

Clay County Schools

Middleburg Elementary School



2016-17 School Improvement Plan

Middleburg Elementary School

3958 MAIN ST, Middleburg, FL 32068

<http://mbe.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-6	Yes	71%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	13%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	A	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Clay 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Middleburg Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

b. Provide the school's vision statement

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

2. School Environment

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

Our school year begins with many "ice breaker" activities such as the creation of mobiles and the decorating of t-shirts and paper bags. Students share their family traditions and favorite activities. They bring in items that are important to them and share why they are special. Teachers and other students get to know each other and build relationships through these presentations, games and activities. An annual art day is held where many of our family members share special talents such as painting, carving, and dance. Teachers enjoy learning about their students and value the differences that make them all unique.

Throughout the year in our ELA classes, students read at their individual reading level. They are encouraged to read books that interest them. Teachers conference with students weekly and are informed of their students' interests. This allows them to have conversations and build trusting relationships. Teachers are informed and add to class libraries to meet the desires of their students. Teachers in all subject areas listen as students have conversations with their classmates regarding their learning and their background knowledge regarding the subject. Through this process teachers are informed of the cultures of our students and their experiences.

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

The first week of our school year is dedicated to learning the policies and procedures of Middleburg Elementary. Faculty, staff, and administrators clearly explain the rules and expectations of every class and area of the school. This includes explicit bathroom, cafeteria, and hallway rules. These rituals and routines are modeled and practiced daily. Students are recognized and rewarded for excellent behavior and positive character traits. Parent and bus drop-off areas are supervised by school personnel. Kindergarten students are escorted to class and hallways are monitored until the bell rings. At this time the gates are locked. During class, student behaviors are monitored with a grade level behavior system. Students are recognized and rewarded for positive behaviors. When students struggle to make appropriate decisions regarding their actions, teachers conference with students and discuss better choices. All safety drills are practiced frequently. After school students are escorted to the appropriate dismissal location where they are supervised until leaving the campus.

c. 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

Middleburg Elementary's Code of Conduct is available on our school's website and in every student planner. Parents are asked to read and sign an acknowledgement of this document during the first week of school.

Rules are posted in every area. Policies, procedures, rituals, and routines are clearly explained and demonstrated at the beginning of and throughout the school year. Student behaviors are monitored in every class through the use of behavioral systems. Rules and consequences are clearly explained and enforced. Students are encouraged to "go for the G-O-L-D". Through this positive behavior system, students are recognized for giving respect, opting for a positive attitude, leading with integrity, and being dedicated to excellence.

To maximize participation and motivation, teachers were trained in Kagan structures which promote collaboration and engagement. Students also learn to use accountable talk when working collaboratively with peers. These activities are monitored by administration via walk-throughs and reviews of lesson plans. Students are encouraged to discuss their learning with partners and in small groups. They problem solve using dry erase boards and real life situations in small groups. Students are engaged in learning through the use of technology provided such as i-Pads and Chromebooks. Many teachers have attended the BUILD model training and have implemented these center activities. Instruction is provided in small groups. Students practice math concepts individually and skills are drilled using games. Remediation is provided through center activities such as games and computer programs.

d. 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 teachers have been trained in the Being A Writer and Making Meaning programs that are being used in our ELA classes. Both of these programs contain a behavioral component. Students are encouraged to collaborate in learning and share their ideas. Appropriate behaviors for social activities are discussed and explicitly modeled. Students are required to share their partners' thoughts and ideas which requires them to truly listen to one another. Prompts are taught to students to promote appropriate interactions among classmates.

When students struggle behaviorally, teachers initiate behavioral interventions. Appropriate behaviors are clearly defined and monitored. Students receive marks on behavioral charts for making good choices and following school rules. They are rewarded in many different ways for filling their chart. Our guidance counselor is available to provide support to our students who are dealing with an array of social and emotional issues. In addition, she provides classroom guidance lessons on important issues such as: bullying, study skills and self-esteem. These students are listened to and strategies are discussed for handling difficult situations. Our social worker communicates often with teachers and administrators regarding struggling students. She communicates and problem solves with our families to meet the social and emotional needs of our students.

Middleburg Elementary will continue to utilize our Child and Youth Behavioral Military and Family Life Counselor Program. This program is available at no cost to provide military children, parents, and family members with short-term, non-medical counseling. These counselors engage in activities with our children, provide behavioral interventions in classrooms, and model behavioral techniques. They communicate their findings with our staff to help us meet the needs of our students. Our counselor is also available to parents and staff to discuss interactions with children and other concerns. They provide our school and families with support when faced with issues such as deployment, separation, fear, grief, and loss.

3. 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).

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

The early warning system will include the following early warning indicators:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in or out of school.
- c. Course failure in English Language Arts or Mathematics.
- d. A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	14	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	4	0	0	0	0	0	0	4

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	4	0	0	0	0	0	0	4

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

Interventions of Attendance: Attendance contract, doctor's note, social worker reference
 Interventions of Grades: Before and after school tutoring, remediation in small groups, study hall during recess, parents will check parent portal once a week to be informed of grades, parents will sign planner
 Interventions of Discipline: Behavior contract, school service work, detention, reduce distractions
 Interventions of Testing: After school tutoring, participation in the Early Bird Club to practice math using software programs in the computer lab.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/320035>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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

Our school year begins with an Open House where families are invited to visit our school and meet our teachers. Parents are encouraged to complete required documents to be approved to volunteer in our classrooms. We also ask that parents register for the parent portal to be able to access their child's school information. An orientation is held to review the rights and responsibilities of our volunteers. They are made to feel welcomed at our school and are encouraged to provide support to our students, teachers and office staff. Volunteers are encouraged to be trained to serve as academic tutors to provide reading and math support. Through this program, students practice fluency, reading comprehension and math facts. Approved volunteers assist with class parties and chaperone many field trips during the year and also provide support to teachers off campus. A Volunteer Breakfast is held at the end of the year to show appreciation for the support they have provided to our students.

Muffins with Mom, Dads at School Day, Doughnuts for Dad, Family Math Night, and Publix Literacy Night are special events for our families which allow us to share strategies and activities to promote reading and math at home.

During 6th Grade Science Fair Night, teachers guide students and their families through the process of completing a science project. They review the required documentation and activities. Teachers share what we provide to support them through the completion of their study such as open labs, required materials, and access to printers. Parents are informed that teachers will review and make suggestions to improve their student's project.

Families are encouraged to celebrate special events at our school. A Fall Festival is held every year. Families enjoy playing games, winning prizes, and purchasing refreshments. The funds raised support our school in many ways, including allowing us to purchase incentives and rewards to motivate students academically and behaviorally throughout the school year. Chorus concerts are held throughout the year to share the special musical talents of our students. Promotion ceremonies celebrate the achievements of our Kindergarten and Sixth grade students as they advance to the next grade. Award assemblies are held every nine weeks to recognize and reward excellence in the classroom. Students receive incentives for meeting reading goals.

SAC meetings are held at least four times a year. The purpose of this council is to promote communication, involvement, and understanding within the school and the community. The council is composed of administration, teachers, support personnel, parents, and other citizens who are representative of the ethnic, racial, and economic community served by the school.

Parents attend the Parent Advisory Council (PAC) meetings where guest speakers share information and strategies that can be used at home to promote academic success. Take home materials are provided. Information regarding curriculum and assessments are shared.

Community resources are utilized to support our school. The Clay County Fire Department offers fire safety training to our students. Officers from the Clay County Sheriff's Department present information to discourage bullying. They make students aware of the dangers of drug abuse. Both of these departments work alongside the school to ensure a safe learning environment. Many health workers assist in health screenings and teach children proper dental hygiene techniques. Middleburg Martial Arts, a local business, presents lessons in character building such as self-discipline, goal-setting, and anti-

bullying.

Agendas, websites, Facebook page, the One Clay App and newsletters are used to communicate with parents regarding academics, behavior, and upcoming events.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Wilkerson, Becky	Principal
Lawson, Jackie	Instructional Coach
Salt, Betsy	Instructional Coach
Gay, Stacey	Instructional Media
Heath, Sherri Lee	Instructional Coach
Grant, Yolanda	Guidance Counselor
Padgett, Megan	Teacher, ESE
Romano, Deirdre	Teacher, K-12
Galvan, Nichole	Teacher, K-12
Darby, Eileen	Teacher, K-12
Colon, Beth	Teacher, K-12
Brown, Leslie	Teacher, K-12
Caldwell, Kimberly	Teacher, K-12
Trubey, Heather	Teacher, K-12
Saksa, Tessie	Teacher, K-12
Rooney, Susan	Teacher, K-12
Beck, Jamie	Teacher, K-12
Hoffman, Barbara	Other

b. Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FLKRS, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 Science and FSA Math, ELA and Writing and high school EOCs. The principal is the leader of the meeting. The assistant principal attends the meetings in a support role for the principal. The reading/intervention and math/science coaches serve to suggest effective interventions for instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

2. 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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Title 1 dollars purchased iPads or Chromebooks, Florida Ready ELA materials for grades 3- 6th, writing journals, and substitutes to cover classrooms for Professional Development and model lessons. Title 1 funds cover salaries for Title 1 coaches and assistants who will help with implementation of these strategies. Local dollars provide substitutes for PLC Meetings, model lessons, and data meetings.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sherri-Lee Heath	Teacher
Melissa Freeland	Parent
Gayle Perry	Parent
Tabetha Kite	Parent
Terri Brisson	Parent
Jill Lamb	Parent
Brenda Poarch	Education Support Employee
Jan Lappin	Business/Community
Melissa Parker	Teacher
Becky Wilkerson	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

At the first SAC meeting, Becky Wilkerson provided parents with FSA Math and Reading and Science FCAT results. This data was then used to review the SIP goals from the 2015-2016 school year and compare the results with the target goals in the 2015-2016 SIP. Middleburg Elementary surpassed both the ELA and Math target goals. The 2016-2017 SIP goals were then established to reflect the previous school year's FSA data and school grade.

b. Development of this school improvement plan

At our first SAC meeting we discussed the SIP and school improvement goals as well as FSA scores, and FCAT Science scores that directly correlate to the goals. All members are given the chance to provide input and feedback. At the second meeting the SIP will be presented with revisions. More information will be given regarding specific strategies to be implemented to meet the goals listed on the SIP. We will also share progress the school has made in reaching those goals. Each month a section of the SIP is published in the school's monthly newsletter with space for parents to provide input regarding the SIP.

c. Preparation of the school's annual budget and plan

The school budget is prepared by Mrs. Wilkerson and presented to the SAC committee. Members are given the opportunity to share their thoughts and make suggestions regarding our budget.

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

No School Improvement funds were allocated.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Beason, Linda	Teacher, K-12
Brown, Leslie	Teacher, K-12
Lawson, Jackie	Instructional Coach
Romano, Deirdre	Teacher, K-12
Galvan, Nichole	Teacher, K-12
Beaupre, Marilee	Teacher, K-12
Heath, Sherri Lee	Teacher, K-12
Gay, Stacey	Instructional Media
Corfield, Ronda	Teacher, ESE
Courtney, Erica	Teacher, ESE
Grant, Yolanda	Guidance Counselor
Darby, Eileen	Teacher, K-12
Brown, Cynthia	Teacher, K-12
Petersen, Megan	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The major areas of focus for the LLT are text complexity, increasing the reading of non-fiction text to 50%, writing in response to reading across all content areas, engagement strategies, and PLCs. Students will read more complex text and cite text evidence when writing in response. Summer reading lists were provided and students were recognized and rewarded for participating in summer reading. A continuation of previously established AR goals from 2015-2016 is in place for each grade level. Students are recognized in classrooms and at award assemblies. The top A.R. reader from each grading period eats lunch with administrators. Teachers have worked to create inviting classroom libraries where readers can choose books based on their interests. Teachers conference individually with students during IDR time to understand the students' interests, strengths, and areas for growth. Family reading nights are held during the year. Teachers share activities and strategies to use at home to support reading skills. Publix Literacy Night is an event where we share how reading is a part of everyday life. Parents learn how to engage their children in reading with activities such as cooking and grocery shopping. Muffins for Moms and Doughnuts for Dads are held during the year. Once again, activities are shared to promote reading at home, empowering parents to be active participants in their child's education. Our Scholastic Book Fair is open during these events allowing students and families to explore new books and make purchases to add to their personal libraries.

D. 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).

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

Our master schedule allows grade groups to have common planning daily. Teachers participate in weekly Professional Learning Communities (PLCs). Both of these times allow teachers to discuss standards, target learning needs, and plan highly effective lessons. They collaborate to create rigorous and relevant assessments and review assessment data often. Struggling students are identified and teachers discuss activities to use for remediation. Through this process trusting relationships are built. Resource teachers, ESE teachers, instructional coaches and administrators also serve on these PLCs to support one another in meeting the learning targets and needs of their students. Instructional coaches model effective lessons for teachers to improve instruction. Teachers also visit other classrooms to make improvements. Throughout the year teachers gather together to share meals and snacks for special occasions. A praise board is located in our teachers' workroom allowing faculty and staff to recognize each other for making positive contributions to learning. These positive notes are displayed for a month, encouraging everyone to help and support each other.

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

The school principal attends college job recruiting fairs, as well as the Great Florida Teach-In, to recruit highly qualified, in-field teachers. The principal solicits input regarding the best and brightest candidates from current teachers, fellow administrators, and college professors. Beginning and struggling teachers are partnered with one of our instructional coaches to serve as a mentor for support. These coaches collaborate on planning lessons and model lessons for teachers. First year teachers are also provided with a BEST coach to help support the teacher for the entire first year of teaching. When teachers have an ESOL student placed in their room they are informed of the requirements they must meet and trainings are offered throughout the year. Teachers are given common planning time and meet weekly with PLCs. They are supported as they review standards and plan lessons which include the district's Framework for Intentional Teaching as well as effective engagement activities. Formal and informal assessment data is reviewed often and strategies for remediation are discussed. Teachers support each other through this process. Teachers are provided with substitutes to cover their classes allowing teachers to have time to evaluate students work together and plan next steps.

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

Beginning teachers are partnered with a mentor teacher, through the BEST Program, to assist with lesson plans, rituals and routines, assistance with parent conferencing, and any other area of concern. They meet to plan lessons. The Title 1 coaches model effective teaching strategies, classroom management techniques, effective conferencing methods, and any other area as needed. Engagement activities are shared. Data is reviewed often to identify struggling learners. Remediation strategies are discussed and modeled.

End of the year data is reviewed during the summer by administration and instructional coaches are paired with struggling teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The approved state adopted textbook list is reviewed by the county office and teachers. Samples are sent to our school for teachers to review. An approved curriculum is adopted and implemented in our school. Curriculum maps and pacing guides are created at the district level to guide teachers in covering all state standards. Teachers review standards in grade level and PLC meetings. They plan, implement, and revise lessons in order to maximize student engagement and achievement. Instruction is provided through the Framework for Intentional Teaching. Chapter/Unit assessments, progress monitoring assessments and iReady diagnostic reports allow teachers to target struggling students for remediation. Teachers utilize CPALMS to align to Florida's standards as well.

b. Instructional Strategies

1. 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

A variety of assessments are administered. The data is reviewed often to identify struggling students. Teachers implement remediation by utilizing the resources provided in the iReady reading and math program. Additionally, teachers collaborate on effective ways to provide remediation within a standard literacy or math instructional block. Students work in small groups to improve skills. Teachers work to fill the gaps by modeling their thinking and allowing students to discuss their learning. Visual aids are provided and students are guided in problem solving, step by step. Students work in small groups to discuss their learning and collaborate on problem solving. Students who continue to struggle receive more intensive help through the MTSS process. Additional resources are purchased to support struggling learners. During IDR time students read at their own level. Teachers conference with students and provide support. Before and after school opportunities are available for students to receive additional support.

2. 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: Before School Program

Minutes added to school year: 2,250

Early Bird Club and Night Owl Club- Students are selected based on prior year's FSA scores in Math to attend a before or after school tutoring program in the computer lab. Students attend two days a week for 45 minutes each session for the entire school year.

Strategy Rationale

iReady allows students to practice appropriate math standards. Students' progress is monitored weekly through reports.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Deakin, Michelle , michelle.deakin@myoneclay.net

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

Reports from iReady are run weekly and provided to the classroom teacher. The reports indicate the amount of time spent in the program, the percentage of questions answered correctly, the amount of growth the student made and indicates the particular areas the student is struggling in.

Strategy: After School Program

Minutes added to school year: 4,680

Instructional Title 1 coaches and teachers will provide tutoring two days per week. Reader's Theater will help build fluency and reading comprehension skills through the various plays based on different cultures. The reading and math clubs will incorporate learning games, engagement activities and writing across the curriculum. The science club will engage students with hands on labs and experiments as well as reading and writing activities. The sewing club will engage students by providing the opportunity to learn the skill of sewing through hands on experience while teaching valuable non fiction reading skills. The cooking with math club will provide students with real world learning opportunities to use math. The newspaper club will provide students with a fun and engaging way to learn non fiction reading and writing skill while creating a school news paper. Robotics club will provide students with the opportunity to build and program a robot while enhancing math, science and problem solving skills. The authors club will provides fun and engaging activities that will improve students non- fiction and fictional writing.

Strategy Rationale

Assessment data indicates that these students are struggling in specific areas are in need of remediation.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lawson, Jackie, jacqueline.lawson@myoneclay.net

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

FCAT, FSA, Performance Matters, One Clay Writes and grades will be monitored to ensure progress towards standard mastery.

2. Student Transition and Readiness

a. 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).

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

The local Head Start program takes a field trip to MBE at the end of the school year to prepare them for transition to Kindergarten the following year. During the summer, the Kindergarten teachers conduct screenings of our students entering Kindergarten to determine their readiness for Kindergarten. An orientation is held for the parents of our entering Kindergarten students prior to the start of school to prepare the parents for the Kindergarten year and to answer their questions. Sixth grade students attend an orientation led by administrators and guidance counselors at Wilkinson Junior High. Scheduling opportunities, including various electives, are discussed. Rules and consequences are presented. Sixth grade students visit the school and tour the campus at the end of the school year.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**
- 4. 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**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Advance from a school grade of "B" to "A" by achieving at least a 3% overall learning gain as measured by the FLDOE's School Grades Formula

- G2.** Teachers and Administration will participate in Professional Learning Communities to improve instruction and increase student overall learning gains in ELA, math, and science by at least 3%.

Strategic Goals Detail

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

G1. Advance from a school grade of "B" to "A" by achieving at least a 3% overall learning gain as measured by the FLDOE's School Grades Formula **1a**

G082429

Targets Supported **1b**

Indicator	Annual Target
School Grade - Percentage of Points Earned	62.0

Targeted Barriers to Achieving the Goal **3**

- ELA gains of the lowest 25% are well below the overall school ELA gains.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- iReady diagnostic assessments and differentiated learning paths based on student's reading needs
- ELA Instructional Coach
- Tutoring program after school
- Daily Independent Reading (IDR) at independent reading levels and monitored via teacher-student conferencing
- Teacher-created assessments for progress monitoring, remediation, and lesson planning
- District Performance Matters benchmark assessments
- 5 days/week x 30 minute small group targeted intervention lessons based on diagnostic data including iReady and previous year's state assessments

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

iReady diagnostic data, district reading assessments, teacher-made informal and formal reading assessments

Person Responsible

Becky Wilkerson

Schedule

Biweekly, from 9/26/2016 to 5/22/2017

Evidence of Completion

data notebooks, lesson plans matched to targeted reading interventions

G2. Teachers and Administration will participate in Professional Learning Communities to improve instruction and increase student overall learning gains in ELA, math, and science by at least 3%. 1a

G081193

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	58.0
FSA Mathematics Achievement	69.0

Targeted Barriers to Achieving the Goal 3

- Teacher expertise on the components of the Framework for Intentional Teaching.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title1 Coaches
- Weekly PLC Meetings to set the learning target and collaborate on effective instructional planning, implementation, and assessment.
- District pacing guide and standards review
- Data analysis and evaluation of students' work
- Administrative support for providing professional development on the Framework for Intentional Teaching.

Plan to Monitor Progress Toward G2. 8

Teachers will participate in PLCs to improve reading, math and science instruction and incorporate technology, and plan cross curricular lessons.

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 9/13/2016 to 5/9/2017

Evidence of Completion

Formative Assessments, Data Analysis in PLCs, FSA Data, Student work samples scored by rubrics, iReadyReports, Student Grades

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. Advance from a school grade of "B" to "A" by achieving at least a 3% overall learning gain as measured by the FLDOE's School Grades Formula **1**

 G082429

G1.B1 ELA gains of the lowest 25% are well below the overall school ELA gains. **2**

 B218234

G1.B1.S1 ELA teachers will use iReady diagnostic data and resources to implement targeted small group lessons 5 days per week for 30 minutes a day with students in the lowest 25% of ELA gains. **4**

 S230544

Strategy Rationale

Specifically targeting individual student's reading domain weaknesses will support student reading growth, and students will be able to make learning gains in all subject areas due to an increase in reading abilities.

Action Step 1 **5**

ELA teachers will evaluate students' iReady progress twice weekly, will keep math and science teachers informed of student's targeted reading needs, and will design daily reading intervention lessons based on the iReady data.

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 10/3/2016 to 5/19/2017

Evidence of Completion

Lesson plans, data notebooks, quarterly data analysis meetings, grade level meetings

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

ELA teachers will keep iReady data and targeted intervention lesson plans up-to-date weekly for administrators to monitor.

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 10/3/2016 to 5/22/2017

Evidence of Completion

Formal and informal observations, data notebooks, lesson plans

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

All teachers of every subject will implement reading intervention support across their subject area for ELA students in the lowest 25%.

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 10/10/2016 to 5/22/2017

Evidence of Completion

Teachers of any subject will maintain an updated list of students targeted for specific reading interventions. Lesson plans should include strategies or interventions to support specific reading needs of these students if independent reading is necessary for success on the lesson's learning objectives.

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

Progress monitoring on formal and informal assessments, as well as projected learning growth targets on the iReady reading diagnostics will be analyzed frequently to evaluate instructional effectiveness and student gains.

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 10/3/2016 to 5/22/2017

Evidence of Completion

iReady Projected Learning Growth targets, data notebooks, lesson plans matched to targeted reading needs

G2. Teachers and Administration will participate in Professional Learning Communities to improve instruction and increase student overall learning gains in ELA, math, and science by at least 3%. 1

G081193

G2.B1 Teacher expertise on the components of the Framework for Intentional Teaching. 2

B214430

G2.B1.S1 All teachers will spend at least one hour each week collaborating on a variety of best teaching practices and will plan lessons and assessments using framework components for implementation. 4

S226641

Strategy Rationale

When teachers spend structured time weekly targeting and collaborating around teaching and learning, teaching practices improve. The Framework for Intentional Teaching provides educators with the structure needed to incorporate techniques in the classroom to support student engagement, learning, and growth.

Action Step 1 5

Weekly PLCs focused around a variety of best teaching practices.

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 9/13/2016 to 5/9/2017

Evidence of Completion

Walk Through and Observation Data , Review of PLC notebook, Formal Observations, Lesson Plans

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

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team. Log notebooks are due weekly and are submitted via a Google folder shared with administrators.

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 9/13/2016 to 5/9/2017

Evidence of Completion

Sign in sheets will be collected via a "shared" Google document. PLC logs will document focused collaboration around the components of the Framework. Administrators will provide feedback to PLC groups and provide assistance when needed. Walk throughs will ensure that the Framework is being implemented.

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

Classroom Walk Through, Formative Assessment Data analyzed at the PLC meetings

Person Responsible

Becky Wilkerson










Schedule

Weekly, from 9/13/2016 to 5/9/2017

Evidence of Completion

Classroom walk throughs on the Framework and the principles of the collaborative classroom will be completed biweekly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles. Our members of PLCs will review data and samples of student work.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G2.B1.S1.A1  A287550	Weekly PLCs focused around a variety of best teaching practices.	Wilkerson, Becky	9/13/2016	Walk Through and Observation Data , Review of PLC notebook, Formal Observations, Lesson Plans	5/9/2017 weekly
G2.MA1  M287826	Teachers will participate in PLCs to improve reading, math and science instruction and incorporate...	Wilkerson, Becky	9/13/2016	Formative Assessments, Data Analysis in PLCs, FSA Data, Student work samples scored by rubrics, iReadyReports, Student Grades	5/9/2017 weekly
G2.B1.S1.MA1  M287824	Classroom Walk Through, Formative Assessment Data analyzed at the PLC meetings	Wilkerson, Becky	9/13/2016	Classroom walk throughs on the Framework and the principles of the collaborative classroom will be completed biweekly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles. Our members of PLCs will review data and samples of student work.	5/9/2017 weekly
G2.B1.S1.MA1  M287825	Attendance by all certified staff will be expected. This time will be held sacred for PLCs....	Wilkerson, Becky	9/13/2016	Sign in sheets will be collected via a "shared" Google document. PLC logs will document focused collaboration around the components of the Framework. Administrators will provide feedback to PLC groups and provide assistance when needed. Walk throughs will ensure that the Framework is being implemented.	5/9/2017 weekly
G1.MA1  M296687	iReady diagnostic data, district reading assessments, teacher-made informal and formal reading...	Wilkerson, Becky	9/26/2016	data notebooks, lesson plans matched to targeted reading interventions	5/22/2017 biweekly
G1.B1.S1.A1  A294098	ELA teachers will evaluate students' iReady progress twice weekly, will keep math and science...	Wilkerson, Becky	10/3/2016	Lesson plans, data notebooks, quarterly data analysis meetings, grade level meetings	5/19/2017 weekly
G1.B1.S1.MA1  M296676	ELA teachers will keep iReady data and targeted intervention lesson plans up-to-date weekly for...	Wilkerson, Becky	10/3/2016	Formal and informal observations, data notebooks, lesson plans	5/22/2017 weekly
G1.B1.S1.MA1  M296682	Progress monitoring on formal and informal assessments, as well as projected learning growth...	Wilkerson, Becky	10/3/2016	iReady Projected Learning Growth targets, data notebooks, lesson plans matched to targeted reading needs	5/22/2017 weekly
G1.B1.S1.MA3  M296692	All teachers of every subject will implement reading intervention support across their subject area...	Wilkerson, Becky	10/10/2016	Teachers of any subject will maintain an updated list of students targeted for specific reading interventions. Lesson plans should include strategies or interventions to support specific reading needs of these students if independent reading is necessary for success on the lesson's learning objectives.	5/22/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	ELA teachers will evaluate students' iReady progress twice weekly, will keep math and science teachers informed of student's targeted reading needs, and will design daily reading intervention lessons based on the iReady data.	\$0.00
2	G2.B1.S1.A1	Weekly PLCs focused around a variety of best teaching practices.	\$0.00
Total:			\$0.00