literacy and math skills of struggling students. The district also uses funds to purchase literacy,tech, math, and mentor coaches and digital educators.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Also, the funds are use to coordinate supplementary materials such as dictionaries and instructional services such as tutors and translations.

Title X Homeless

District homeless coordinator provides resources (clothing, school supplies, social services referrals)

for students identified as homeless under the McKinney-Vento Act. To eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with district funds to provide training for 3rd grade teachers.

Violence Prevention Programs

Second Step Violence Prevention, Too Good for Drugs & Violence, Bully Prevention. NES also implements Positive Behavior Support (PBS).

Nutrition Programs

NES was a site for the summer meal program for summer of 2014. Free breakfast and lunch is offered for all students. Fruits and vegetables and backpacks for the weekend.

Housing Program

Referred through Homeless Services

Head Start

NES has a Head Start program on campus. Funds used for transition to K program.

Adult Education

NA

Career and Technical Education

NES holds an Educational Fair each school year to provide students with various career opportunities that are available.

Job Training

NA

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Beth Pearlman	Principal
Kendra Abreu	Teacher
Deborah Alessi	Teacher
Lauren Sahmel	Teacher
Susan Ling	Teacher
Kim Smith	Parent
Jeff Rizzo	Parent
Danielle Marden	Parent
Audra Pardo	Education Support Employee
Myrna Bulko	Business/Community
Amy Dalusio	Business/Community
Robert Fillyaw	Business/Community
Kenton Sanchez	Business/Community

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 SAC Committee reviews last year's school improvement plan and makes suggestions for additions and deletions as it relates to data collected and presented by the Principal and appropriate leadership staff.

Development of this school improvement plan

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents and other business and community citizens who are representative of the ethnic, racial and economic community served by the school. School data reviewed and input collected on improvement strategies.

Preparation of the school's annual budget and plan

The school's budget is reviewed by the SAC.

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

Continue improving technology in classrooms, including adding additional new computer lab, as well as needed supplies for teachers.

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
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Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year is to monitor, evaluate, trouble shoot and support the implementation of Common Core. As well as continue to monitor and implement data analysis, Kagan strategies, higher order questioning (because statement), technology implementation, student engagement and gradual release model.

The LLT meets monthly in Curriculum Counsel with the Leadership Team to review curriculum, behavior and strategies.

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

NES provides teachers in each grade level a common planning time to allow collaboration. Professional development is provided at various times through out the day, for example, during planning, after school work nights and PLC's

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

NES hosts many interns from the University of Florida and St. Leo and they receive much of the training that our teachers are involved in. Currently 14 classrooms are hosting student in them. Current NES teachers are given many professional development opportunities through trainings and Professional Learning Communities offered at the school level and district level.

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

The School Board of Alachua County has a mentoring program that beginning teachers are assigned to for development and support during their first year of teaching. As well as veteran teachers who may need assistance.

NES schedules trainings with teachers new to NES for different things such as workstations and technology training.

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

NES uses the county adopted curriculum in all academic areas (Reading Street, My Math, National Geographic and Social Studies Weekly).

County approved computer programs such as Achieve 3000, Reflex Math , Earobics, Tumblebooks, and online textbooks are used as a resource.

NES provides training to all teachers through PLCs. This year's PLC will focus on unpacking the standards.

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

FCAT data, standardized testing data and classroom assessments data is evaluated for determining the lower quartile of students school-wide. Students are then placed accordingly into the intervention pull-out classes and EDI provided by Title One funding. We also place our lower quartile students in Morning math labs to assist those students struggling in 3rd and 4th grade math. If students in the lower quartile are not placed due to staffing shortages, classroom teachers are consulted. We determine the best differentiated instruction for the individual student with in the classroom using workstations and leveled instruction with the teachers.

In addition, students that are identified ESE through the use of the aforementioned data and MTSS process, are provided instruction mandated by their IEP through a co-teach classroom.

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: Extended School Day

Minutes added to school year: 2,760

Differentiated instruction for students struggling in reading through Achieve3000.

Strategy Rationale

to raise lexile levels and teach comprehension strategies using non-fiction articles to students that struggle with reading and are in the lower quartile

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Achieve3000 provides comprehensive data reports for FCIM and leadership to analyze. We will primarily look at the increase or decrease of lexile levels through Achieve3000 curriculum.

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

Kindergarten Roundup is held in May inviting all families of entering kindergarten students. Kindergarten roundup allows parents to hear briefly curriculum and behavior expectations, guidance programs, after school programs. It allows parents and students to meet the kindergarten teachers as well as bringing important documents for registering their students early.

Transition from Head Start to Kindergarten, and PreK to kindergarten.

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

NES addressed Florida Standards through instruction that prepares them for middle school. This years 4th grade students will begin taking the College and Career Readiness unit tests. Grades K-3 will begin implementing portions of the CCR. On going progress monitoring will help individualize student instruction to meet their strengths and weaknesses.

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

The Florida Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading and writing to prepare all students to be college and career ready.

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

NA

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

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** NES will have increased parental involvement through workshops for parents in the areas of reading, spelling, math and homework stations.
- G2.** To increase student knowledge of scientific methods to help facilitate future scientific growth using hands on activities.
- G3.** 75% of students will achieve a score of proficiency in writing.
- G4.** At least 50% of students will score at proficiency level in math on FSA in 2014-2015 in.
- G5.** At least 50% of students will score at proficiency level in reading on FSA in 2014-2015.

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. NES will have increased parental involvement through workshops for parents in the areas of reading, spelling, math and homework stations. 1a

G049905

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Meet the Teacher
- Open House
- Annual Title 1 Meetings
- AR Night
- Homework Stations
- Take a Bite out of Math
- Because statement to expand student responses. "Because" poster is posted in every room.
- Student Data Chat
- Conference Worknight

Targeted Barriers to Achieving the Goal 3

- Low parent attendance

Plan to Monitor Progress Toward G1. 8

Parental Workshops


Person Responsible

Schedule

Evidence of Completion

FCMIS Process/Parent sign in sheets

G2. To increase student knowledge of scientific methods to help facilitate future scientific growth using hands on activities. 1a

 G049906

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- National Geographic
- NG Connect
- Brain Pop
- Gifted Classes focusing on instruction in scientific methods and experience.
- Document Cameras

Targeted Barriers to Achieving the Goal 3

- Lack of prior background knowledge.

Plan to Monitor Progress Toward G2. 8

NG Connect

Person Responsible

Schedule

Evidence of Completion

Benchmark Tests

G3. 75% of students will achieve a score of proficiency in writing. 1a

 G049907

Targets Supported 1b

Indicator	Annual Target
	75.0

Resources Available to Support the Goal 2

- Reading Street
- NES Toolkit
- Document Cameras
- FSA Rubric

Targeted Barriers to Achieving the Goal 3

- Continuous development of school wide writing plan.
- Teachers with limited ESOL strategies.

Plan to Monitor Progress Toward G3. 8

Continuous development of school wide writing plan


Person Responsible

Schedule

Evidence of Completion

Progress monitoring

G4. At least 50% of students will score at proficiency level in math on FSA in 2014-2015 in. 1a

 G049908

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- My Math
- Reflex Math
- Math Lab
- Calendar Math
- Document Cameras

Targeted Barriers to Achieving the Goal 3

- Students limited ability to develop Higher Order thinking.
- Difficulty meeting different learning needs of all students.
- Unwrapping the Florida Standards
- Absences and Tardies
- Teachers with limited ESOL strategies.

Plan to Monitor Progress Toward G4. 8

Meeting different learning needs of all students.

Person Responsible

Cheryl Winkel

Schedule

Evidence of Completion

Progress monitoring/Data sheets/Classroom walk throughs/PLC's

G5. At least 50% of students will score at proficiency level in reading on FSA in 2014-2015. 1a

G049909

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- Pearson Reading Street
- EIR- Early Intervention Reading, Level 1 and 2
- SRA-Phonemic Awareness
- My Sidewalks: Reading Street
- Accelerated Reading (AR)
- Document Cameras
- Achieve3000
- Extended Day Intervention (EDI)
- Discovery Education
- FAIR

Targeted Barriers to Achieving the Goal 3

- Difficulty meeting different learning needs of all students.
- Students limited ability to develop Higher Order Thinking.
- Absences and Tardies
- Teachers with limited ESOL strategies.

Plan to Monitor Progress Toward G5. 8

Florida Standards being implemented.

Person Responsible

Cheryl Winkel

Schedule

Evidence of Completion

Classroom walk throughs/Progress monitoring

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. NES will have increased parental involvement through workshops for parents in the areas of reading, spelling, math and homework stations. **1**

 **G049905**

G1.B1 Low parent attendance **2**

 **B124926**

G1.B1.S1 Parental Workshops PI workshops offered at a variety of time through out the school year. PI workshop dates and times are listed on NES's website. **4**

 **S136845**

Strategy Rationale

To bring more parents to the school and involving them in the process to increase academic achievement with their student.

Action Step 1 **5**

Parental Workshops

Person Responsible

Schedule

Evidence of Completion

FCIMS Process/ Parent sign in sheets

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

Parental Workshops

Person Responsible

Schedule

Evidence of Completion

FCIMS Process/Parent Sign in sheets

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

Parental Workshops


Person Responsible

Schedule


Evidence of Completion

FCIMS Process/Parent sign in sheets


G2. To increase student knowledge of scientific methods to help facilitate future scientific growth using hands on activities. 1

 G049906

G2.B1 Lack of prior background knowledge. 2

 B124927

G2.B1.S3 Implement NG Connect. 4

 S136850

Strategy Rationale

To provide enrichment and exposure to science related activities using technology.

Action Step 1 5

NG connect

Person Responsible

Schedule

Evidence of Completion

Benchmark Tests

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

NG Connect

Person Responsible

Schedule

Evidence of Completion

Benchmark Tests

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

NG Connect


Person Responsible

Schedule


Evidence of Completion

Benchmark Tests


G3. 75% of students will achieve a score of proficiency in writing. 1

 G049907

G3.B1 Continuous development of school wide writing plan. 2

 B124929

G3.B1.S2 School wide implementation of NES developed writing toolkit and writing prompts given 5 times a year in grades K-2 and 7 times a year in grades 3-4. 4

 S136853

Strategy Rationale

To streamline writing expectations in grades K-4.

Action Step 1 5

Writing training for 4th grade teachers and Curriculum Resource Teacher.

Person Responsible

Cheryl Winkel

Schedule

Evidence of Completion

Progress monitoring

Action Step 2 5

Continuous development of school wide writing plan

Person Responsible

Cheryl Winkel

Schedule

Evidence of Completion

Progress Monitoring

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Continuous development of school wide writing plan

Person Responsible

Cheryl Winkel

Schedule

Evidence of Completion

Progress monitoring

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Continuous development of school wide writing plan

Person Responsible


Cheryl Winkel

Schedule


Evidence of Completion

Progress Monitoring

G3.B2 Teachers with limited ESOL strategies. 2

 B124930

G3.B2.S1 ESOL strategies for Teachers 4

 S136854

Strategy Rationale

Action Step 1 5

ESOL strategies for Teachers

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

ESOL strategies for Teachers

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/CELLA Data/ Walk throughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

ESOL strategies for Teachers


Person Responsible

Schedule


Evidence of Completion

Progress Monitoring/CELLA Data/Walk throughs


G4. At least 50% of students will score at proficiency level in math on FSA in 2014-2015 in. 1

 G049908

G4.B1 Students limited ability to develop Higher Order thinking. 2

 B124931

G4.B1.S1 Teachers are encouraging students to give more complex explanations using because statements. 4

 S136855

Strategy Rationale

To increase higher order thinking and responses.

Action Step 1 5

Use of because statements to encourage more complex explanations.

Person Responsible

Cheryl Winkel

Schedule

Evidence of Completion

Progress Monitoring/classroom walk throughs

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Higher Order Thinking (because statement)

Person Responsible

Cheryl Winkel

Schedule

Evidence of Completion

Progress monitoring/Data sheets/Classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Higher Order Thinking (because statements)

Person Responsible


Cheryl Winkel

Schedule


Evidence of Completion

Progress monitoring/Data sheets/Classroom walk throughs

G4.B2 Difficulty meeting different learning needs of all students. 2

 B124932

G4.B2.S2 Calendar Math 4

 S136857

Strategy Rationale

Action Step 1 5

Calendar Math

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/Observation

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Calendar Math

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/Observation

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Calendar Math


Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/Observation

G4.B2.S4 Students identified in the lowest quartile are invited to attend a morning math lab where they will work to increase their math fluency using paper pencil activities as well as a computer program, Reflex Math. 4

 S136859

Strategy Rationale

Action Step 1 5

Math Lab

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring

Plan to Monitor Fidelity of Implementation of G4.B2.S4 6

Math Lab

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring

Plan to Monitor Effectiveness of Implementation of G4.B2.S4 7

Math Lab


Person Responsible

Schedule

Evidence of Completion

Progress Monitoring

G4.B2.S5 NES implements co teaching at all grade levels, intervention, and differentiated instruction facilitated through the implementation of Debbie Diller small group workstations. As well as, a partnership with UF to host pre-interns and interns that also work with individuals and small groups. 4

 S136860

Strategy Rationale

Action Step 1 5

Morning Math Lab

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring

Action Step 2 5

NES implements co teaching at all grade levels, intervention, and differentiated instruction facilitated through the implementation of Debbie Diller small group workstations. As well as, a partnership with UF to host pre-interns and interns that also work with individuals and small groups.

Person Responsible

Schedule

Evidence of Completion

Progress monitoring/Classroom walk throughs/FCIMS Process

Plan to Monitor Fidelity of Implementation of G4.B2.S5 6

Meeting different learning needs of all students.

Person Responsible

Schedule

Evidence of Completion

Progress monitoring/Classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G4.B2.S5 7

Meeting different learning needs of all students.

Person Responsible

Schedule


Evidence of Completion

Progress monitoring/ Classroom walkthroughs

G4.B3 Unwrapping the Florida Standards 2

 B124933

G4.B3.S1 Teachers are teaching from the My Math and Go Math curriculum and following the districts pacing guide to bridge these two curriculums. As well as attending Common Core training. 4

 S136861

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Bridging Sunshine State Standards and Common Core.

Person Responsible

Schedule

Evidence of Completion

Classroom walk throughs/PLC's

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Bridging Sunshine State Standards and Common Core.


Person Responsible

Schedule


Evidence of Completion

Classroom walk throughs/PLC's

G4.B4 Absences and Tardies 2

 B124934

G4.B4.S1 Review district and school policy for absences and tardies with parents and students. Counselor and Behavior Resource Teacher will monitor tardies and absences and hold Educational Planning Team (EPT) as necessary. 4

 S136862

Strategy Rationale

Action Step 1 5

Absences and Tardies

Person Responsible

Schedule

Evidence of Completion

Progress monitoring/PBS

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Absences and Tardies

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/PBS

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Absences and Tardies

Person Responsible

Schedule

Evidence of Completion

Progress monitoring/PBS

G4.B5 Teachers with limited ESOL strategies. 2

 B124935

G4.B5.S1 Provide ESOL strategies for Teachers. 4

 S136863

Strategy Rationale

Action Step 1 5

ESOL strategies for Teachers

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/CELLA Data

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

ESOL strategies for Teachers

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/CELLA Data

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

ESOL strategies for Teachers


Person Responsible

Schedule


Evidence of Completion

Progress Monitoring/CELLA Data


G5. At least 50% of students will score at proficiency level in reading on FSA in 2014-2015. 1

 G049909

G5.B1 Difficulty meeting different learning needs of all students. 2

 B124936

G5.B1.S1 Lesson Study 4

 S136864

Strategy Rationale

To collaborate together and experience other teaching styles and reflect on lesson.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G5.B1.S2 Professional Learning Communities (PLC) 4

 S136865

Strategy Rationale

To allow teachers to collaborate in teams in unwrapping the standards and increase student performance in reading.

Action Step 1 5

Professional Learning Communities

Person Responsible

Cheryl Winkel

Schedule

Evidence of Completion

Progress Monitoring

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Professional Learning Communities

Person Responsible

Cheryl Winkel

Schedule

Evidence of Completion

Progress Monitoring

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Professional Learning Communities

Person Responsible


Cheryl Winkel

Schedule

Evidence of Completion

Progress Monitoring

G5.B1.S7 NES implements Accelerated Reader (AR) throughout the school year and summer, known as the Summer Reading Program to increase student's fluency and comprehension. Students receive a summer reading list that they can use to check out books through the public and school library. Students who participated in the Summer Reading Program are recognized at the beginning of the school year for their achievement. 4

 S136871

Strategy Rationale

To increase student's fluency and comprehension.

Action Step 1 5

Accelerated Reader (AR)

Person Responsible

Schedule

Evidence of Completion

Media Center check out

Plan to Monitor Fidelity of Implementation of G5.B1.S7 6

Accelerated Reader (AR)

Person Responsible

Schedule

Evidence of Completion

Media Center Check out

Plan to Monitor Effectiveness of Implementation of G5.B1.S7 7

Accelerated Reader (AR)


Person Responsible

Schedule

Evidence of Completion

Media Center check out

G5.B1.S8 NES implements coteach/inclusion model in all grade levels. Intervention and differentiated instruction facilitated through the implementation of Debbie Diller small group workstations. As well as, a partnership with UF to host pre-interns and interns that also work with individuals and small groups. Students who participated in the Summer Reading Program are recognized at the beginning of the school year for their achievement. 4

 S136872

Strategy Rationale

To support all students in the general education classroom.

Action Step 1 5

Meeting different learning needs of all students.

Person Responsible

Schedule

Evidence of Completion

Classroom walk throughs

Plan to Monitor Fidelity of Implementation of G5.B1.S8 6

Meeting different learning needs of all students.

Person Responsible

Schedule

Evidence of Completion

Classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G5.B1.S8 7

Meeting different learning needs of all students.


Person Responsible

Schedule


Evidence of Completion

Classroom walk throughs

G5.B2 Students limited ability to develop Higher Order Thinking. 2

 B124937

G5.B2.S1 Document Cameras 4

 S136873

Strategy Rationale

Action Step 1 5

Document Cameras

Person Responsible

Cheryl Winkel

Schedule

Evidence of Completion

Classroom walk throughs/Observations

Action Step 2 5

Instructional Access to Technology

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Document Cameras

Person Responsible

Schedule

Evidence of Completion

Classroom walk throughs/observations

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Document Cameras


Person Responsible

Schedule

Evidence of Completion

Classroom walk throughs/observations

G5.B2.S3 Teachers are encouraging students to give more complex explanations using because statements. Parental involvement workshops to encourage parents to mirror the same strategies at home. 4

 S136875

Strategy Rationale

Action Step 1 5

Use of because statements to encourage more complex explanations.

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/Classroom walk throughs

Plan to Monitor Fidelity of Implementation of G5.B2.S3 6

Higher order thinking (because statement)

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/ Classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G5.B2.S3 7

Higher order thinking (because statement)

Person Responsible

Schedule


Evidence of Completion

Progress Monitoring/ Classroom walk throughs

G5.B4 Absences and Tardies 2

 B124939

G5.B4.S1 Review district and school policy for absences and tardies with parents and students. Counselor and Behavior Resource Teacher will monitor tardies and absences. 4

 S136877

Strategy Rationale

Action Step 1 5

Absences and tardies

Person Responsible

Schedule

Evidence of Completion

After intervention, did tardies and absences decrease

Plan to Monitor Fidelity of Implementation of G5.B4.S1 6

Absences and Tardies

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 7

Absences and Tardies


Person Responsible

Schedule

Evidence of Completion

Progress Monitoring

G5.B5 Teachers with limited ESOL strategies. 2

 B124940

G5.B5.S1 Provide ESOL strategies for teachers. 4

 S136878

Strategy Rationale

Action Step 1 5

ESOL strategies for teachers

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/CELLA Data

Plan to Monitor Fidelity of Implementation of G5.B5.S1 6

ESOL Strategies for Teachers

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/CELLA Data

Plan to Monitor Effectiveness of Implementation of G5.B5.S1 7

ESOL Strategies for Teachers

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring/CELLA 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	Parental Workshops		FCIMS Process/ Parent sign in sheets	monthly	
G2.B1.S3.A1	NG connect		Benchmark Tests	one-time	
G3.B1.S2.A1	Writing training for 4th grade teachers and Curriculum Resource Teacher.	Winkel, Cheryl	Progress monitoring	one-time	
G3.B2.S1.A1	ESOL strategies for Teachers		Progress Monitoring	once	
G4.B1.S1.A1	Use of because statements to encourage more complex explanations.	Winkel, Cheryl	Progress Monitoring/ classroom walk throughs	one-time	
G4.B2.S2.A1	Calendar Math		Progress Monitoring/ Observation	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S4.A1	Math Lab		Progress Monitoring	once	
G4.B2.S5.A1	Morning Math Lab		Progress Monitoring	once	
G4.B4.S1.A1	Absences and Tardies		Progress monitoring/ PBS	once	
G4.B5.S1.A1	ESOL strategies for Teachers		Progress Monitoring/ CELLA Data	once	
G5.B1.S2.A1	Professional Learning Communities	Winkel, Cheryl	Progress Monitoring	one-time	
G5.B1.S7.A1	Accelerated Reader (AR)		Media Center check out	once	
G5.B1.S8.A1	Meeting different learning needs of all students.		Classroom walk throughs	one-time	
G5.B2.S1.A1	Document Cameras	Winkel, Cheryl	Classroom walk throughs/ Observations	one-time	
G5.B2.S3.A1	Use of because statements to encourage more complex explanations.		Progress Monitoring/ Classroom walk throughs	one-time	
G5.B4.S1.A1	Absences and tardies		After intervention, did tardies and absences decrease	once	
G5.B5.S1.A1	ESOL strategies for teachers		Progress Monitoring/ CELLA Data	one-time	
G4.B3.S1.A1	[no content entered]			one-time	
G5.B1.S1.A1	[no content entered]			one-time	
G3.B1.S2.A2	Continuous development of school wide writing plan	Winkel, Cheryl	Progress Monitoring	one-time	
G4.B2.S5.A2	NES implements co teaching at all grade levels, intervention, and differentiated instruction facilitated through the implementation of Debbie Diller small group workstations. As well as, a partnership with UF to host pre-interns and interns that also work with individuals and small groups.		Progress monitoring/ Classroom walk throughs/ FCIMS Process	once	
G5.B2.S1.A2	Instructional Access to Technology			one-time	
G1.MA1	Parental Workshops		FCMIS Process/ Parent sign in sheets	one-time	
G1.B1.S1.MA1	Parental Workshops		FCIMS Process/ Parent sign in sheets	one-time	
G1.B1.S1.MA1	Parental Workshops		FCIMS Process/	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Parent Sign in sheets		
G2.MA1	NG Connect		Benchmark Tests	one-time	
G2.B1.S3.MA1	NG Connect		Benchmark Tests	one-time	
G2.B1.S3.MA1	NG Connect		Benchmark Tests	one-time	
G3.MA1	Continuous development of school wide writing plan		Progress monitoring	one-time	
G3.B2.S1.MA1	ESOL strategies for Teachers		Progress Monitoring/ CELLA Data/ Walk throughs	once	
G3.B2.S1.MA1	ESOL strategies for Teachers		Progress Monitoring/ CELLA Data/ Walk throughs	once	
G3.B1.S2.MA1	Continuous development of school wide writing plan	Winkel, Cheryl	Progress Monitoring	one-time	
G3.B1.S2.MA1	Continuous development of school wide writing plan	Winkel, Cheryl	Progress monitoring	one-time	
G4.MA1	Meeting different learning needs of all students.	Winkel, Cheryl	Progress monitoring/ Data sheets/ Classroom walk throughs/ PLC's	one-time	
G4.B1.S1.MA1	Higher Order Thinking (because statements)	Winkel, Cheryl	Progress monitoring/ Data sheets/ Classroom walk throughs	one-time	
G4.B1.S1.MA1	Higher Order Thinking (because statement)	Winkel, Cheryl	Progress monitoring/ Data sheets/ Classroom walk throughs	one-time	
G4.B3.S1.MA1	Bridging Sunshine State Standards and Common Core.		Classroom walk throughs/ PLC's	once	
G4.B3.S1.MA1	Bridging Sunshine State Standards and Common Core.		Classroom walk throughs/ PLC's	once	
G4.B4.S1.MA1	Absences and Tardies		Progress monitoring/ PBS	once	
G4.B4.S1.MA1	Absences and Tardies		Progress Monitoring/ PBS	once	
G4.B5.S1.MA1	ESOL strategies for Teachers		Progress Monitoring/ CELLA Data	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B5.S1.MA1	ESOL strategies for Teachers		Progress Monitoring/ CELLA Data	once	
G4.B2.S2.MA1	Calendar Math		Progress Monitoring/ Observation	once	
G4.B2.S2.MA1	Calendar Math		Progress Monitoring/ Observation	once	
G4.B2.S4.MA1	Math Lab		Progress Monitoring	once	
G4.B2.S4.MA1	Math Lab		Progress Monitoring	once	
G4.B2.S5.MA1	Meeting different learning needs of all students.		Progress monitoring/ Classroom walkthroughs	once	
G4.B2.S5.MA1	Meeting different learning needs of all students.		Progress monitoring/ Classroom walk throughs	once	
G5.MA1	Florida Standards being implemented.	Winkel, Cheryl	Classroom walk throughs/ Progress monitoring	one-time	
G5.B1.S1.MA1	[no content entered]			once	
G5.B1.S1.MA1	[no content entered]			once	
G5.B2.S1.MA1	Document Cameras		Classroom walk throughs/ observations	once	
G5.B2.S1.MA1	Document Cameras		Classroom walk throughs/ observations	once	
G5.B4.S1.MA1	Absences and Tardies		Progress Monitoring	once	
G5.B4.S1.MA1	Absences and Tardies		Progress Monitoring	once	
G5.B5.S1.MA1	ESOL Strategies for Teachers		Progress Monitoring/ CELLA Data	once	
G5.B5.S1.MA1	ESOL Strategies for Teachers		Progress Monitoring/ CELLA Data	once	
G5.B1.S2.MA1	Professional Learning Communities	Winkel, Cheryl	Progress Monitoring	one-time	
G5.B1.S2.MA1	Professional Learning Communities	Winkel, Cheryl	Progress Monitoring	one-time	
G5.B2.S3.MA1	Higher order thinking (because statement)		Progress Monitoring/ Classroom walk throughs	once	
G5.B2.S3.MA1	Higher order thinking (because statement)		Progress Monitoring/ Classroom	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			walk throughs		
G5.B1.S7.MA1	Accelerated Reader (AR)		Media Center check out	once	
G5.B1.S7.MA1	Accelerated Reader (AR)		Media Center Check out	once	
G5.B1.S8.MA1	Meeting different learning needs of all students.		Classroom walk throughs	once	
G5.B1.S8.MA1	Meeting different learning needs of all students.		Classroom walk throughs	once	

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.

G3. 75% of students will achieve a score of proficiency in writing.

G3.B1 Continuous development of school wide writing plan.

G3.B1.S2 School wide implementation of NES developed writing toolkit and writing prompts given 5 times a year in grades K-2 and 7 times a year in grades 3-4.

PD Opportunity 1

Writing training for 4th grade teachers and Curriculum Resource Teacher.

Facilitator

District Staff

Participants

4th grade teachers

Schedule

PD Opportunity 2

Continuous development of school wide writing plan

Facilitator

CRT/4th Grade Team Leader

Participants

Teachers K-4

Schedule

G3.B2 Teachers with limited ESOL strategies.

G3.B2.S1 ESOL strategies for Teachers

PD Opportunity 1

ESOL strategies for Teachers

Facilitator

Counselor

Participants

Teachers K-4

Schedule

G4. At least 50% of students will score at proficiency level in math on FSA in 2014-2015 in.

G4.B2 Difficulty meeting different learning needs of all students.

G4.B2.S2 Calendar Math

PD Opportunity 1

Calendar Math

Facilitator

District Staff

Participants

Teachers K-4

Schedule

G4.B5 Teachers with limited ESOL strategies.

G4.B5.S1 Provide ESOL strategies for Teachers.

PD Opportunity 1

ESOL strategies for Teachers

Facilitator

Counselor

Participants

Teachers K-4

Schedule

G5. At least 50% of students will score at proficiency level in reading on FSA in 2014-2015.

G5.B2 Students limited ability to develop Higher Order Thinking.

G5.B2.S1 Document Cameras

PD Opportunity 1

Document Cameras

Facilitator

ACDE Tech Coach

Participants

3rd and 4th grade teachers

Schedule

PD Opportunity 2

Instructional Access to Technology

Facilitator

ACDE Tech Coach

Participants

K-4 Teachers

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: NES will have increased parental involvement through workshops for parents in the areas of reading, spelling, math and homework stations.	2,610
Goal 3: 75% of students will achieve a score of proficiency in writing.	4,125
Goal 4: At least 50% of students will score at proficiency level in math on FSA in 2014-2015 in.	14,000
Goal 5: At least 50% of students will score at proficiency level in reading on FSA in 2014-2015.	145,000
Grand Total	165,735

Goal 1: NES will have increased parental involvement through workshops for parents in the areas of reading, spelling, math and homework stations.		
Description	Source	Total
B1.S1.A1	Title I Part A	2,610
Total Goal 1		2,610

Goal 3: 75% of students will achieve a score of proficiency in writing.		
Description	Source	Total
B1.S2.A2	Title I Part A	4,125
Total Goal 3		4,125

Goal 4: At least 50% of students will score at proficiency level in math on FSA in 2014-2015 in.		
Description	Source	Total
B2.S5.A2	Title I Part A	14,000
Total Goal 4		14,000

Goal 5: At least 50% of students will score at proficiency level in reading on FSA in 2014-2015.		
Description	Source	Total
B1.S1.A1	Title I Part A	2,500
B1.S2.A1	Title I Part A	9,500
B1.S8.A1	Title I Part A	133,000
Total Goal 5		145,000