Middleton Burney Elementary School

2015-16 School Improvement Plan

Middleton Burney Elementary School

1020 HUNTINGTON RD, Crescent City, FL 32112

http://mbes.putnamschools.org/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	74%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 their designated grade level holding area until time for teacher pickup. All of our instructional assistants are on duty in holding areas or access points throughout campus for student supervision and to ensure adults only enter through the front office. All adults are required to have a Florida ID and are checked against the FDLE Florida Sexual Offender and Predator registry before entering campus. Only Pre-K parents are allowed to walk their children to the door of their class. Breakfast is in the classroom with the homeroom teacher.
During school, all classroom doors are locked throughout the day. This creates an environment of safety because no one is able to enter 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 to the bus loop those students whose bus is actually waiting. The rest of the students are lined up in the cafeteria or PE portable 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 loaded, 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

MBES is a Character Counts school. The Character Pledge is recited over the morning announcements daily. Lessons are taught on the monthly character trait as selected by the District

PBS Team. Positive Behavior Support (PBS) system is implemented school-wide. Teachers explicitly teach, model and practice school-wide rules/expectations during the first 21 days of school. The MBES PBS/MTSS Committee is establishing school-wide recognition and rewards for students exhibiting the focus character trait or following school-wide expectations. 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 Tier 2 or Tier 3 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

We used the four that are listed above.

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

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

Indicator	Grade Level				Total
	K	**1**	**2**	**3**	
Attendance below 90 percent	24	23	18	5	70
One or more suspensions	8	9	9	5	31
Course failure in ELA or Math	0	0	7	12	19
Level 1 on statewide assessment	0	0	0	46	46

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

Indicator	Grade Level				Total
	K	**1**	**2**	**3**	
Students exhibiting two or more indicators	1	3	2	8	14

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 and Winn Dixie Supermarket provide food and beverages for parent events and school carnival. 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 positive 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:

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

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 bi-weekly 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. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants. Coordination of these services is done in the following ways:

(1) Principal and Assistant Principal meetings are scheduled monthly;

(2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;

(3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;

(4) All schools participate in an Instructional Review to identify individual school needs and desired support;

(5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;

(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;

(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. 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 Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District 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. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority.The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ramonda Clayton	Teacher
Amber Fitzgerald	Parent
David Shull	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC met and voted to approve the SIP prior to it's publication. Input was gained from faculty/ staff, parents and community members before submission. As of September 1, 2015, we have not received all of our results from the FSA taken in the spring of 2015. We do know that 28% of our 3rd grade students scored in the bottom quintile/level 1.

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 and share that at a SAC meeting. 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

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:

Name	Title
Stout, James	Principal
Leary, Beth	Assistant Principal
Hawk, Lacey	Instructional Coach
Clayton, Ramonda	Instructional Coach
Pugh, Cindy	Teacher, K-12
Wall, Keith	Teacher, K-12
Hancock, Jade	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. 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 mentored by the Reading Coach, who has a strong understanding of academic standards, curriculum and instructional practice along with excellent classroom management. The

Reading Coach visits the new teacher's room and meets with them regularly to coach, encourage and answer questions.

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. We have implemented a new lesson plan framework in Math for this school year. It helps teachers plan activities to teach each level of a scale for each standard. 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. 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.

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: Summer Program

Minutes added to school year: 1,350

Summer Reading Camp is provided for those 3rd grade students that scored in the Bottom Quintile on the FSA.

Strategy Rationale

This intensive reading instruction will give students another opportunity to show mastery of reading standards through blue folder assessments or passing the SAT10 assessment.

Strategy Purpose(s)

- Core Academic Instruction

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

The number of students successfully passing all of their blue folder assessments or passing the SAT10 assessment is recorded to determine if the program was successful. The number of students from each teacher that pass the summer reading camp is also documented for teacher effectiveness for future participation in the summer reading camp.

Strategy: Summer Program

Minutes added to school year: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- 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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

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.
Outgoing students visit the middle school to take a tour of the facilities and are welcomed by the middle school teachers.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:
  .

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.

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.

MBES chose to focus on instruction in ELA and Math to increase student achievement across Mathematics and Reading. With the new standards and curriculum these continue to be areas of needed growth for our school.

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 Tier 1 instruction in Math by unpacking the standards, creating lesson plans using the new Learning Focus Plan District Initiative. and using formative data to differentiate instruction.

G2. Improve Tier 1 instruction in Reading 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 Tier 1 instruction in Math by unpacking the standards, creating lesson plans using the new Learning Focus Plan District Initiative. and using formative data to differentiate instruction. `1a`

G072571

Targets Supported `1b`

Indicator	Annual Target
Math Gains District Assessment	56.0
Math Achievement District Assessment	50.0

Resources Available to Support the Goal `2`

- PLC's to discuss standards and strategies.

- Lesson Plan Framework

Targeted Barriers to Achieving the Goal `3`

- Not all students have had conceptual math curriculum from Kindergarten through their current grade level.

Plan to Monitor Progress Toward G1. `8`

iReady data comparing each test window.

Person Responsible
James Stout

Schedule
Semiannually, from 8/31/2015 to 5/31/2016

Evidence of Completion
Number of students reaching proficiency on Window 3 will meet or exceed the target.

Plan to Monitor Progress Toward G1. `8`

Analysis of FSA Mathematics data

Person Responsible
James Stout

Schedule
On 6/15/2016

Evidence of Completion
Meeting notes from analysis discussion

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

🔑 G072572

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	50.0
ELA/Reading Gains District Assessment	54.0

Resources Available to Support the Goal `2`

- Journey's Curriculum

- Language for Learning/Language for Thinking

- 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.

- New teachers to our school have a lack of knowledge of how to teach reading and reading resources for instruction and differentiation.

Plan to Monitor Progress Toward G2. `8`

Analysis of FSA English Language Arts and iReady data

Person Responsible
James Stout

Schedule
On 6/15/2016

Evidence of Completion
Meeting notes from analysis discussion

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. Improve Tier 1 instruction in Math by unpacking the standards, creating lesson plans using the new Learning Focus Plan District Initiative. and using formative data to differentiate instruction. [1]

🔑 G072571

G1.B1 Not all students have had conceptual math curriculum from Kindergarten through their current grade level. [2]

🔑 B189317

G1.B1.S1 Small group instruction with math centers. [4]

🔑 S200670

Strategy Rationale

Fosters differentiated instruction for math.

Action Step 1 [5]

PLC's to discuss the Lesson Plan Framework

Person Responsible

James Stout

Schedule

Every 3 Weeks, from 8/24/2015 to 5/31/2016

Evidence of Completion

Lesson Plan Frameworks with activities for each level of a standard scale used in classroom instruction.

Action Step 2 5

Coaching support to help understand data and plan for differentiation

Person Responsible

Lacey Hawk

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Coaching logs, coach calendars, feedback emails to teachers

Action Step 3 5

PLC Lesson Study

Person Responsible

James Stout

Schedule

Every 3 Weeks, from 9/21/2015 to 6/3/2016

Evidence of Completion

videos and reflection sheets for each video

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

Lesson plan checks

Person Responsible

Beth Leary

Schedule

Monthly, from 10/6/2015 to 5/31/2016

Evidence of Completion

Strategies and assessments identified for every level of a standard scale to help track student progress.

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

Check in with the coaches for coaching progress

Person Responsible

James Stout

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Daily chats with coaches and coach logs

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

Walkthroughs (informals and formals)

Person Responsible

James Stout

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Evidence of small group instruction tailored to individual student needs to fill curriculum gaps

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

`🔍 G072572`

G2.B1 Lack of knowledge of standards and assessments. `2`

`🔍 B189318`

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

`🔍 S200671`

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 8/24/2015 to 6/3/2016

Evidence of Completion

A scale incorporating standards in all ELA classes.

Action Step 2 `5`

PLC Lesson Study

Person Responsible

James Stout

Schedule

Every 3 Weeks, from 9/14/2015 to 5/27/2016

Evidence of Completion

video and reflection sheets for each video

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 8/24/2015 to 6/3/2016

Evidence of Completion

iObservation

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

Check in with the coaches for coaching progress

Person Responsible

James Stout

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Daily chats with coaches and coach logs

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

Walkthroughs

Person Responsible

James Stout

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Rubric and scale is posted and used during instruction

G2.B2 New teachers to our school have a lack of knowledge of how to teach reading and reading resources for instruction and differentiation. 2

B189319

G2.B2.S1 Provide professional learning and coaching support to our newest teachers. 4

S200672

Strategy Rationale

Our newest teachers need additional support for teaching reading beyond what they get with their grade levels.

Action Step 1 5

Provide professional development on how to unpack ELA standards

Person Responsible

Lacey Hawk

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Meeting agendas and notes, lesson plans

Action Step 2 5

Provide mentors for new teachers

Person Responsible

Lacey Hawk

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Mentor session notes

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

Communication with school leaders

Person Responsible

James Stout

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Mentor log, PCSD paperwork and discussions with administrators

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 [7]

Walkthrough data specific to reading instruction

Person Responsible

James Stout

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

iObservation data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	PLC's to discuss the Lesson Plan Framework	Stout, James	8/24/2015	Lesson Plan Frameworks with activities for each level of a standard scale used in classroom instruction.	5/31/2016 every-3-weeks
G2.B1.S1.A1	The teachers will unpack the standards in grade level teams to create rubrics/scales.	Stout, James	8/24/2015	A scale incorporating standards in all ELA classes.	6/3/2016 monthly
G2.B2.S1.A1	Provide professional development on how to unpack ELA standards	Hawk, Lacey	8/10/2015	Meeting agendas and notes, lesson plans	6/3/2016 weekly
G1.B1.S1.A2	Coaching support to help understand data and plan for differentiation	Hawk, Lacey	8/24/2015	Coaching logs, coach calendars, feedback emails to teachers	6/3/2016 weekly
G2.B1.S1.A2	PLC Lesson Study	Stout, James	9/14/2015	video and reflection sheets for each video	5/27/2016 every-3-weeks
G2.B2.S1.A2	Provide mentors for new teachers	Hawk, Lacey	8/18/2015	Mentor session notes	6/3/2016 weekly
G1.B1.S1.A3	PLC Lesson Study	Stout, James	9/21/2015	videos and reflection sheets for each video	6/3/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	iReady data comparing each test window.	Stout, James	8/31/2015	Number of students reaching proficiency on Window 3 will meet or exceed the target.	5/31/2016 semiannually
G1.MA2	Analysis of FSA Mathematics data	Stout, James	6/15/2016	Meeting notes from analysis discussion	6/15/2016 one-time
G1.B1.S1.MA1	Walkthroughs (informals and formals)	Stout, James	9/1/2015	Evidence of small group instruction tailored to individual student needs to fill curriculum gaps	6/3/2016 weekly
G1.B1.S1.MA1	Lesson plan checks	Leary, Beth	10/6/2015	Strategies and assessments identified for every level of a standard scale to help track student progress.	5/31/2016 monthly
G1.B1.S1.MA3	Check in with the coaches for coaching progress	Stout, James	8/24/2015	Daily chats with coaches and coach logs	6/3/2016 daily
G2.MA1	Analysis of FSA English Language Arts and iReady data	Stout, James	6/15/2016	Meeting notes from analysis discussion	6/15/2016 one-time
G2.B1.S1.MA1	Walkthroughs	Stout, James	9/1/2015	Rubric and scale is posted and used during instruction	6/3/2016 daily
G2.B1.S1.MA1	We will conduct observations of teachers and look for the use of rubrics/scales.	Stout, James	8/24/2015	iObservation	6/3/2016 monthly
G2.B1.S1.MA3	Check in with the coaches for coaching progress	Stout, James	8/24/2015	Daily chats with coaches and coach logs	6/3/2016 daily
G2.B2.S1.MA1	Walkthrough data specific to reading instruction	Stout, James	8/24/2015	iObservation data	6/3/2016 weekly
G2.B2.S1.MA1	Communication with school leaders	Stout, James	9/1/2015	Mentor log, PCSD paperwork and discussions with administrators	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Improve Tier 1 instruction in Math by unpacking the standards, creating lesson plans using the new Learning Focus Plan District Initiative. and using formative data to differentiate instruction.

G1.B1 Not all students have had conceptual math curriculum from Kindergarten through their current grade level.

G1.B1.S1 Small group instruction with math centers.

PD Opportunity 1

PLC's to discuss the Lesson Plan Framework

Facilitator

James Stout

Participants

Grade Level Teams

Schedule

Every 3 Weeks, from 8/24/2015 to 5/31/2016

PD Opportunity 2

PLC Lesson Study

Facilitator

Teacher Leaders

Participants

All teachers by grade level

Schedule

Every 3 Weeks, from 9/21/2015 to 6/3/2016

G2. Improve Tier 1 instruction in Reading 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 8/24/2015 to 6/3/2016

PD Opportunity 2

PLC Lesson Study

Facilitator

Teacher Leaders

Participants

All teachers by grade level

Schedule

Every 3 Weeks, from 9/14/2015 to 5/27/2016

G2.B2 New teachers to our school have a lack of knowledge of how to teach reading and reading resources for instruction and differentiation.

G2.B2.S1 Provide professional learning and coaching support to our newest teachers.

PD Opportunity 1

Provide professional development on how to unpack ELA standards

Facilitator

Lacey Hawk

Participants

New teachers to Middleton Burney

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	PLC's to discuss the Lesson Plan Framework	$0.00
2	G1.B1.S1.A2	Coaching support to help understand data and plan for differentiation	$0.00
3	G1.B1.S1.A3	PLC Lesson Study	$0.00
4	G2.B1.S1.A1	The teachers will unpack the standards in grade level teams to create rubrics/scales.	$0.00
5	G2.B1.S1.A2	PLC Lesson Study	$0.00
6	G2.B2.S1.A1	Provide professional development on how to unpack ELA standards	$0.00
7	G2.B2.S1.A2	Provide mentors for new teachers	$0.00
		Total:	$0.00