

Clay County Schools

# Middleburg Elementary School



2017-18 School Improvement Plan

## Middleburg Elementary School

3958 MAIN ST, Middleburg, FL 32068

<http://mbe.oneclay.net>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-6	Yes	71%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	12%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	A

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	10
<b>8-Step Planning and Problem Solving Implementation</b>	<b>12</b>
Goals Summary	12
Goals Detail	12
Action Plan for Improvement	16
<b>Appendix 1: Implementation Timeline</b>	<b>23</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>24</b>
Professional Development Opportunities	24
Technical Assistance Items	27
<b>Appendix 3: Budget to Support Goals</b>	<b>27</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Middleburg Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Wayne Green</a>	Not In DA - N/A

## 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

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

##### 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

##### 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

#### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school's early warning system identifies at risk students using the EWS Report generated through FOCUS. Once students are identified at risk for attendance below 90%, one or more suspensions, course failure in ELA or Mathematics and/or a Level 1 on the FSA, a meeting is scheduled with the intervention team (Assistant Principal, Guidance Counselor, Teacher, and Social Worker) to determine the appropriate interventions. The results of the meeting along with the interventions are recorded in FOCUS. The interventions are implemented, reviewed and updated quarterly.

##### 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	1	5	3	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	1	5	3	0	0	0	0	0	0	9
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	1	5	3	0	0	0	0	0	0	9

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

The intervention strategies employed to improve academics is focused on Tier 2 level of instruction to include small group differentiated instruction, student centered learning, tutoring, Achieve 3000 and individualized student needs. These interventions are monitored frequently and documented for progress.

The intervention strategies employed to improve attendance consist of referral to the attendance team. After the referral, a meeting is scheduled with the parent to problem solve and develop an intervention plan. If after the meeting and the implementation of interventions, the problem continues, a Truancy Petition can be issued.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/444054>.

**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, S.T.E.M. night and Reading Bingo 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, community business partner, support personnel, and parents. 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

### 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
Wright, Melissa	Assistant Principal



**b. Duties**

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

**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

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

b. Development of this school improvement plan

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

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

**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
	Teacher, K-12

**b. Duties**

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

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction
2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school
3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

**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**

**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**

**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:**

**Strategy Rationale**

**Strategy Purpose(s)**

- Enrichment

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

## 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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.** If all Teachers differentiate instruction to meet students' individual needs, then we will see increases in student learning gains in the bottom quartile.
- G2.** If all Teachers use rigorous common assessments aligned with standards and item specs, then we will see increases in student learning gains in reading, math and science.
- G3.** If all Teachers implement a positive behavior expectations plan with fidelity, then we will see increases in student engagement and a decrease in student removal from class.

## 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.** If all Teachers differentiate instruction to meet students' individual needs, then we will see increases in student learning gains in the bottom quartile. 1a

G092232

**Targets Supported** 1b

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

**Targeted Barriers to Achieving the Goal** 3

- Consistency of daily small group facilitation

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

- Leveled Literacy Intervention
- SIPPS
- iReady
- Achieve3000
- Barton
- Teacher Toolbox
- Title 1 Instructional Coaches
- Teacher and ESE assistants
- Administrators
- ESE teachers

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

Differentiated small group progress monitoring

**Person Responsible**

Betsy Salt

**Schedule**

Quarterly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

GoogleSheets for grade specific curriculum data

**G2.** If all Teachers use rigorous common assessments aligned with standards and item specs, then we will see increases in student learning gains in reading, math and science. 1a

G092231

**Targets Supported** 1b

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

**Targeted Barriers to Achieving the Goal** 3

- Access, knowledge, and utilization of resources aligned with item specs and standards to effectively create common assessments

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

- C-PALMS
- Item specs linked in Curriculum Guides
- LAFS and MAFS Ready and Toolkit
- Curriculum resources
- Performance Matters/UNIFY

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

Student formative assessment data

**Person Responsible**

Sherri Lee Heath

**Schedule**

Quarterly, from 11/1/2017 to 6/1/2018

**Evidence of Completion**

Formative assessment data via spreadsheets

**G3.** If all Teachers implement a positive behavior expectations plan with fidelity, then we will see increases in student engagement and a decrease in student removal from class. 1a

G092235

**Targets Supported** 1b

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

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent implementation of behavior expectation action plans.

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

- Guidance Counselor
- Climate and Culture Committee and Plan
- Incentives such as G.O.L.D. and "Cloud"

**Plan to Monitor Progress Toward G3.** 8

We will collect data on the number of positive behavior recognitions

**Person Responsible**

Yolanda Grant

**Schedule**

Monthly, from 9/12/2017 to 6/6/2018

**Evidence of Completion**

Pirates G.O.L.D. certificates and "clouds"

## 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

 = Problem Solving Step     S123456 = Quick Key



**G1.** If all Teachers differentiate instruction to meet students' individual needs, then we will see increases in student learning gains in the bottom quartile. 1

G092232

**G1.B1** Consistency of daily small group facilitation 2

B248191

**G1.B1.S1** Train additional staff members as well as frequent substitutes in all small group curriculum resources. 4

S261508

### Strategy Rationale

If additional staff members and substitutes are trained in small group curriculum resources, then there will be consistency in small group instruction.

### Action Step 1 5

Training additional faculty members and selected substitutes in LLI

#### Person Responsible

Betsy Salt

#### Schedule

Biweekly, from 9/19/2017 to 10/17/2017

#### Evidence of Completion

Sign-in sheets

### Action Step 2 5

Training additional faculty members and selected substitutes in SIPPS

#### Person Responsible

Eileen Darby

#### Schedule

Biweekly, from 9/26/2017 to 10/24/2017

#### Evidence of Completion

Sign-in sheets

**Action Step 3** 5

Office secretary will communicate with administration when a trained LLI or SIPPS replacement is needed

**Person Responsible**

Melissa Wright

**Schedule**

Daily, from 9/19/2017 to 6/1/2018

**Evidence of Completion**

LLI and SIPPS substitute log kept with office secretary

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

Seek feedback from classroom teachers to determine if there is consistency of small group instruction

**Person Responsible**

Sherri Lee Heath

**Schedule**

Daily, from 9/26/2017 to 6/1/2018

**Evidence of Completion**

Substitute log

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

Students are receiving consistent small group daily instruction in LLI and SIPPS

**Person Responsible**

Melissa Wright

**Schedule**

Daily, from 9/26/2017 to 6/1/2018

**Evidence of Completion**

Lesson plans

**G2.** If all Teachers use rigorous common assessments aligned with standards and item specs, then we will see increases in student learning gains in reading, math and science. 1

G092231

**G2.B1** Access, knowledge, and utilization of resources aligned with item specs and standards to effectively create common assessments 2

B248204

**G2.B1.S1** We will train teachers during learning sessions how to access resources and how to write common formative assessments. 4

S261523

### Strategy Rationale

If teachers are trained in accessing resources as well as how to write questions for formative assessments, then we will be able to analyze student data to inform our instruction which will lead to improvements in student learning.

### Action Step 1 5

Training in formative assessment resources

#### Person Responsible

Sherri Lee Heath

#### Schedule

On 9/28/2017

#### Evidence of Completion

Sign-ins

### Action Step 2 5

Grade level content specific teaching teams will collaborate to create formative assessments

#### Person Responsible

Becky Wilkerson

#### Schedule

Biweekly, from 10/2/2017 to 6/1/2018

#### Evidence of Completion

sign in sheets

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

Formative assessments created during learning sessions will be uploaded to a shared Google Drive

**Person Responsible**

Sherri Lee Heath

**Schedule**

Quarterly, from 11/1/2017 to 6/1/2018

***Evidence of Completion***

GoogleDrive formative assessment folders per grade level

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

Teachers will provide feedback regarding training

**Person Responsible**

Sherri Lee Heath

**Schedule**

On 10/23/2017

***Evidence of Completion***

Survey responses

**G3.** If all Teachers implement a positive behavior expectations plan with fidelity, then we will see increases in student engagement and a decrease in student removal from class. 1

G092235

**G3.B1** Inconsistent implementation of behavior expectation action plans. 2

B247074

**G3.B1.S1** Climate and Culture committee will collaborate to create a school-wide action plan for positive behavior expectations 4

S261527

### Strategy Rationale

If a school-wide action plan for positive behavior expectations is developed and implemented, then we will see an increase in student engagement and a decrease in time off task.

### Action Step 1 5

Revisit and revise existing PBIS plan

#### Person Responsible

Melissa Wright

#### Schedule

Biweekly, from 9/28/2017 to 10/26/2017

#### Evidence of Completion

revised PBIS

### Action Step 2 5

Present and implement segments of revised PBIS to faculty and staff

#### Person Responsible

Leslie Brown

#### Schedule

Weekly, from 11/7/2017 to 12/12/2017

#### Evidence of Completion

sign in log and lesson plans

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Committee members will keep record of PBIS revisions

**Person Responsible**

Nicole Perry

**Schedule**

Biweekly, from 9/28/2017 to 10/26/2017

***Evidence of Completion***

Minutes from Climate and Culture committee meetings

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

We will analyze trends in positive behaviors

**Person Responsible**

Melissa Wright

**Schedule**

Biweekly, from 1/9/2018 to 6/6/2018

***Evidence of Completion***

FOCUS report of discipline referrals

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B1.S1.A1 A344912	Training in formative assessment resources	Heath, Sherri Lee	9/28/2017	Sign-ins	9/28/2017 one-time
G1.B1.S1.A1 A346818	Training additional faculty members and selected substitutes in LLI	Salt, Betsy	9/19/2017	Sign-in sheets	10/17/2017 biweekly
G2.B1.S1.MA1 M368627	Teachers will provide feedback regarding training	Heath, Sherri Lee	10/23/2017	Survey responses	10/23/2017 one-time
G1.B1.S1.A2 A346819	Training additional faculty members and selected substitutes in SIPPS	Darby, Eileen	9/26/2017	Sign-in sheets	10/24/2017 biweekly
G3.B1.S1.A1 A346845	Revisit and revise existing PBIS plan	Wright, Melissa	9/28/2017	revised PBIS	10/26/2017 biweekly
G3.B1.S1.MA1 M368634	Committee members will keep record of PBIS revisions	Perry, Nicole	9/28/2017	Minutes from Climate and Culture committee meetings	10/26/2017 biweekly
G3.B1.S1.A2 A346846	Present and implement segments of revised PBIS to faculty and staff	Brown, Leslie	11/7/2017	sign in log and lesson plans	12/12/2017 weekly
G1.B1.S1.A3 A346820	Office secretary will communicate with administration when a trained LLI or SIPPS replacement is...	Wright, Melissa	9/19/2017	LLI and SIPPS substitute log kept with office secretary	6/1/2018 daily
G1.B1.S1.MA1 M368598	Seek feedback from classroom teachers to determine if there is consistency of small group...	Heath, Sherri Lee	9/26/2017	Substitute log	6/1/2018 daily
G2.B1.S1.MA1 M368626	Formative assessments created during learning sessions will be uploaded to a shared Google Drive	Heath, Sherri Lee	11/1/2017	GoogleDrive formative assessment folders per grade level	6/1/2018 quarterly
G1.B1.S1.MA1 M368616	Students are receiving consistent small group daily instruction in LLI and SIPPS	Wright, Melissa	9/26/2017	Lesson plans	6/1/2018 daily
G2.MA1 M368628	Student formative assessment data	Heath, Sherri Lee	11/1/2017	Formative assessment data via spreadsheets	6/1/2018 quarterly
G1.MA1 M368617	Differentiated small group progress monitoring	Salt, Betsy	8/21/2017	GoogleSheets for grade specific curriculum data	6/1/2018 quarterly
G2.B1.S1.A2 A346839	Grade level content specific teaching teams will collaborate to create formative assessments	Wilkerson, Becky	10/2/2017	sign in sheets	6/1/2018 biweekly
G3.MA1 M368636	We will collect data on the number of positive behavior recognitions	Grant, Yolanda	9/12/2017	Pirates G.O.L.D. certificates and "clouds"	6/6/2018 monthly
G3.B1.S1.MA1 M368635	We will analyze trends in positive behaviors	Wright, Melissa	1/9/2018	FOCUS report of discipline referrals	6/6/2018 biweekly

## V. Professional Development Opportunities

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

**G1.** If all Teachers differentiate instruction to meet students' individual needs, then we will see increases in student learning gains in the bottom quartile.

### **G1.B1** Consistency of daily small group facilitation

**G1.B1.S1** Train additional staff members as well as frequent substitutes in all small group curriculum resources.

#### **PD Opportunity 1**

Training additional faculty members and selected substitutes in LLI

##### **Facilitator**

Betsy Salt

##### **Participants**

Instructional coaches, resource teachers, newly hired teacher assistant and selected substitutes

##### **Schedule**

Biweekly, from 9/19/2017 to 10/17/2017

#### **PD Opportunity 2**

Training additional faculty members and selected substitutes in SIPPS

##### **Facilitator**

Eileen Darby

##### **Participants**

Instructional coaches, resource teachers, newly hired teacher assistant, and selected substitutes

##### **Schedule**

Biweekly, from 9/26/2017 to 10/24/2017



**G2.** If all Teachers use rigorous common assessments aligned with standards and item specs, then we will see increases in student learning gains in reading, math and science.

**G2.B1** Access, knowledge, and utilization of resources aligned with item specs and standards to effectively create common assessments

**G2.B1.S1** We will train teachers during learning sessions how to access resources and how to write common formative assessments.

### **PD Opportunity 1**

Training in formative assessment resources

#### **Facilitator**

Sherri-Lee Heath

#### **Participants**

Instructional faculty

#### **Schedule**

On 9/28/2017

### **PD Opportunity 2**

Grade level content specific teaching teams will collaborate to create formative assessments

#### **Facilitator**

Melissa Wright

#### **Participants**

grade level teaching teams

#### **Schedule**

Biweekly, from 10/2/2017 to 6/1/2018

**G3.** If all Teachers implement a positive behavior expectations plan with fidelity, then we will see increases in student engagement and a decrease in student removal from class.

**G3.B1** Inconsistent implementation of behavior expectation action plans.

**G3.B1.S1** Climate and Culture committee will collaborate to create a school-wide action plan for positive behavior expectations

**PD Opportunity 1**

Present and implement segments of revised PBIS to faculty and staff

**Facilitator**

Leslie Brown

**Participants**

Instructional faculty and staff

**Schedule**

Weekly, from 11/7/2017 to 12/12/2017

## 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	Training additional faculty members and selected substitutes in LLI	\$0.00
2	G1.B1.S1.A2	Training additional faculty members and selected substitutes in SIPPS	\$0.00
3	G1.B1.S1.A3	Office secretary will communicate with administration when a trained LLI or SIPPS replacement is needed	\$0.00
4	G2.B1.S1.A1	Training in formative assessment resources	\$0.00
5	G2.B1.S1.A2	Grade level content specific teaching teams will collaborate to create formative assessments	\$0.00
6	G3.B1.S1.A1	Revisit and revise existing PBIS plan	\$0.00
7	G3.B1.S1.A2	Present and implement segments of revised PBIS to faculty and staff	\$0.00
<b>Total:</b>			<b>\$0.00</b>