

**FLORIDA DIFFERENTIATED
ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT
PLAN**

**School Name: NEWBERRY ELEMENTARY
SCHOOL**

District Name: Alachua

Principal: Lacy Redd

SAC Chair: Kyra Purvis

Superintendent: Dr. Dan Boyd

Date of School Board Approval: Pending



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

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

SCHOOL PROFILE DEMOGRAPHICS

Newberry Elementary has 530 students in Headstart thru 4th grade. 29% of our students are minority and 49% are on free/reduced lunch. 68% of our kindergartners consistently demonstrated readiness skills on the ESI-K test, 18% showed emerging/progressing and 11% did not yet demonstrate readiness skills.

Our small community has it's own elementary, middle and high school. The elementary school was built in 1974 and has 54,000 square foot of space. Many of our teachers have lived in the community all of their lives and have taught at Newberry Elementary for many

years. We have 40 instructional staff members and one school based administrator. Our staff turnover is lower than the district and state averages. 58.6% of our teachers hold a bachelor's degree, 34.5% hold a master's degree and 6.9% hold a specialist degree. We have one full-time gifted teacher that serves 1st - 4th in mathematics. Three special education teachers co-teach in regular education classrooms to support students with disabilities.

Our school continues to encourage parent involvement, as that is a struggle for us. We offer creative opportunities both at night and during the day for parents to become involved in the school and have seen improvement over the past three years. Our media center is open once a month for families to have a Reading Night. We also host a monthly Moonlight Math Night for families to enjoy hands-on math activities to do at home.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Lacy A. Redd, Principal for six years, has lead the school from a C grade to an A grade in 2004-2006, and dropped to a "B" grade for 2007 and 2008. Currently completing her doctoral degree, she holds a bachelor's, masters and specialist degrees in education and educational leadership. She has presented at many conferences including the Florida Education Technology Conference, 2006 Holmes Partnership Conference and the 2007 & 2008 National PDC Conference. Jeanie Craig, Curriculum Resource Teacher, holds a bachelor's degree in Elementary Education and a Master's degree in Special Education. She is certified in reading and trains others teachers across the district in reading best practices.

Title I: PL 107-110 Sec 1119(a)(3)

PL 107-110 Sec 1116(b)(3)(A)(ii)

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Title I Requirements: PL 107-110 Sec. 1114(b)(1)(C) and PL 107-110 Sec. 1114(b)(1)(E)

Our school prides itself on having a great climate that supports young teachers. Our partnership with the University of Florida as a Professional Development Community provides a large number of pre-service teachers each semester a place to grow and learn.

Many select to do all of their pre-service work here and take jobs as first year teachers.

“District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. Stipends and substitutes are provided for teachers to participate in inservice training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading endorsement. Stipends or substitutes are provided for teachers to participate in most inservice training.”

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Our school has one Federally funded Headstart program that helps prepare three and four year olds from underprivileged homes to enter Kindergarten. Our staff is trained through Title 2 Part A funds in curriculum areas such as reading and math. We also receive technology training through Title 2 part D. ESOL support is given through Title 3 funds. Safe and Drug Free Schools curriculum materials is funded through Title 4 funds. Homeless students support is given through Title 10 funds.

School Wide Improvement Model

Note: Required for Title I

At Newberry Elementary, our school improvement model is the FCIM model. The core curriculum utilizes a variety of research-based programs including Macmillan/McGraw-Hill Trophies Reading, Harcourt Math and Science Basals. Reading instruction is supplemented by SRA kits, Early Intervention Reading, Riverdeep Software, Accelerated Reader, Guided Level Readers, Great Leaps, STAR Reading, Leap Frog materials, and the Carbo Reading Program. Math instruction is supplemented by Everyday Math Counts, Riverdeep Software, Math Facts in a Flash, STAR Math and Saxon Math. Our goal is that every child will make at least one year's growth. Continuous staff development is planned throughout the year with follow-up discussions and implementation observed in the classrooms with documentation in plan books.

NCLB Public School Choice

Note: Required for Title I

Newberry Elementary sent a letter home to all parents in their native language sharing the school grade and AYP status.

Newberry Elementary also uses our school website, a monthly newsletter, phone home system, classroom newsletters, as well as our marquee to share information with parents. We host an Open House each fall as well as several night events during the school year to encourage parents to visit the school. Our staff holds night conferences to share student progress with parents in lieu of teacher workdays. We assist our bi-lingual parents by using teachers on staff to help translate school information and assessment results. The district also translates AYP and school choice information sent to parents.

[Show Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

NES holds two entering kindergarten classes each summer to aide in the transition into kindergarten. Head start children are encouraged to attend.

Title I Requirement: PL 107-110 Sec. 1114(b)(1)(G)

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

First year teachers involved in the induction program that includes support both school level and district level workshops and mentor guidance. The CRT works with all new staff to incorporate teaching instruction inline with the schools goals. NES is involved with the University of Florida in a Professional Development Community with intensive numbers of preservice teachers involved in the school and school improvement efforts. The Principal is an active member of the PDC to include observations of interns with feedback, presentations on IEP's, AIP's, use of data and use of technology with disabled students.

[Show Attached Teacher Mentoring List](#)

Extended Learning Opportunities

Note: Required for Title I

Before and after school our media center and computer lab are open for students to have access to reading material as well as Accelerated Reader software and our Reading and Math Riverdeep software. State Provided tutoring will occur on campus using outside companies in the areas of reading and mathematics for below level students on free or reduced lunch. Other students below grade level will receive tutoring from paraprofessionals and teachers as funds are available.

Title I Requirement:

PL 107-110 Sec. 1116(b)(3)(A)(ix)

PL 107-110 Sec 1116(c)(7)(a)(vi)

PL 107-110 Sec. 1115(c)(1)(c)(i)

PL 107-110 Sec. 1114(b)(1)(B)(ii)(II)

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	Black students did not make AYP Targets, as 40% scored at or above grade level. 52% of lowest 25% are making a year's worth of progress in reading. 65% of all students are making learning gains in Reading. Title I Requirement: A comprehensive needs assessment of the entire school
*Objective:	All students will improve reading skills. Continue working to have students on grade level in reading by the end of grade 3. Sixty five percent (65%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT. OR we will have a 10% decrease in the level of students scoring level 1 or 2 in each subgroup. Title I Requirement: PL 107-110 Sec 1116(b)(3)(A)(v) PL 107-110 Sec 1116(c)(7)(A)(iv) PL 107-110 Sec 1111(b)(2)(G)(iii)
*Strategies:	1. Continue to implement Kagan structures to increase student engagement. 2. Implement the Comprehensive Reading Plan with 90 minutes of reading instruction daily which includes time devoted to differential instruction (leveled). 3. Implement Early Intervention Reading Program with 1st grade students below grade level. 4. Utilize the nine high yield strategies from Marzano as frequently as possible when planning and implementing instruction. 5. Provide for leveled reading instruction in the content area in grades K-3. 6. Provide practice with FCAT skills and concepts and direct instruction in test-taking skills. 7. Summer programs to include entering Kindergarten classes to reinforce basic skills need for school. 8. Maximize inclusion of students with disabilities while still providing needed specific interventions for each student to increase his/her achievement. 9. Media center and computer lab will also be open to all families one night a week during the summer and one night a month during the school year. 10. Media center and computer lab will be open before and after school to allow access to books and software to students and parents beyond the school day. 11. Continue school wide Reading as primary homework in all grade levels. Students will track their reading with signed reading logs. 12. Continue to seek volunteers to expand Great Leaps program to target potential level one students. 13. Participate in PDC (Professional Development Community) with the University of Florida to provide site for preservice educators. UF Students will assist with small group reading instruction, provide additional assistance to students, and share current research based methods of instruction with staff. 14. Use paraprofessionals to provide assistance with engagement and monitoring of students while teacher provides small group instruction to at risk students. 15. Utilize Riverdeep Reading Software and earobics in Lab and

	classroom to reinforce and reteach reading skills 16. Staff will continue to utilize the Oncourse Lesson Planning software to align instruction to standards. 17. Implement CIMS Model to include data meetings, focus calendars and lessons. 18. Hire one half-time teacher to remediate at risk students in reading. Title I Requirement: PL 107-110 Sec 1116(b)(3)(A)(i) PL 107-110 Sec 1115(c)(1)(C) PL 107-110 Sec 1114(b)(1)(B)(ii) PL 107-110Sec 1114(b)(1)(I) PL 107-110 Sec 1114(b)(1)(B)(ii)(III) PL 107-110 Sec 1114(b)(1)(B)(iii)
*Evaluation:	Evaluation information for this objective will include the following: 1. FCRR Reading Assessment for K-4 students 2. STAR reading assessment of students in grades 1-4 3. FCAT simulation assessments conducted in grades 3 and 4 4. McMillan basal reading assessments 5. Oral fluency assessments in grades 1-4 6. FCAT assessment of grades 3 and 4
*Evidence-based Program(s):	1. CRISS Strategies 2. Five Keys to Reading 3. Marzano's High Yield Strategies 4. McMillan Reading Series 5. Kagan Structures 6. Accelerated Reader 7. Destination Riverdeep Reading 8. Great Leaps 9. Earobics 10. CIMS model
*Professional Development:	Professional Development which will be provided at the school level includes the following: 1. CIMS Training Preplanning and ongoing 2. Kagan Training Preplanning and ongoing 3. EIR Training Fall 4. Training on the Comprehensive Reading Plan Fall 5. Teacher Book Clubs : Understanding Poverty Spring Semester 6. Inclusion Support - ongoing 7. Oncourse Lesson Planning - preplanning and October 8.Paraprofessional training on engagement and classroom supervision 9. Ongoing training on implementing the new Macmillan/McGraw-Hill Trophies Reading Series 10. Training on giving the new FCRR Assessment instrument 11. Training on fluency practice and assessments 12. Training on word walls, and word work for all classrooms

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Early Intervention Reading	Title 1	\$500.00
Macmillan/McGraw-Hill additional materials	Title 1	\$500.00
SRA Kits	Title 1	\$500.00

Total: \$1,500.00

Technology

Description of Resources	Funding Source	Available Amount
Earobics	Title 1	\$500.00

Total: \$500.00

Professional Development

Description of Resources	Funding Source	Available Amount
CIMS	District Title 1	\$0.00
Kagan Strategies		\$0.00
Early Intervention	District Title 1	\$0.00
Word Work		\$0.00
Fluency		\$0.00
Macmillan/McGraw-Hill	District	\$0.00

Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount
Five Engagement Paraprofessionals	Title 1	\$44,699.85
Half-time teacher to do remediation of at Risk Students in Reading	Title 1	\$25,000.00
		Total: \$69,699.85
		Final Total: \$71,699.85

***Non-Highly Qualified Instructors:**

All Kindergarten - fourth grade classroom teachers are certified in elementary, and therefore highly qualified to teach reading. All three Special Education teachers are certified in elementary education and reading. Our gifted teacher is also certified in elementary education. Five faculty members including the school's Reading Coach, Curriculum Resource Teacher and Principal are working towards the Florida State Reading Endorsement. Teachers supporting students with disabilities are certified in specific learning disabilities or varying exceptionalities as well as elementary certification.

End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

***Needs Assessment:**

All AYP targets were not met. Black students 55% and students with disabilities 50% did not meet AYP targets. 57% of lower 25% made a year's worth of progress in Math. 56% of total student population made learning gains in Math.

	Stanford 10 achievement data for grades 1 and 2 show the average percentile score in math to be 63%ile and 59%ile.
*Objective:	All students will improve mathematic skills. Continue working to have students on grade level in mathematics by the end of 3rd grade. Sixty eight percent (68%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Mathematics assessment. OR we will have a 10% decrease in the number of students scoring a level 1 or 2 in each subgroup.
*Strategies:	1. Provide enrichment mathematics to gifted students in grades 1-4. 2. Utilize integrative and hands-on programs which emphasize problem solving and real-world applications; ie. AIMS, GEMS, etc. 3. Differentiate instruction for students at all levels, providing acceleration for above level students. 4. Provide direct instruction and regular practice of problem solving strategies and FCAT style questions in grades 3-5. 5. Align curriculum with tested benchmarks and maximize instructional time in mathematics. 6. Provide for basic facts instruction, practice, and challenges across grade levels in 3rd and 4th grades, including basic facts practice at home. 7. Provide extended learning opportunities through the EDEP Program and state providing tutoring 8. Computer lab open before school to provide access to Riverdeep Math software and math facts in a flash, as well as weekly visits by each class during the week. 9. Include students with disabilities in the regular education setting with support from paraprofessionals and ESE teachers. 10. Utilize Everyday math counts program in grades 1-4. 11. Staff will continue to use the Oncourse Lesson Planning software to align instruction to state standards. 12. Implement CIMS strategies including data meetings, instructional focus calendars and lessons. 13. Utilize paraprofessionals to improve engagement and assist teachers with supervision during small group instruction.
*Evaluation:	1. Harcourt Math assessments for students in grades K-4. 2. District benchmark testing in grades 3 & 4. 3. FCAT simulation assessments and basic facts assessments in grades 1-4. 4. Math fluency assessments and basic facts assessments in grades 1-4. 5. FCAT assessment for grades 3 and 4. 6. Weekly drill on Math Facts in a Flash
*Evidence-based Program(s):	Newberry utilizes the following research based programs in the area of mathematics 1. Everyday Math Counts 2. Harcourt Mathematics Program - 2004 series 3. GEMS 4. AIMS 5. Math Facts in a flash basic facts computer assisted program 6. Destination Riverdeep Math Software 7. Kagan Strategies 8. CIMS model
*Professional Development:	Professional development, which will be provided at the school level, includes the following: 1. Kagan Training Preplanning and ongoing 2. GEMS Training 3. Differentiating Math Instruction 4. Everyday Math Counts 5. FCIMS Training Preplanning and ongoing
Budget:	
	Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
Everyday Math Counts	Title 1	\$1,000.00
Kagan Materials	Title 1	\$750.00
Gems	Title 1	\$400.00
		Total: \$2,150.00

Technology

Description of Resources	Funding Source	Available Amount
Math Facts in a Flash Upgrades	Title 1	\$300.00
		Total: \$300.00

Professional Development

Description of Resources	Funding Source	Available Amount
CIMS	District Title 1	\$0.00
Everyday Math Counts	Title 1	\$500.00
GEMS	Title 1/School	\$350.00

	Improvement		
Kagan	School Improvement	\$300.00	
			Total: \$1,150.00
Other			
Description of Resources	Funding Source	Available Amount	
Five Paraprofessionals to assist in engagement	Title 1	\$44,699.85	
			Total: \$44,699.85
			Final Total: \$48,299.85

***Non-Highly Qualified Instructors:**

All teachers are certified in elementary education, and therefore are highly qualified to teach mathematics. Gifted teacher is also gifted certified. All ESE and resource teachers providing supplemental instruction in mathematics are certified in elementary and specific learning disabilities.

*End of **Mathematics** Goal*

Goal: Writing

***Note: Required for Title I**
Scroll down for school data

***Needs Assessment:**

1. The average combined writing score for 4th grade on the FCAT writing assessment dropped from 3.8 to 3.5.
2. 84% Improved writing performance in writing by 1%.
3. The economically disadvantaged students dropped from 93% to

	84%.
*Objective:	All students will improve writing skills. Increase percentage of students scoring 3.5 and above on the FCAT Writing assessment. Ninety percent (90%) of the total school population will score Level 3.5 or above on the FCAT Writing assessment or we will increase by 1% and ninety percent (90%) of the students in each identifiable subgroup will score Level 3.5 or above on the FCAT Writing assessment or we will increase by 1%. OR We will have a 10% decrease in the number of students scoring a level 1 or 2 in each subgroup.
*Strategies:	1. Utilize research-based strategies provided through Kathy Robinson's "Just Write" program in grades K-4, including coaching in grades 3&4. 2. Provide daily mini lessons with adequate opportunity for practice in all grades. 3. Provide adequate practice with FCAT style writing to a prompt in 3rd and 4th. 4. Regularly assess and monitor student writing. 5. Increase opportunities for authentic writing among students; ie. pen pals, writing buddies, story writing and publishing, etc. 6. Provide assistive technology to support students with disabilities that are fully included in mainstream classrooms. 7. Utilize PDC Partnership with UF to provide additional support to students thru interns, preinterns, and use inquiry projects to study writing and achievement. 8. Utilize Oncourse lesson planning software to ensure sunshine state standard coverage 9. Scoring training and practice sessions for teachers 10. Teachers will teach expository writing the first 9 weeks and narrative writing the 2nd 9 weeks. Practice both the last few weeks prior to testing. 11. Train primary teachers on mini-lessons and writing activities for the classroom.
*Evaluation:	1. K: One scored sample every 9 weeks of student-produced writing. 2. 1-3: One scored student composition every nine weeks using a 6-point rubric and writing prompt. 3. 4th: Two scored pieces every 9 weeks for the 1st semester and one scored piece every 9 weeks for the second semester, using the 6 point rubric and writing to a prompt. Peer scoring and work analysis will occur once every 9 weeks during the first semester. 4. Florida Writing Assessment administered in February. 5. Coaching/Mentoring model used in grades 3 & 4 to assess implementation of strategies
*Evidence-based Program(s):	1. Kathy Robinson's "Just Writes" 2. Kagan Structures 3. McMillan/McGraw-Hill Trophies Series
*Professional Development:	1. Attend Kathy Robinson Training Fall and ongoing 2. Kagan Structures Preplanning and ongoing 3. Oncourse Lesson Planning Preplanning and October 4. Scoring Training and Practice Sessions Fall and ongoing 5. Primary teacher training on mini lessons and writing activities Fall and Ongoing
Budget:	
Evidence-based Program(s)/Material(s)	

Description of Resources	Funding Source	Available Amount
Kathy Robinson Just Writes material	Title 1	\$1,000.00

Total: \$1,000.00

Technology

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount
Kathy Robinson	District Title 1 and Title 1	\$2,000.00
Scoring Training	Title 1	\$1,000.00
Primary Grade Mini Lessons and activities	Title 1	\$1,000.00

Total: \$4,000.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,000.00

End of Writing Goal

Goal: Science

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	54% met high standards in Science. Newberry Elementary will not have 5th grade as part of our school for the 2008-09 school year. We will continue to support science in grades K-4th.
*Objective:	Support Science in grades K - 4 to ensure as they move to middle school for 5th grade they can master the FCAT Science state assessment. 70% of students will show mastery on the district science benchmark assessments.
*Strategies:	1. Continue holding an annual science based educational fair that includes school-wide projects based on the scientific method as well as guest speakers from a variety of science fields. 2. Incorporate science topics into literacy program through integrated units. 3. Classroom libraries will house a variety of science themed leveled readers. 4. Word walls will include some science vocabulary 5. Hands-on experiments will be incorporated into science lessons regularly. 6. Utilize AIMS materials and GEMS materials
*Evaluation:	1. District benchmark assessments 2. Harcourt science basal assessments
*Evidence-based Program(s):	1. Harcourt Science Textbook 2. AIMS 3. GEMS
*Professional Development:	1. AIMS Staff Development 2. Hands-on labs for the classroom 3. GEMS

Budget:**Evidence-based Program(s)/Material(s)**

Description of Resources	Funding Source	Available Amount	
AIMS Materials	School Improvement	\$1,000.00	
GEMS	School Improvement/AP Funds	\$500.00	
			Total: \$1,500.00

Technology

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
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Hands-on Science Lessons	School Improvement	\$400.00	
GEMS	School Improvement	\$300.00	
			Total: \$2,700.00

Other			
Description of Resources	Funding Source	Available Amount	
Science Supplies	AP Funds	\$500.00	
			Total: \$500.00

*Non-Highly Qualified Instructors:	All teachers who teach Science are certified in elementary education.
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End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

*Needs Assessment:	Annual Spring Climate Survey had 60% return rate from parents. Continue to try and improve this low percentage. Comments and data show very positive results in most all areas. Positives include 91% said that it is a parent friendly school, 92% said there are high expectations for behavior and achievement, 92% feel the school is safe and 90% believe the reading homework every night has helped their child.
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*Objective:	Improve parent survey results by continuing to expand parent volunteer opportunities, improved communication with parents, and improve communication about school goals, programs and opportunities for struggling learners. Improve interactions with families from poverty.
*Strategies:	1. Publicize volunteer opportunities and recruit from community 2. Monthly school newsletter and each classroom will publish a monthly newsletters sharing activities, progress toward improvement efforts, and publicizing parent training opportunities 3. Annual "Meet the Teacher" night 4. Communicate information about our Parent Compact 5. Distribute Title 1 information and parent compact and collect signed compacts 6. Provide family training in areas of FCAT weakness 7. Provide family literacy information to parents through Title 1 parent support materials including entering Kindergartners at K roundup 8. Continue use of planners in 4th grade as a parent communication tool 9. Continue Media center and computer lab hours to encourage parent participation and extend learning hours. 10. Distribute parent rights 11. All title 1 information will be given in parents home language. 12. Use of take home literacy kits from Leapfrog 13. Staff book study using "Understanding Poverty" 14. "Second Cup of Coffee" / "Panther Power Lunch" parent trainings on reading with your child and the Reading is Fundamental Program.
*Evaluation:	1. Parent climate survey will show increased positive support for school and school program 2. Volunteer hours will increase by 10%. 3. Parent workshops and programs with positive evaluations. 4. Book study completion, evaluation
*Evidence-based Program(s):	1.Parent training on benefits of reading every night with your child 2.Literacy Kits from Leapfrog 3.Faculty Book Study 4. RIF Program
*Professional Development:	1. Book study on working with parents in poverty

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Literacy Kits from Leapfrog	Title 1 Parent Involvement	\$500.00
RIF Books and materials for Parent Training	Title 1	\$1,200.00

Total: \$1,700.00

Technology

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Understanding Poverty Book Club	School Improvement/Title 1/Grant	\$600.00	

Total: \$600.00

Other

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Final Total: \$2,300.00

End of *Parental Involvement Goal*

Goal: Return on Investment

Needs Assessment:	Compared to similar schools, Newberry Elementary's percentile ranking (previous year) is 49 and the percent of the highest ROI value is 57%.
Objective:	Newberry Elementary's ROI percentile ranking will increase by at least one percentile point.
Strategies:	To Improve annual learning gains: 1. Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff. 2. Identify the lowest quartile students early and provide additional assistance 3. Provide strategies to parents for their student's academic improvement 4. Continue to provide high quality teacher professional development and monitor its implementation. To lower the cost: 1. Purchase research based materials and utilize the district warehouse for materials/supplies 2. Use purchased programs effectively and increase student participation 3. Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Science Modules 4. Utilize school and district inservice training.
Evaluation:	The percentage of students with learning gains will be divided by the program costs per weighted FTE student at the school.
Evidence-based Program(s):	
Professional Development:	

End of *Return on Investment Goal*

ADDITIONAL GOALS

No Additional Goals were submitted for this school



FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Early Intervention Reading	Title 1	\$500.00
Reading	Macmillan/McGraw-Hill additional materials	Title 1	\$500.00
Reading	SRA Kits	Title 1	\$500.00
Mathematics	Everyday Math Counts	Title 1	\$1,000.00
Mathematics	Kagan Materials	Title 1	\$750.00
Mathematics	Gems	Title 1	\$400.00
Writing	Kathy Robinson Just Writes material	Title 1	\$1,000.00
Science	AIMS Materials	School Improvement	\$1,000.00
Science	GEMS	School Improvement/AP Funds	\$500.00
Parental Involvement	Literacy Kits from Leapfrog	Title 1 Parent Involvement	\$500.00

Parental Involvement	RIF Books and materials for Parent Training	Title 1	\$1,200.00
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Total: \$7,850.00

Technology

Goal	Description of Resources	Funding Source	Available Amount
Reading	Earobics	Title 1	\$500.00
Mathematics	Math Facts in a Flash Upgrades	Title 1	\$300.00

Total: \$800.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
Reading	CIMS	District Title 1	\$0.00
Reading	Kagan Strategies		\$0.00
Reading	Early Intervention	District Title 1	\$0.00
Reading	Word Work		\$0.00
Reading	Fluency		\$0.00

Reading	Macmillan/McGraw-Hill	District	\$0.00
Mathematics	CIMS	District Title 1	\$0.00
Mathematics	Everyday Math Counts	Title 1	\$500.00
Mathematics	GEMS	Title 1/School Improvement	\$350.00
Mathematics	Kagan	School Improvement	\$300.00
Writing	Kathy Robinson	District Title 1 and Title 1	\$2,000.00
Writing	Scoring Training	Title 1	\$1,000.00
Writing	Primary Grade Mini Lessons and activities	Title 1	\$1,000.00
Science	AIMS Training	School Improvement	\$2,000.00
Science	Hands-on Science Lessons	School Improvement	\$400.00
Science	GEMS	School Improvement	\$300.00
Parental Involvement	Understanding Poverty Book Club	School Improvement/Title 1/Grant	\$600.00
			Total: \$8,450.00

Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Five Engagement Paraprofessionals	Title 1	\$44,699.85
Reading	Half-time teacher to do remediation of at Risk Students in Reading	Title 1	\$25,000.00
Mathematics	Five Paraprofessionals to assist in engagement	Title 1	\$44,699.85
Science	Science Supplies	AP Funds	\$500.00
			Total: \$114,899.70
			Final Total: \$131,999.70

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The School Advisory Council is made up of eleven members representing instructional and non-instructional staff, parents and community members. We meet six to eight times a year to review student achievement data, review climate survey results, and to develop goals for the next year's school improvement plan. The first meeting all members are oriented to the process and the bylaw's are reviewed. Each subsequent meeting, one academic area is focused on ie. reading, math, writing, science. Every member participates in the development of the school improvement plan, reviews the plan, then a final presentation is made to the SAC in conjunction with the PTO (Parent Teacher Organization) members.

SAC Members

Members
1) Lacy A. Redd, Principal
2) Kyra Purvis, SAC Chair
3) Dana Mitchell, Teacher
4) Teri Jones, Teacher
5) Penny Cheramie, Parent
6) Laurel Severino, Parent
7) Rhonda Leschanz, Parent
8) Richard Blalock, Community Member
9) Roosevelt Ford, Community Member
10) Susan Morton, Community Member

11) Tania Roland, School Support Personnel

IMPLEMENTATION EVALUATION

Using the Florida Continuous Improvement Model, we will monitor student data weekly to determine curriculum changes, staff development needs, and the implementation success of this plan. Baseline assessments will be given in September and May, and formative assessments in October and January. An instructional focus calendar will be implemented and monitored. All teachers will be given explicit instruction on addressing the FCAT tested SSS benchmarks. Focus lessons will be available to teachers. Mini Assessments will be used to monitor progress of students mastery of benchmarks. Remediation and enrichment will be done with small groups. Administrators will visit classrooms daily when on campus. Professional development will focus on instruction and staff will indicate satisfaction with trainings.

REPORTING

No Attached Baseline Data Report

No Attached Mid-Year Report

No Attached School In Restructuring End Of Year Report

AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua NEWBERRY ELEMENTARY SCHOOL 0531											
of students enrolled in the grades tested: Click here to see the number of students in each						Read: 290 Math: 290		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress?			NO												
This section shows the percent tested and performance for each group used to determine parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008
	100	Y	100	Y	79	Y	73	Y		84	N			NA	20	21	NA	33	27	NA	70	NA		65	
	100	Y	100	Y	89	Y	79	Y		87	N			NA	14	11	NA	30	21	NA	75	NA		67	
	100	Y	100	Y	40	N	55	N			NA			NA		60	NA		45	NA	49	NA		62	
C		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	
		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	
AN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	
ICALLY ANTAGED	100	Y	100	Y	68	Y	60	N	93	84	N			NA	29	32	NA	40	40	NA	61	NA		55	
GE RS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	
TS WITH ITIES	100	Y	100	Y	59	Y	50	N			NA			NA	50	41	NA	60	50	NA	63	NA		52	

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua NEWBERRY ELEMENTARY SCHOOL 0531											
of students enrolled in the grades tested: Click here to see the number of students in each						Read: 283 Math: 283		2006-2007 School Grade ¹ : B		Did the School make Adequate Yearly Progress?			YES												
This section shows the percent tested and performance for each group used to determine parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N
	100	Y	100	Y	80	Y	67	Y	92		Y			NA	33	21	NA	33	33	NA	78	NA		62	
	100	Y	100	Y	86	Y	70	Y	93		Y			NA	25	14	NA	25	30	NA	83	NA		64	

	100	Y	100	Y		NA		NA			NA			NA		62		NA		NA			
C		NA		NA		NA		NA			NA			NA		53		NA		NA			
		NA		NA		NA		NA			NA			NA				NA		NA			
AN		NA		NA		NA		NA			NA			NA				NA		NA			
ICALLY ANTAGED	100	Y	100	Y	71	Y	60	Y	87	93	Y			NA	43	32	NA	47	40	NA	71	NA	62
GE RS		NA		NA		NA		NA			NA			NA				NA		NA		NA	
TS WITH ITIES	100	Y	99	Y	50	N	40	N			NA			NA	67	59	Y	67	60	Y	53	NA	50

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2													Alachua NEWBERRY ELEMENTARY SCHOOL 0531									
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 261 Math: 261		2005-2006 School Grade ¹ : A		Did the School make Adequate Yearly Progress? ⁵					PRO			
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math		
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N		
TOTAL ⁴	100	Y	100	Y	71	Y	67	Y	83	92	Y			NA	23	29	NA	29	33	NA		
WHITE	100	Y	100	Y	77	Y	75	Y	83	93	NA			NA	15	23	NA	23	25	NA		
BLACK	100	Y	100	Y	50	NA	38	NA			NA			NA			NA		62	NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	62	Y	53	Y	73	87	NA			NA	32	38	NA	38	47	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	30	N	33	N			NA			NA	50	70	N	50	67	N		

SCHOOL GRADE DATA

Alachua School District

**NEWBERRY ELEMENTARY SCHOOL
2007-2008**

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	79%	63%	61%	288	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	56%			121	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	57% (YES)			109	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					518	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

**Alachua School District
NEWBERRY ELEMENTARY SCHOOL
2006-2007**

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	75%	84%	60%	308	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	83%	54%			137	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	36% (NO)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					558	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Alachua School District
NEWBERRY ELEMENTARY SCHOOL
2005-2006

	Reading	Math	Writing	Grade	
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				Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	78%	86%	247	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	57%	61%		118	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)			62	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				427	
Percent Tested = 100%					Percent of eligible students tested
School Grade				A	Grade based on total points, adequate progress, and % of students tested