

Pemayetv Emahakv Charter Middle School



2016-17 Schoolwide Improvement Plan

Pemayetv Emahakv Charter Middle School

100 E HARNEY POND RD NE, Okeechobee, FL 34974

www.gladesedu.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	88%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

N/A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Pemayetv Emahakv Charter Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Pemayetv Emahakv Charter School exists to provide parents, students and the community of Brighton with a school that meets high standards of student academic achievement by providing a rigorous student oriented curriculum, infused with the Seminole language and culture, in an environment that is safe, nurturing, conducive to learning and designed to preserve Seminole traditions.

b. Provide the school's vision statement.

Successful Learners Today...Unconquered Leaders Tomorrow

2. School Environment

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

Pemayetv Emahakv Charter School was built to provide cultural knowledge to the students at our school. Our students attend Muscogee Creek language instruction classes for 50 minutes each day all year and attend Seminole Arts and Crafts classes for 50 minutes each day for a nine-week period.

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

Small classrooms of an average of 12 students per class with a teacher and a teacher's aide help the students feel safe and respected at our school. Our campus offers tutorial programs after school along with our Boys and Girls Club on campus. Our watchful staff and on-campus resource officer help to make students feel safe at school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

PECS relies on a positive behavior program. Students earn positive consequences for making the right choices. PECS has a school-wide discipline program in place with specific consequences for failure to comply. The program is discussed with the parents and students at the beginning of the year and after the first semester.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

PECS has a guidance counselor on staff along with the availability of counselors through the Seminole Tribe of Florida.

3. Early Warning Systems

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

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

Parents are called daily if a student is absent from school and the parent has not called. After 5 unexcused absences, a SIT Meeting is set up with the parents.
 Parents are contacted and met with after any suspensions.
 Parents are contacted when a students grade drops below a C. Parents can access grades on a daily basis.

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

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

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

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

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

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

Our teachers call parents the morning a student is absent.
 Students missing assignment can make them up during recess or after school tutorial.
 All students are offered homework assistance after school.
 Meetings are held with parents after three unexcused absences.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

As a charter school. we have many activities to keep parents involved with the school other than SAC and PTSO.

1. Our teachers call daily when a student is absent.
2. Our parent portal keeps parents up on recent grades and news.
3. Our teacher send home and email a weekly parent newsletter.
4. Our parents are invited to come to lunch with their students any day at no cost.
5. Each grade level has a grade level parent day each semester.
6. Parents are invited to all cultural events at the school.
7. Parents are contacted when a child's grade is slipping.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The Brighton Seminole Community is very supportive to our school! The community provides a community gymnasium and athletic fields for our physical education classes and athletic events. The community provides two-thirds of our school budget. The community gives financial incentives to students with high academic achievement and high attendance rates.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Greseth, Brian	Principal
Dobbs, Heather	Teacher, K-12
Gran, Jeanine	School Counselor
Paige, Vicki	Instructional Coach
Prescott, Joy	Teacher, K-12
Whitlock, Andrea	Teacher, K-12
Raulerson, Rachel	Teacher, K-12
Tedders, Stephanie	Instructional Coach
Ward, Jenny	Teacher, K-12
Smith, Suraiya	Teacher, K-12
Tillis, Betty	Teacher, K-12
Thomas, Michele	Administrative Support

b. Duties

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

The school leadership team meets weekly to discuss issues and concerns. The leadership team is responsible for getting information out to the rest of the staff. The instructional leaders work with their individual teams to provide leadership to their teams with lesson planning, instructional focus calendars, goal setting, and instructional practices.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The instructional coaches and principal meet every two weeks with individual grade levels to provide training and discuss available resources with teachers and instructional aides. The principal, instructional coaches, and guidance counselor meet every six weeks with individual teachers to discuss group and individual data. From the data, we discuss how to better meet the individual needs of each student.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Charlotee Burgess	Parent
Heather Dobbs	Teacher
Carla Gopher	Parent
Myra Gopher	Parent
Rita McCabe	Business/Community
Suraiya Smith	Parent
Laverne Thomas	Parent
Michele Thomas	Education Support Employee
Mindy Wells	Teacher
Jimi Lou Huff	Parent
Louis Gopher	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviewed the available data concerning the 2013-2014 School Improvement Plan in May, 2014. School Improvement Plan results were sent to all parents in August, 2014.

b. Development of this school improvement plan

The SAC makes decisions on the school improvement plan based on climate survey results and data from FCAT and other sources. Because of the changes in the State Assessment this school year, the SAC decided to base most of the academic progress on State averages.

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

The school's annual budget and plan is discussed and reviewed by the SAC and in community meetings.

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

None.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Greseth, Brian	Principal
Carr, Amy	Teacher, K-12
Raulerson, Rachel	Teacher, K-12
Tedders, Stephanie	Instructional Coach
Paige, Vicki	Instructional Coach
Jones, Rachel	Teacher, K-12
Dobbs, Heather	Teacher, K-12
Prescott, Joy	
Gran, Jeanine	School Counselor
Tillis, Betty	Teacher, K-12
Pearce, Alicia	Instructional Media
Hargraves, Tonya	Teacher, ESE

b. Duties

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

The LLT meets at the beginning, middle and end of the year to review data and discuss literacy goals for the school.

D. Public and Collaborative Teaching

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

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

Each grade level group has a common planning time to discuss student achievement and collaborate on lesson planning.

Teachers are given a day to observe classrooms and steal ideas from others.

Grade level groups meet every other week with the instructional coaches to discuss effective teaching strategies.

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

Teachers are attracted to our school because of the many positives it offers.

- a. Class sizes are less than 15 students/class.
- b. Each classroom has an instructional aide.
- c. There is a high level of parent involvement.
- d. Excellent professional development.
- e. A strong teaching staff.
- f. The ability to send their students to a culture rich environment.

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

Our beginning teachers go through a beginning teacher program. Each beginning teacher is paired with a veteran, clinical educated teacher at their same grade level. Schedules are set up so the beginning teacher and mentor have a common planning period and each has time in the day to visit one another's classroom.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school purchases State adopted materials for instruction. Supplemental instructional materials are utilized to fill in any gaps the core instructional programs may have.

b. Instructional Strategies

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

Teachers meet individually with the principal, guide counselor, and instructional coaches every six weeks to discuss individual student data. Data is used to differentiate students in small group instruction.

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

Strategy: After School Program

Minutes added to school year: 8,000

All students are offered after school homework assistance for one hour Monday-Thursday.

Strategy Rationale

Homework assistance assists all students to better understand their learning from the day. Students completing their homework also work on leveled computer programs or have time for reading.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Gran, Jeanine, jgran@ourwayschool.org

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

Data is collected through weekly progress monitoring grade checks.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Our Pre-K-8 campus is on one site. Our eighth grade students transitioning to high school are given information about high school requirements in a parent/student meeting. Guidance counselors from local high school come to the school to discuss school policies and assist students in enrolling in classes. Field trips to each of the local high schools are taken and students are given a tour of each school.

b. College and Career Readiness

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

NA

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

Algebra 1.

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

NA

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

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Eighth grade students will score at or above the State average on the FCAT Science Assessment.
- G2.** PECS middle school students will score at or above the State average percentage of students scoring level 3 or above on the ELA FSA.
- G3.** PECS middle school students will be at or above the State average of students scoring level 3 or above on the FSA State Math Assessment.

Strategic Goals Detail

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

G1. Eighth grade students will score at or above the State average on the FCAT Science Assessment. 1a

G083859

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Learning the standards (NGSSS) that need to be mastered prior to FCAT as well as continuing with the SSS.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Daily practice, problem of the day, FCAT-style practice, lab activities, inquiry-based activities.
- 2. Use of a variety of technology including Smart Boards, IPods, computers, foldables, and hands-on lab activities.

Plan to Monitor Progress Toward G1. 8

Performance Matters data will be collected.

Person Responsible

Brian Greseth

Schedule

Every 6 Weeks, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data from each Science Standards will be analyzed.

G2. PECS middle school students will score at or above the State average percentage of students scoring level 3 or above on the ELA FSA. **1a**

 G083860

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal **3**

- Lack of classroom library books for monitored independent reading.

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

- • Use curriculum map that is aligned with the reading series and the Florida State Standards. • Provide teachers with school, district, or state professional development opportunities focused on the five Reading First components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and effective research-based instructional strategies. • Provide parents' information, strategies, and resources that support reading achievement in the home setting through parent workshops and print materials. • Purchase FSA test preparation and motivational materials to support the reading instructional program in grades 3-5. • Staff a K-8 Instructional Coach to assist with data analysis, professional development, and implementation of Literacy First programs. • Implementation of a monitored independent reading program. • Purchase additional student reading resources including manipulatives, trade books, guided reading sets, and magazines to enhance and enrich the instructional program. • Continue to provide teaching supplies to assist teachers and students. . Provide staff development to all reading teachers through Literacy First. • Schedule PLC sessions for data analysis, instructional focus calendar development, and continued alignment of curriculum, instruction, and assessment. • Provide technological support and software programs for students to enhance the reading instructional program. Provide after school reading tutorial assistance daily.

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

Data will be collected throughout the year through I-Ready Reading assessments, fluency assessments and reading logs.

Person Responsible

Vicki Paige

Schedule

Every 6 Weeks, from 8/22/2016 to 6/1/2017

Evidence of Completion

I-Ready assessments will give us data on specific comprehension areas.

G3. PECS middle school students will be at or above the State average of students scoring level 3 or above on the FSA State Math Assessment. 1a

G083861

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Algebra I EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- We are still learning more about how the State will state the questions on the assessment.
- A need to find a better math assessment based on the new standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use curriculum map that is aligned with the math series and Common Core.
- Provide teachers with school, district, or state professional development opportunities focused on the new Florida State Standards for mathematics strands and effective research-based instructional strategies.
- Provide parents' information, strategies, and resources that support mathematics achievement in the home setting through parent workshops and print materials.
- Purchase test preparation and motivational materials to support the math instructional program in grades 6-8.
- Schedule team planning sessions for data analysis, instructional focus calendar development, and continued alignment of curriculum, instruction, and assessment.
- Implement school-wide instructional programs and activities including Acaletics, timed facts test, or software programs.

Plan to Monitor Progress Toward G3. 8

Standards based dated will be collected throughout the year.

Person Responsible

Stephanie Tedders

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Standards based dated will be collected throughout the year.

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. Eighth grade students will score at or above the State average on the FCAT Science Assessment. **1**

 G083859

G1.B1 Learning the standards (NGSSS) that need to be mastered prior to FCAT as well as continuing with the SSS. **2**

 B222783

G1.B1.S1 Science, not being testing in earlier grades, tends to be taught but not always stressed. Classroom teachers will work with the Science teacher to reinforce standards being addressed. **4**

 S235089

Strategy Rationale

Science, not being testing in earlier grades, tends to be taught but not always stressed.

Action Step 1 **5**

The teacher will provide instruction in each of the Science standards.

Person Responsible

Stephanie Tedders

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom walk throughs will be completed daily.

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

The teacher will post each of the standards as they are taught.

Person Responsible

Brian Greseth

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

The standards will be posted on the wall.

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

Effectiveness will be monitored through Performance Matters Assessments conducted at least three times per year.

Person Responsible

Brian Greseth

Schedule

Every 2 Months, from 8/15/2016 to 5/26/2017

Evidence of Completion

Performance Matters data will be analyzed every six weeks.

G2. PECS middle school students will score at or above the State average percentage of students scoring level 3 or above on the ELA FSA. **1**

 G083860

G2.B1 Lack of classroom library books for monitored independent reading. **2**

 B222784

G2.B1.S1 Middle school students are given a twenty minute block of time for monitored independent reading. **4**

 S235090

Strategy Rationale

Research shows the more time children put into reading, the higher their reading abilities become.

Action Step 1 **5**

Purchase more classroom library books.

Person Responsible

Brian Greseth

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Additional classroom library books in each classroom.

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

Reading logs will be kept to monitor implementation

Person Responsible

Rachel Jones

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Classroom walk throughs will be conducted to monitor fidelity.

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

Classroom walk thoroughs will be conducted at least twice a week.

Person Responsible

Brian Greseth

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Evidence will be collected by observation of reading logs, fluency checks, and comprehension assessments.

G3. PECS middle school students will be at or above the State average of students scoring level 3 or above on the FSA State Math Assessment. 1

G083861

G3.B1 We are still learning more about how the State will state the questions on the assessment. 2

B222785

G3.B1.S1 We are learning more and more about the way the State tests students. 4

S235091

Strategy Rationale

Knowing the test expectations will assist students to show off their knowledge.

Action Step 1 5

Math teachers will be informed about test question types as they become available.

Person Responsible

Stephanie Tedders

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Evidence will come from a correlation between the types of questions the State plans to ask with the questions the teacher prepares in their assessments.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G3.B2 A need to find a better math assessment based on the new standards. 2

 B222786

G3.B2.S1 The State Math Assessment changed its standards and how they are being questioned. 4

 S235092

Strategy Rationale

To gain better data on students.

Action Step 1 5

The I-Ready Mathematics Assessment site license will be purchased along with the computers necessary to run the program.

Person Responsible

Brian Greseth

Schedule

On 6/1/2017

Evidence of Completion

Data will be analyzed biweekly.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

I-Ready can be easily monitored on the computer.

Person Responsible

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Data from I-Ready can be used to base future instruction and assessment.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

The teacher will monitor the I-Ready data biweekly

Person Responsible

Stephanie Tedders

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

A pre, mid and post I-Ready Assessment will be given to each student.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B1.S1.MA1 M307790	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.MA1 M307791	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M307786	Performance Matters data will be collected.	Greseth, Brian	8/15/2016	Data from each Science Standards will be analyzed.	5/26/2017 every-6-weeks
G1.B1.S1.MA1 M307784	Effectiveness will be monitored through Performance Matters Assessments conducted at least three...	Greseth, Brian	8/15/2016	Performance Matters data will be analyzed every six weeks.	5/26/2017 every-2-months
G1.B1.S1.MA1 M307785	The teacher will post each of the standards as they are taught.	Greseth, Brian	8/15/2016	The standards will be posted on the wall.	5/26/2017 daily
G1.B1.S1.A1 A303017	The teacher will provide instruction in each of the Science standards.	Tedders, Stephanie	8/15/2016	Classroom walk throughs will be completed daily.	5/26/2017 daily
G2.MA1 M307789	Data will be collected throughout the year through I-Ready Reading assessments, fluency assessments...	Paige, Vicki	8/22/2016	I-Ready assessments will give us data on specific comprehension areas.	6/1/2017 every-6-weeks
G3.MA1 M307794	Standards based dated will be collected throughout the year.	Tedders, Stephanie	8/22/2016	Standards based dated will be collected throughout the year.	6/1/2017 biweekly
G2.B1.S1.MA1 M307787	Classroom walk thoroughs will be conducted at least twice a week.	Greseth, Brian	8/22/2016	Evidence will be collected by observation of reading logs, fluency checks, and comprehension assessments.	6/1/2017 weekly
G2.B1.S1.MA1 M307788	Reading logs will be kept to monitor implementation	Jones, Rachel	8/22/2016	Classroom walk throughs will be conducted to monitor fidelity.	6/1/2017 daily
G2.B1.S1.A1 A303018	Purchase more classroom library books.	Greseth, Brian	8/22/2016	Additional classroom library books in each classroom.	6/1/2017 monthly
G3.B1.S1.A1 A303019	Math teachers will be informed about test question types as they become available.	Tedders, Stephanie	8/22/2016	Evidence will come from a correlation between the types of questions the State plans to ask with the questions the teacher prepares in their assessments.	6/1/2017 daily
G3.B2.S1.MA1 M307792	The teacher will monitor the I-Ready data biweekly	Tedders, Stephanie	8/22/2016	A pre, mid and post I-Ready Assessment will be given to each student.	6/1/2017 biweekly
G3.B2.S1.MA1 M307793	I-Ready can be easily monitored on the computer.		8/22/2016	Data from I-Ready can be used to base future instruction and assessment.	6/1/2017 biweekly
G3.B2.S1.A1 A303020	The I-Ready Mathematics Assessment site license will be purchased along with the computers...	Greseth, Brian	8/22/2016	Data will be analyzed biweekly.	6/1/2017 one-time

V. Professional Development Opportunities

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

G2. PECS middle school students will score at or above the State average percentage of students scoring level 3 or above on the ELA FSA.

G2.B1 Lack of classroom library books for monitored independent reading.

G2.B1.S1 Middle school students are given a twenty minute block of time for monitored independent reading.

PD Opportunity 1

Purchase more classroom library books.

Facilitator

Vicki Paige

Participants

Middle School Teachers

Schedule

Monthly, from 8/22/2016 to 6/1/2017

G3. PECS middle school students will be at or above the State average of students scoring level 3 or above on the FSA State Math Assessment.

G3.B1 We are still learning more about how the State will state the questions on the assessment.

G3.B1.S1 We are learning more and more about the way the State tests students.

PD Opportunity 1

Math teachers will be informed about test question types as they become available.

Facilitator

Stephanie Tedders

Participants

Middle School Math Teachers

Schedule

Daily, from 8/22/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The teacher will provide instruction in each of the Science standards.				\$7,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	330-Travel	0057 - Pemayetv Emahakv Charter Middle School	General Fund		\$1,200.00
			<i>Notes: Science Conference</i>			
	5000	510-Supplies	0057 - Pemayetv Emahakv Charter Middle School	General Fund		\$5,000.00
			<i>Notes: Materials for labs</i>			
	5000	520-Textbooks	0057 - Pemayetv Emahakv Charter Middle School	General Fund		\$1,500.00
			<i>Notes: Science Fusion Enrichment</i>			
2	G2.B1.S1.A1	Purchase more classroom library books.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$30,000.00
			<i>Notes: 100 Book Challenge and classroom library books.</i>			
3	G3.B1.S1.A1	Math teachers will be informed about test question types as they become available.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	330-Travel	0057 - Pemayetv Emahakv Charter Middle School	General Fund		\$5,000.00
			<i>Notes: Math training conferences and AVID</i>			
4	G3.B2.S1.A1	The I-Ready Mathematics Assessment site license will be purchased along with the computers necessary to run the program.				\$33,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$8,000.00
			<i>Notes: I-Ready Software</i>			
			District-Wide	Other Federal		\$25,000.00
			<i>Notes: Computers</i>			
Total:						\$75,700.00