Middleton Burney Elementary School

2014-15 School Improvement Plan

Middleton Burney Elementary School

1020 HUNTINGTON RD, Crescent City, FL 32112

http://mbes.putnamschools.org/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	96%

Alternative/ESE Center	Charter School	Minority
No	No	78%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We will inspire every student to think, to learn, to achieve, to care and to become a successful and responsible citizen.

Provide the school's vision statement

MBES will use Florida standards and student data to drive the planning process in order to provide rigorous instruction, allowing all students to grow academically.

School Environment

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

We have 2 parent educators on staff that support our Hispanic population in conferences and parent nights. They serve to translate at the events and help communicate the parents wishes and the wishes of the school.

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

Before school, students are only allowed in 2 areas: cafeteria for breakfast and an area designated for each grade level as a holding area for teacher pickup. We have all of our instructional assistants on duty throughout campus for student supervision. The grade level holding areas are in place to ensure that older students have less of an opportunity to pick on the younger students.

During school, all classroom doors are locked throughout the day. This creates an environment of safety because no one is able to get into a classroom unless the door is opened for them. We also have adequate supervision in the cafeteria during lunch that allows students the freedom to talk with their peers while enjoying their lunch.

After school, we have a dismissal procedure in place to ensure the safety of the students. Our buses are labeled by animals (elephant, horse, lion, etc.) so that students can easily recognize their bus animal vs a bus number. We also only call those students to the bus loop whose bus is actually waiting. The rest of the students are lined up in the cafeteria until their specific bus arrives to take them home. Parent pick up students have a separate release area for the cars to pull through and only 2 cars at a time are called for while the rest of the students wait in the hallway inside the building. This is to ensure that no students accidentally run out in front of a vehicle. Our walking students are released from the same area as parent pickup, but only after all cars are gone to again ensure that no students run out in front of a car.

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

Positive Behavior Support (PBS) system is implemented school-wide. Teachers use Mighty Bees or other token systems for students to earn rewards in the classroom. Caught Ya's are used to reward classes that are caught making good choices as they move throughout the campus. Quarterly, grade levels provide a reward that students can earn for making good choices throughout the quarter. An

end-of-year Water Day is held for students with good behavior. Teachers communicate with parents through planners, parent conferences and Behavior Intervention Forms regarding behavior and/or academic concerns. Training on behavior techniques will be provided by the behavior specialist for the school district. Pre-planning and the staff handbook outlined expectations and procedures for dealing with behavior.

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

Teachers are encouraged to meet with the parent or guardian of students with social-emotional problems or issues. Students identified by the guidance counselor that need extra attention are given a schedule to meet with her consistently. Students identified as needing assistance with behavior are given positive behavior support through our M&M program: Monitoring and Mentoring. Students are given a mentor and weekly goals for behavior to try and meet. If goals are met, then rewards are earned. Once students gain control of their desired behaviors consistently, students are either dismissed from the program or given new goals.

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

If students accumulate 5 or more absences in 30 days, then a letter is sent home notifying parents of the absences and the need for documentation to excuse the absences. If absences continue, then a meeting is called with the parents to explain the importance of attending school and develop strategies to help get the child to school consistently.

If negative behavior resulting in suspensions is the cause for poor academic performance, then a meeting is established with the school based team to develop strategies at school to help improve behavior and improve academics.

Students performing poorly in academics that do not have attendance or behavior issues are placed in front of the school based team to identify instructional interventions to improve academics.

Progress monitoring takes place for six to eight weeks to determine if the interventions are having a

positive effect. If the student is improving, then interventions are maintained. If the student is not improving, then interventions are revised.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/188428.

Description

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

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

The Crescent City Rotary Club is working hand-in-hand with MBES to raise funds to purchase new playground equipment. The Azalea City Kiwanis Club sponsors the Terrific Kid program that recognizes students for outstanding achievement every quarter. Several businesses partner with MBES to provide incentives and recognition for students and staff that promote a positve learning and behavior environment. People from the community are at MBES every Wednesday to prepare bags of food to go home with some of our neediest students for the weekend so they and their families have food to eat. Several members of these organizations and businesses have decided to become more involved by volunteering in the school in a variety of ways.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Stout, James	Principal
Leary, Beth	Assistant Principal
Hawk, Lacey	Instructional Coach
Clayton, Ramonda	Instructional Coach
Bender, Susannah	Guidance Counselor

Duties

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

The Principal, Assistant Principal and Reading Coach collaborate in reviewing data, curriculum, unpacking the standards and creating scales aligned to the standards. The result of this collaboration drives PLCs, Professional Development, grade level meetings and decision making for MBES, The ESOL Coach monitors the instruction given to our ELL students, tutors ELL students, oversees the assessment and communication with parents regarding a student's ELL status. The Reading Coach (Academic SBT Leader) and Guidance Counselor (Behavior SBT Leader) schedule MTSS meetings and ensures that the paperwork is completed.

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

Grade level teams meet on a monthly basis to review student data and identify students who are not proficient to brainstorm strategies for intervention, remediation, PMPs, and iii. The MTSS process is started by the teacher, selecting a skill to work on and recording student progress. The teacher will also initate a PMP for the individual student that is targeted. Students who are not demonstrating growth towards proficiency are referred to the SBT team. SBT meetings are held every Thursday to discuss in detail learning modalities, variety of interventions that have been used and student progress or lack thereof. The team determines what the next steps should be to remediate the student and the next meeting is scheduled 6-12 weeks later to follow-up. Quarterly Data Review meetings are held with the Principal or Assistant Principal, Guidance Counselor, Teacher, Reading Coach and Resource Teachers if needed to review class data and discuss in detail struggling students, particularly those in the MTSS process.

Title I, Part A: Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs operated by local educational agencies. Title I, Part A programs are coordinated through the District Intsructional Team (IT) and includes the above mention personnel and the Directors of Elementary, Secondary, Exceptional Student Education and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meets are scheduled monthly: (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school; (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

Title I, Part C - Migrant: In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instrunctional Team (IT) and include the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.

Title I, Part D: Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's

Solutions Center (Alternative Center).

Title II: Preparing, training, and recruiting high quality teachers and principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.

Title III: The school coordinates language instruction for Limited English Proficient and Immigrant students to improve their academic achievement, LEP and Immigrant education initiatives are supervised by the Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establish and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways:

(1) Principal meetings are scheduled monthly;

(2) Periodic and scheduled validity assessments are completed during the year by the IT:

(3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites;

(4) Training meetings are held targeting goals and objectives set by each school.

(5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year;

(6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. At the school level, teachers and administrators can access LEP and Immigrant student's progress monitoring plan across multiple data sources.

Title X - Homeless: The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless.

Title VI: Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the Director of Professional Development.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Sandy Dean	Teacher
Amber Fitzgerald	Parent
David Shull	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

The 2013-14 Plan was focused on growth in Reading for MBES 3rd grade students. Although our Target AMO was not achieved, our 3rd grade students demonstrated 3% growth in the percent proficienct in reading.

Development of this school improvement plan

MBES Leadership Team, along with teacher representatives from various grade levels met with the FLDOE team to work through the 8-step Planning and Problem Solving Process. This group of educators continued to work together on a regular basis to write the remainder of the plan. This team used data and examined the current curriculums and standards to determine the needs to be addressed.

Preparation of the school's annual budget and plan

The Principal and Assistant Principal prepare the school's annual budget. The Principal, Assistant Principal, Reading Coach, ESOL Coach, along with a group of teachers prepared the SIP.

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

Rewards for 3rd grade studens scoring 5 on FCAT Math and/or Reading.

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Stout, James	Principal
Leary, Beth	Assistant Principal
Hawk, Lacey	Instructional Coach
Clayton, Ramonda	Instructional Coach
Pugh, Cindy	Teacher, K-12
Harcus, Debra	Teacher, K-12
Banks, Carolyn	Teacher, K-12
Dean, Sandy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Instruction is planned around Florida Standards. Balanced literacy is the focus through center-based instruction using the Daily 5 with CAFE, FCRR centers or teacher created centers determined by student needs. Instruction will be data driven using formative assessments to determine areas that need to be remediated, taught whole class or provide enrichment. Grade Level Teams provide support and help one another brainstorm ideas to meet the learning modalities of each student. Teachers and Para-professionals provide remediation and interventions with the teacher graphing the students progress. The SBT provides feedback and support to teachers for interventions and student needs. Reading Coach provides a variety of curriculum and strategies for remediation. Translators bridge the communication gap between parents and staff, as well as providing strategies for the parents so they can work on whole language with their child.

Public and Collaborative Teaching

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

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

Instruction is planned around Florida Standards. Grade level PLCs are held weekly to review data, conduct book studies, provide support and help one another brainstorm ideas to meet the learning modalities of each student. Monthly half-day planning sessions are offered to allow time to collaborate with their team and Reading Coach to create lesson plans, scales and unpack standards. Teachers and Para-professionals provide remediation and interventions with the teacher graphing the students progress. The SBT provides feedback and support to teachers for interventions and student needs. Reading Coach provides a variety of curriculum and strategies for remediation.

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

The recruitment of highly qualified teachers will begin with establishing a climate at the school in which highly qualified teachers want to teach. A professional attitude is displayed by everyone at the school with respect and high expectations of all students. The instructional decisions and programs will reflect a commitment of excellence. Beyond the school climate, all postings of teaching vacancies will reflect the requirement of highly qualified applicants and no one will be hired who does not meet this criteria.

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

New teachers are assigned mentors who are recognized leaders at the school, have a strong understanding of academic standards, curriculum and instructional practice along with excellent classroom management within their grade level.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Professional Development is provided to unpack the standards to assist teachers in understanding the standards. Teachers were provided a paper copy of the Florida Standards along with the Test Item Specs. PLCs and Team Meetings are centered around instruction that is based on the standard or skill for that lesson. Teachers collaborate with team members, coaches and administration to create scales that are a progression of learning based on the standard. Students are expected to be able to evaluate their understanding of the standard after it is taught and to rate themselves on their understanding based on the rigorous scale that was created.

Instructional Strategies

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

Instruction is planned around Florida Standards. Balanced literacy is the focus through center-based instruction using the Daily 5 with CAFE, FCRR centers or teacher created centers determined by student needs. Instruction will be data driven using formative assessments to determine areas that

need to be remediated, taught whole class or provide enrichment. Grade level PLCs are held weekly to review data, conduct book studies, provide support and help one another brainstorm ideas to meet the learning modalities of each student. Monthly half-day planning sessions are offered to allow time to collaborate with their team and Reading Coach to create lesson plans, scales and unpack standards. Teachers and Para-professionals provide remediation and interventions with the teacher graphing the students progress. The SBT provides feedback and support to teachers for interventions and student needs. Reading Coach provides a variety of curriculum and strategies for remediation. Additionally, MBES us participating in an Early Literacy Intervention study through Florida State University. Kindergarten through second grade students in this study will be monitored closely to measure the success of the program.

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

Strategy: Extended School Day

Minutes added to school year: 6,300

Thirty-five minutes was added to the student's instructional day which allows additional time for small group instruction that is focused on differentiating instruction for all students.

Strategy Rationale

Thirty-five minutes was added to the student's instructional day to extend core academic instruction and to allow common planning and professional development time during the school day.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Stout, James, jstout@my.putnamschools.org

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

Student data from formative assessments from the current Reading and Math curriculums. Additionally, MBES us participating in an Early Literacy Intervention study through Florida State University. Kindergarten through second grade students in this study will be monitored closely to measure the success of the program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

District wide, all elementary schools invite Pre-K students to a Kindergarten Round-up in the Spring. This event is well-advertised and well attended. Additional information is sent through Child Find, so that parents of non-school age children can better prepare and any special needs can be identified and addressed prior to starting school. We also have Pre-K classes at each school There is also outreach to the community to VPK providers via invitation to trainings and informational meetings at

the district level. These initiatives are overseen by a District Pre-K Coordinator. The Pre-K Coordinator will ensure close articulation between Pre-K and Kindergarten.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

Strategic Goals Summary

G1. Improve average daily student attendance from 94.96% to 97%.

G2. Improve Tier 1 instruction in Reading and Math by unpacking the standards and using formative data to differentiate instruction.

Strategic Goals Detail

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

G1. Improve average daily student attendance from 94.96% to 97%. `1a`

🔑 G058799

Targets Supported `1b`

Indicator	Annual Target
	97.0

Resources Available to Support the Goal `2`
- Alert System
- PCSD Truancy Officer

Targeted Barriers to Achieving the Goal `3`
- Parent Transportation/Responsibility

Plan to Monitor Progress Toward G1. `8`

Person Responsible

Schedule

Evidence of Completion

G2. Improve Tier 1 instruction in Reading and Math by unpacking the standards and using formative data to differentiate instruction. `1a`

Targets Supported `1b`

🔑 G058800

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	20.0
FSA - Mathematics - Proficiency Rate	56.0

Resources Available to Support the Goal `2`

- Journey's Curriculum
- Language for Learning
- Additional 35 minutes of instruction
- Early Literacy Intervention embedded in reading curriculum
- iReady
- Daily 5/Balanced Literacy
- Reading Coach
- ELL Coach
- Instructional Assistants pulling small groups for interventions
- Early Childhood class at local high school working with primary students
- iPads/iPod touches/Chromebooks

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge of standards and assessments
- Lack of knowledge of the new Journey's Curriculum

Plan to Monitor Progress Toward G2. `8`

Increased number of students showing growth on formal and informal assessments.

Person Responsible

James Stout

Schedule

Quarterly, from 9/17/2014 to 5/29/2015

Evidence of Completion

We will analyze formal and informal assessments.

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

G2. Improve Tier 1 instruction in Reading and Math by unpacking the standards and using formative data to differentiate instruction. 1

🔑 G058800

G2.B1 Lack of knowledge of standards and assessments 2

🔑 B149701

G2.B1.S1 Unpacking Standards on Grade Level Teams to create rubrics/scales. 4

🔑 S161575

Strategy Rationale

Teachers need extra help with developing scales using the standards.

Action Step 1 5

The teachers will unpack the standards in grade level teams to create rubrics/scales.

Person Responsible

James Stout

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

A scale incorporating standards in all classes.

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

We will conduct observations of teachers and look for the use of rubrics/ scales.

Person Responsible

James Stout

Schedule

Monthly, from 9/17/2014 to 5/28/2015

Evidence of Completion

I observation and Coaches log

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

Look at teachers I -Observation Scores in the area of rubric/scales to determine effectiveness.

Person Responsible

James Stout

Schedule

Semiannually, from 9/18/2014 to 5/28/2015

Evidence of Completion

The teachers scores in this area will increase.

G2.B2 Lack of knowledge of the new Journey's Curriculum 2

B149702

G2.B2.S1 We will hire subs for 1/2 day PLC's for grade level teams. 4

S161576

Strategy Rationale

The teachers need extra planning time for Reading with the new curriculum.

Action Step 1 5

We will provide subs for 1/2 half PLC's for grade level teams.

Person Responsible

James Stout

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

We will keep the sign- in sheets and notes.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

We will have subs cover classes and the Reading Coach lead the meetings.

Person Responsible

Beth Leary

Schedule

Monthly, from 9/18/2014 to 5/29/2015

Evidence of Completion

We will have TDE forms and Sign- In Sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

We will have DATA PLC' s in grade level teams.

Person Responsible

James Stout

Schedule

Biweekly, from 9/18/2014 to 5/28/2015

Evidence of Completion

We will look at the Reading data to see if it is effective. We will base all data on the standards.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	The teachers will unpack the standards in grade level teams to create rubrics/ scales.	Stout, James	9/18/2014	A scale incorporating standards in all classes.	5/28/2015 monthly
G2.B2.S1.A1	We will provide subs for 1/2 half PLC's for grade level teams.	Stout, James	9/19/2014	We will keep the sign- in sheets and notes.	5/29/2015 monthly
G1.MA1	[no content entered]			one-time	
G2.MA1	Increased number of students showing growth on formal and informal assessments.	Stout, James	9/17/2014	We will analyze formal and informal assessments.	5/29/2015 quarterly
G2.B1.S1.MA1	Look at teachers I -Observation Scores in the area of rubric/scales to determine effectiveness.	Stout, James	9/18/2014	The teachers scores in this area will increase.	5/28/2015 semiannually
G2.B1.S1.MA1	We will conduct observations of teachers and look for the use of rubrics/ scales.	Stout, James	9/17/2014	I observation and Coaches log	5/28/2015 monthly
G2.B2.S1.MA1	We will have DATA PLC' s in grade level teams.	Stout, James	9/18/2014	We will look at the Reading data to see if it is effective. We will base all data on the standards.	5/28/2015 biweekly
G2.B2.S1.MA1	We will have subs cover classes and the Reading Coach lead the meetings.	Leary, Beth	9/18/2014	We will have TDE forms and Sign- In Sheets	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. Improve Tier 1 instruction in Reading and Math by unpacking the standards and using formative data to differentiate instruction.

G2.B1 Lack of knowledge of standards and assessments

G2.B1.S1 Unpacking Standards on Grade Level Teams to create rubrics/scales.

PD Opportunity 1

The teachers will unpack the standards in grade level teams to create rubrics/scales.

Facilitator

Ms. Hawk

Participants

Grade level Teams

Schedule

Monthly, from 9/18/2014 to 5/28/2015

G2.B2 Lack of knowledge of the new Journey's Curriculum

G2.B2.S1 We will hire subs for 1/2 day PLC's for grade level teams.

PD Opportunity 1

We will provide subs for 1/2 half PLC's for grade level teams.

Facilitator

Ms. Hawk, Mrs. Clayton

Participants

Grade Level Teams

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**