Merriam Cherry Street Elementary

2016-17 Schoolwide Improvement Plan

Merriam Cherry Street Elementary

1125 CHERRY ST, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	D*	D	

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority and Template

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

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

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

Table of Contents

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 Merriam Cherry Street Elementary

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	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.

Cherry Street inspires and equips all students to be a community of leaders and lifelong learners.

b. Provide the school's vision statement.

Every student at Merriam Cherry Street Elementary will achieve personal success and will become a responsible and productive system.

2. School Environment

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

Surveys: Climate Survey, Title I Parent Survey, teacher-made surveys.

Classroom Surveys: Student Interest Inventories, Multiple Intelligence Surveys, Learning Style Surveys

Cooperative Learning Structures: KAGAN Classbuilding and Team Building Activities

Parent Involvement Nights: Science and Math (1), ELA Reading (2), Art and ELA Writing (2), musical performances for each grade level.

Our school builds and maintains relationships with multiple business and community partners to assist us in developing relationships between faculty, parents, families and community members. Some of these extracurricular activities include Student Council, Book Club, Robotics (SeaPerch) and Girls on the Run.

Cherry Street uses social media to communicate and celebrate the excellence occurring on campus. We use the Cherry Street Website with links to teacher web pages and blogs. Our faculty uses Twitter, Remind, ClassDojo, Canvas, and Google Classroom for communication with families. We have a Cherry Street FaceBook page and a Twitter account.

We make home visits with teachers and administrators as needed.

We maintain a Parent Liaison at the school who organizes parent volunteers, parent events, and monitors attendance.

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

Cherry Street has a safety committee and PBIS team that meets regularly to evaluate the safety needs of our school. The school has a Crisis Team that is trained in CPI protocols, and we also have a safety plan and a crisis plan with frequent drills.

Safety patrol and extensive campus supervision in the mornings provide before-school safety.

For issues regarding students maintaining dignity and self-respect, we have Family 5 (daily character

building) time built into our master schedule. PBIS is in full implementation campus-wide. As part of our PBIS program, we have a bullying prevention program in place to support students and teachers.

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.

Cherry Street is a PBIS school. As part of the PBIS program, every teacher submits a PBIS Classroom Plan that outlines the behavioral expectations, sets up classroom rules with student participation, etc. During pre-service, teachers are trained on PBIS and receive a notebook with all protocols for disciplinary incidents. Procedures and norms are initiated at beginning of the year and following winter break each year.

Approximately 75% of our faculty are KAGAN trained, and we have approximately 1/3 who are KAGAN Win Win Discipline trained. Professional Development in these areas will be ongoing for our faculty and available for our new teachers. Many of our teachers continue to or will begin to use Classroom DOJO to support PBIS expectations and enhance parent communication about behavior and citizenship.

We also use an MTSS approach for identifying students in need of behavioral interventions and use a tiered system for assisting these students with expectations and accommodations. Our teachers will follow specified guidelines for reviewing students who may qualify for MTSS Behavior supports and interventions. By reviewing data, having monthly data chats with our MTSS specialist, and with the assistance of our interventionist we are better able to track student progress and ensure that all students are progress monitored for success.

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.

We provide mentoring with our guidance counselor, social worker and behavior interventionist. Our guidance counselor has established a partnership with a local church in which mentors come to work with students on a weekly basis.

As part of our PBIS program we provide character education lessons, bullying prevention lessons, and citizenship lessons in our Social Studies curricula.

We have a Back Pack Buddies program in partnership with a local church that serves about 35 students.We also have a Shoes for Souls partnership with a local church that serves our students two or more times a year.

We have a Benevolent Fund for extreme needs for our students and their families.

We have an established partnership with the local Rotary Club who supports our students and families in need.

Our Student Council provides multiple opportunities for student service projects which may include Stuff the Bus, Toys for Tots, the Humane Society, and Recycling. These projects are ways for our students to give back to the community and develop empathy and emotional connections to those in need.

Students with extreme needs are supported via the school nurse, the Title I Social Worker, a Parent Liaison, and various district resources.

3. Early Warning Systems

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

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

Our FOCUS data system provides access to multiple Early Warning Systems statistics. It tracks data on: Attendance below 90 percent, students with one or more suspensions (both in-school and out-of-school) and
students in jeopardy of failure in core academic areas. We also have access to students and subgroups of students scoring Level 1 on the statewide, standardized assessments in ELA or Math.

Also, as part of our MTSS process, the counselor, MTSS Staff Training Specialist, Interventionist, Inclusion Resource Teachers, ESE Resource Teacher, Speech Language Pathologist, and classroom teachers meet monthly to analyze Early Warning System data including grade reports, SRA data, Common Assessments, and RTI-B data in conjunction with progress-monitoring probes to review indicators on student progress. Each month, teachers are included in discussion regarding individual student progress. Concerns are addressed by the team and strategies are suggested, decided upon, implemented, and reviewed for effectiveness by the team. In this way, we are able to ensure that all students are progress monitored for success.

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	7	6	11	8	6	9	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	0	1	0	4	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	7	8	0	0	0	0	0	0	0	0	15

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	3	2	7	0	0	0	0	0	0	0	12

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

Interventions Strategies are decided upon during the MTSS Meetings described above. Academic and Behavioral interventions are put in place at the core (Tier 1) and at Tiers 2 and 3. An Intervention Menu is provided by our district. Here are just a few of the items available for interventions: Horizons (K5) SRA Phonemic Awareness, Spell Read (K5), Spelling Mastery (15), SRA Language for Learning (K2), SRA Language Series (K1), Early Interventions in Reading (13), *SRA Reading Mastery (K1), SRA Corrective Reading (35), Connect to Comprehension, SuccessMaker (K5), P.A.L.S., District Pacing Guide and complex texts with tasks, FCRR Activities paired with Empowering Teachers or readworks.org materials, Wonders (K5), Voyager Passport (K5), Great Leaps (K5), and more. This list just represents page 1 of a 4 page Intervention Menu. Students also receive behavioral interventions in the same manner.

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?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 316732.

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

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

Cherry Street keeps a running list of business and community partnerships and continually seeks to add more partnerships throughout the school year. We still utilize the Back Pack Buddies program, which is sponsored by a local Church. We also have a partnership with a local Rotary Club, which supports our students and families in need. In addition, we have partnered with a second local Church to establish our "Shoes for Souls" program to provide shoes for our students. Emerald Coast Fellowship will provide mentors for students, and consumable supplies for teachers.

Cherry Street embraces parent, family, and community volunteers to foster a strong classroom volunteer program in order to support students' academics and citizenship skills. This year, we have established a Room Mother partnership in which every classroom has a Room Mom. At the end of the year, we host a Volunteer Breakfast to recognize the commitment of our volunteers.

Cherry Street has a strong PTO organization that connects us to multiple partnerships in and across the community.

We sustain these partnerships by open communication and celebration of our resources and support.

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
Carpenter, Blythe	Principal
Hicks , Barbara	Other
Eckles, Stacie	Assistant Principal
Clements, Paula	Teacher, K-12
Young, Lori	Teacher, K-12
Higgins, Lynn	Teacher, K-12
Rogers, Tracy	Instructional Coach
Curry, Kim	Teacher, K-12

b. Duties

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

Our School Leadership Team is made up of: Grade Chairs, The Writing Committee Chair, the Literacy Coach, the Match Coach, the Guidance Counselor, the Principal,and the Assistant Principal.

Team Members:
Principal, Blythe A. Carpenter
Assistant Principal, Stacie L. Eckles
Intervention Teacher, Barbara Hicks
KDG, Paula Clements
1st, Lynn Higgins
Media Specialist, Lori Young
SLP/Writing: Toni Golden
Guidance Counselor: Carol Leigh McGuffin
Literacy Coach: Tracy Rogers
Math Coach: Michelle Spencer

We have had Summer Leadership Retreats. They are a decision-making body for the school. We have research-based conversations and review best practices frequently in our meetings. They mentor new teachers, and they bear the responsibility of the school while at the same time share in the celebrations.

Leadership members attend MTSS meetings, data chats, and district coaches meetings to ensure we are implementing all parts of MTSS effectively and that our curriculum and our practices are executed with fidelity. Members assist with training, coaching, progress monitoring, and data driven dialogue for our school in multiple venues.

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 School Leadership Team collaborates to plan, develop and monitor the implementation of school-wide systems that have been established to best meet the needs of all students. Responsibilities and steps to this process include:
-Review/revise and finalize school goals, vision, and mission statements
-Completing a needs assessment to identify critical areas of support for students

-Creating a para-professional support schedule
-Developing and implementing reading (SRA blocks across grade levels)
-Analyzing student academic achievement data to support goals aimed toward student growth and proficiency
-Participating in and presenting relevant Professional Development Opportunities for faculty & staff
-Leading and Facilitating Professional Learning Community meetings (SMART Goals, Common Formative & Summative Assessments, instruction focused on student results, unpacking standards, making data driven decisions about instruction).
-Positive and Proactive grading procedures
-Consistent systems of communication with parents, guardians, and families (about student progress, achievement, behavior, citizenship and safety)
-Collaborating and communicating with all faculty staff including non-core teachers: VPK, Art, STEM, and P.E.
-Establishing and participating in committees that ensure student safety and success: Safety Committee, SAC, PBS Team, MTSS Committee, SIP Team, KAGAN Committee, Writing Committee, Math Committee, Science Committee, Social Studies Committee, Reading Committee, TAG Team, and SRA Team.
-PLC meetings are held weekly
-Committee Meetings are held (at least) monthly
-Establishing and maintaining community partnerships in order to support students, parents, and families
-Sponsoring extracurricular clubs/committees that meet after school: weekly & monthly
-Establishing and maintaining community partnerships in order to support students, parents, and families
-Collaborate with administration, SAC and parent liaison to make decisions about the spending of Title I Funds.

Title I Funds have been used to support students in the following ways:
**Title I Intervention teacher hired to assist with bottom quartile students
*Additional Staff (paraprofessionals to assist with SRA and ESE students)
*Professional Development for teachers/staff
*Supplemental Instructional materials
*Parent Involvement Activities

-Provide students with interventions and remediation as mandated by the MTSS Process
*MTSS: MTSS Specialist (Amanda Roberts) Carol Leigh McGuffin (Guidance Counselor)
*Teachers will review, implement and monitor students' MTSS plans for Reading, Math, and behavior

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Blythe A. Carpenter	Principal
Krissy Brown	Teacher
Donna Harkness	Education Support Employee
Carolyn Harris	Education Support Employee
Barbara Hicks	Teacher
Shannon Murray	Education Support Employee
Angela Kelly	Parent
Darrell Kelly	Education Support Employee
Cynde Faile	Parent
Fayla Thomas	Education Support Employee

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 met with SIP team to review last year's school improvement plan and provided input, feedback, and suggestions.

b. Development of this school improvement plan

The SAC and SIP team collaboratively reviewed the goals and strategies proposed in this year's SIP. This also included how to combine quarterly Family Nights with SAC meetings to enhance participation and attendance. Also review was budget and funds (including SAC and Title I) and how funds will be used to support students and teachers.

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

The SAC collaborated with the SIP team to review the budget (both money from SAC and Title I funds) and provided suggestions on how the funds could be dispersed to best meet the needs of the goals of the School Improvement Plan. Additionally, at the Title I Annual Meeting, parents are informed about the use of Title I funds for the school.

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

$2,019.00 was provided to the SAC Team in the late spring last year prior to the end of the school year. The first meeting will occur in October, and the Team will vote on how to spend those sources. One item for discussion is the use of Write Source writing grading services. The district has offered to match the total fee for this service.

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
Hicks , Barbara	Other
Carpenter, Blythe	Principal
Eckles, Stacie	Assistant Principal
Young, Lori	Teacher, K-12
Brown, Kristina	Teacher, ESE

b. Duties

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

The LLT will discuss and monitor the implementation of SRA Walk To Read and ELA instruction aligned to the grade level standards. Members will support the work of grade level PLCs to help facilitate common assessments and data driven instruction in ELA. The LLT will also support the Writing Committee's work in creating and administering school-wide writing assessments, calibrating the scoring of the assessments, analyzing the data from such assessments. Additionally, the LLT works with the Reading Committee for coordination of family reading nights and other literacy events such as the Literacy Parade, Battle of the Books, Accelerated Reader events and other motivational events to enhance student reading.

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

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

Cherry Street uses a PLC format for consensus decisions among teams of teachers. Norms and protocols are used in the PLC process to insure collaboration during planning and instruction. Further, our school leadership uses a distributed leadership model in which grade chairs facilitate grade level based meetings. Meetings generate topics of discussion that lead to consensus in campus decisions.

Positive relationships are encouraged with our school theme each year. This year's theme is "MCS Believes", we are focused on mentoring students in the bottom quartile in grades 3-5. We are helping the students identify an academic and personal goal to be achieved by the end of the school year. There is also a focus on leadership, with our motto, "Learners Today, Leaders Tomorrow". We have paired buddy classes (K & 3, 1 & 4, 2 & 5) to foster leadership qualities in our upper grades and to build a community in our school. Students have the opportunity to earn "Leader Recognition Cards" when they demonstrate leadership qualities.

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

Highly qualified, certified-in-field, effective teachers are recruited through content-driven interviews facilitated by Principal, Blythe Carpenter and designated interview teams. As a Title I school, Cherry Street can not hire teachers who are not certified and in-field.

Teachers are retained through mentoring partners facilitated by the Principal, Blythe A. Carpenter and the Assistant Principal, Stacie L. Eckles and through the use of district-based Instructional coaching

support. Hiring a full-time intervention teacher, Barbara Hicks, to assist and support beginning teachers is a strategy to retain highly qualified and effective teachers.

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

The current beginning teachers are being coached by their grade level teams, advised by the Assistant Principal and trained by district-level contacts. The teachers involved in the mentor/mentee relationship are meeting weekly in a professional learning community to discuss highly effective practices particularly those related to analyzing student performance data to drive instructional decisions. Time is given for feedback, coaching and planning.

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.

Using a Professional Learning Community format, teachers meet weekly to align instruction and assessments to grade level standards.PLCs will focus on utilizing resources from our BDS Literacy Cafe for complex texts in ELA. The BDS website also offers curriculum guides to guide each grade level through their instructional practices. Additionally, we have ELA and Math Liaisons at every grade level, and they are as follows:
ELA: Math:
K - Graves, C. Clements
1- Bennet, H. Higgins, L.
2 - Underwood, D. Havel, M.
3 - Kelly, A. Blazer, L.
4 - Higgins, P. Horvatic, D.
5 - Walls, N. Clutch, L.

Each grade-level PLC is responsible for creating common assessments and reviewing the data from those assessments at their weekly PLC meetings. Students are identified for remediation and enrichment activities. These meetings also provide a time for teachers to discuss best practices, strategies that are effective in reaching students, and scheduling "learning walks" in order for them to better collaborate and implement those strategies that are most effective.

Michelle Spencer, our math coach, offers math frameworks training for all teachers. She is also available to model best practices in mathematics, to ensure that students are utilizing such strategies as accountable talk - "Number Talk/Misconceptions", "You Think & We Share", "You Apply & I Refine", "Cumulative Review".

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.

DIFFERENTIATION:
SRA is a differentiated curriculum where all students are taught on their instructional level to reduce

achievement gaps. Every student, including inclusion students, are taught using this curriculum. PLC teams use common student achievement data to drive instruction and plan for re-teaching, remediation and enrichment.

On-Grade Level instruction aligned to the standards is also provided. Students are retaught and retested following assessments.

Math curriculum is using a Common Assessment model. Students are retaught and or enriched based on their success with the assessments.

MODIFICATION and SUPPLEMENTS:
Reteaching and retesting as described above. Further, as a data-driven curriculum, SRA requires regrouping and deep practice and ultimately retesting occur with students until they reach mastery.

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: Extended School Day

Minutes added to school year: 10,560

The 900 extra minutes/week in ELA are dedicated to intensive, research-based reading strategies to raise student achievement level. We will utilize SRA, Wonders for our TAG classes, and Connect to Comprehension for our bottom quartile students. Additionally, The Bay Literacy Cafe offers complex texts for on grade-level instruction.

Strategy Rationale

The extended day and additional reading instruction time using research-based teaching strategies will raise student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Carpenter, Blythe, carpeba@bay.k12.fl.us

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

PLC common assessment data, MAP scores, SRA data notebooks, Connect to Comprehension data, and Great Leaps data analysis.

2. Student Transition and Readiness

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

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

FLCKRS, MAP, SRA Placement Test, and the Number Sense Screener Assessments and teacher-made assessments are administered within the first thirty days of school to all kindergarten students in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs.

Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction includes daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills.

Ongoing assessments are used throughout the school year to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Students enrolled in the Voluntary Pre-K Program will be provided with school newsletters throughout the year and they participate in a variety of school-wide functions.

We also hold end-of-year transition meetings for all students leaving our campus and enrolling at the local middle feeder 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.

Our school partners with Bay High School to provide mentors and encourage students to set goals for successful post-secondary opportunities. STEM Club will be supported by Jill Hansen, Bay High science teacher, LeAnne Laird, BHS Anchor sponsor and Megan Todd, BHS SGA sponsor will provide mentors for MCS students.

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   By identifying and addressing the academic and behavioral needs of our students, the number of students making learning gains and demonstrating proficiency in ELA will increase.

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. By identifying and addressing the academic and behavioral needs of our students, the number of students making learning gains and demonstrating proficiency in ELA will increase. `1a`

🔍 G084091

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	45.0
ELA/Reading Lowest 25% Gains	30.0

Targeted Barriers to Achieving the Goal `3`

- Teacher capacity
- Student ownership

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

- SRA Curriculum
- Wonders Curriculum - TAG
- Access to District Literacy Coach
- Inclusion Facilitators (K-2 and 3-5)
- District Writing Plan
- Write Score
- Assessment Tools (DAZE, DORF, and Common Assessments)
- Intervention Programs (Connect to Comprehension and Great Leaps)
- ELA Pacing Guides
- Interventionist
- MTSS Leadership Team
- PLC
- Parent Liaison
- PBIS
- Math Coach
- Literacy Coach

Plan to Monitor Progress Toward G1. `8`

SRA: mastery test, fluency checks, data notebook, grade level assessments

Person Responsible
Barbara Hicks

Schedule
Monthly, from 10/7/2016 to 5/26/2017

Evidence of Completion
SRA mastery test data, data analysis evident in teacher SRA data notebooks and grade level assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. By identifying and addressing the academic and behavioral needs of our students, the number of students making learning gains and demonstrating proficiency in ELA will increase. [1]

🔑 G084091

G1.B1 Teacher capacity [2]

🔑 B223443

G1.B1.S1 Provide professional development for teachers and paraprofessionals in instruction and data analysis in SRA and the Florida Standards. [4]

🔑 S235744

Strategy Rationale

SRA curriculum must be used with fidelity to make desired impact on student achievement and progress monitoring is critical to ensure fidelity is achieved. New teachers require training on the Florida Standards.

Action Step 1 [5]

Teachers and paraprofessionals continue SRA instruction with side-by-side coaching and training as needed with the Interventionist and/or ESE resource teacher 3-5. PLCs will continue weekly SRA data analysis.

Person Responsible

Barbara Hicks

Schedule

Weekly, from 9/6/2016 to 6/1/2017

Evidence of Completion

SRA data notebooks

Action Step 2 [5]

Teachers, interventionist, and ESE support facilitators will analyze SRA fluency and mastery test data to differentiate instruction, create flexible grouping, and progress monitor.

Person Responsible

Barbara Hicks

Schedule

Monthly, from 9/6/2016 to 6/1/2017

Evidence of Completion

SRA Data Notebooks and PLC notes

Action Step 3 `5`

Staff will increase their ability to teach and assess LAFS by participating in grade-level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.

Person Responsible

Blythe Carpenter

Schedule

Weekly, from 9/6/2016 to 6/1/2017

Evidence of Completion

PLC notes, lesson plans, assessment samples and data, observations

Action Step 4 `5`

Teachers will access and use ELA district pacing guide, complex text sets and tasks.

Person Responsible

Barbara Hicks

Schedule

Weekly, from 9/6/2016 to 6/1/2017

Evidence of Completion

Lesson plans, observations, samples of student work

Action Step 5 `5`

Select teachers will attend professional development in Reading

Person Responsible

Barbara Hicks

Schedule

Evidence of Completion

Program and Session Notes

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

Administration will meet with literacy coach to monitor coaching, consultant work, and PD completion by faculty and staff.

Person Responsible

Blythe Carpenter

Schedule

Monthly, from 10/7/2015 to 6/1/2016

Evidence of Completion

SRA mastery test data, data analysis evident in teacher SRA data notebooks, monthly coaching notes from Barbara Hicks, literacy coach

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

Literacy coach, administration and SRA consultant will conduct monthly data analysis meetings with teachers. Administration, literacy coach, and district support team will monitor school wide ELA data for student impact.

Person Responsible

Barbara Hicks

Schedule

Monthly, from 10/7/2015 to 6/1/2016

Evidence of Completion

SRA mastery test data, data analysis evident in teacher SRA data notebooks, monthly coaching notes from Barbara Hicks, literacy coach log, grade level data

G1.B1.S2 Teach text-based writing that is aligned to the Florida standards. 4

🔑 S235745

Strategy Rationale

The Florida Standards emphasize writing in response to text rather than prompt-based writing. In order to increase student achievement on the written response portion of the FSA, students will need rigorous instruction in text based writing.

Action Step 1 5

Grades 3-5 will utilize Write Score text-based writing assessments and lessons.

Person Responsible

Barbara Hicks

Schedule

Quarterly, from 9/6/2016 to 6/1/2017

Evidence of Completion

Write Score data, lesson plans

Action Step 2 5

Teachers will access and use ELA district-created units writing tasks attached to complex text.

Person Responsible

Blythe Carpenter

Schedule

Weekly, from 9/6/2016 to 9/6/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

The literacy coach will be responsible for monitoring text-based writing instruction by completing classroom walk-throughs and meeting with PLCs as needed.

Person Responsible

Barbara Hicks

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

The interventionist will analyze Write Score data in order to determine the effectiveness of teaching text-based writing.

Person Responsible

Barbara Hicks

Schedule

Semiannually, from 9/2/2016 to 5/26/2017

Evidence of Completion

Write Score data will be collected as evidence.

G1.B1.S3 Provide professional development for teachers in data analysis to identify student needs. [4]

🔑 S235746

Strategy Rationale

Teacher ability to identify student needs is critical to drive instruction thereby positively impacting student achievement.

Action Step 1 [5]

Teachers will receive training on calculating learning gains and identifying the bottom quartile in order to plan and differentiate instruction.

Person Responsible

Blythe Carpenter

Schedule

On 8/12/2016

Evidence of Completion

Sign-in Sheets from Inservice, Lesson Plans

Action Step 2 [5]

Teachers, paraprofessionals, interventionist, and ESE support facilitators will analyze SRA fluency and mastery test data to differentiate instruction, create flexible grouping, and progress monitor.

Person Responsible

Barbara Hicks

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

SRA Data Notebooks, Lesson Plans

Action Step 3 `5`

Monthly MTSS meetings will be held to discuss students identified in the bottom quartile. Effective strategies for student improvement and best practices to show student achievement will be ongoing conversations among teachers, MTSS specialist, interventionist, and ESE teachers.

Person Responsible

Blythe Carpenter

Schedule

On 5/16/2017

Evidence of Completion

MTSS meeting notes, sign-in sheets, teacher gradebook

G1.B1.S4 Provide professional development on the ELA instructional shifts, and close reading, delivered by Tracy Rogers, Lisa Solots, and Barbara Hicks. 4

🔑 S235747

Strategy Rationale

By focusing on the instructional shifts we will increase the number of proficient students in ELA.

Action Step 1 5

ELA Instructional Shifts training for the staff - Phase I

Person Responsible

Tracy Rogers

Schedule

On 10/12/2016

Evidence of Completion

Sign-in sheets, deliverables, school calendar

Action Step 2 5

Close Reading professional development for the staff

Person Responsible

Barbara Hicks

Schedule

On 10/24/2016

Evidence of Completion

Sign-in sheets, deliverables, school calendar

Action Step 3 `5`

ELA Instructional Shifts training for the staff - Phase II

Person Responsible

Tracy Rogers

Schedule

On 11/2/2016

Evidence of Completion

Sign-in sheets, deliverables, school calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Classroom walk-throughs, direct observations, DA visits

Person Responsible

Blythe Carpenter

Schedule

Weekly, from 10/13/2016 to 5/31/2017

Evidence of Completion

Google form and AIMS feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B2 Student ownership 2

🔑 B223444

G1.B2.S1 Teachers will utilize a weekly communication tool to inform students and families of academic progress and behavior. 4

🔑 S235748

Strategy Rationale

Our climate survey indicates that our school needs to improve in the area of communication with students and families regarding academic progress and behavior. Positive relationships with stakeholders will create a more positive, and productive, school climate.

Action Step 1 5

Teachers will receive professional development on effective communication with students and families.

Person Responsible

Blythe Carpenter

Schedule

On 8/11/2016

Evidence of Completion

Sign-In Sheets

Action Step 2 5

Each PLC will develop a communication tool which will include a component of academic progress and behavior.

Person Responsible

Blythe Carpenter

Schedule

Weekly, from 9/6/2016 to 6/1/2017

Evidence of Completion

Communication tool templates, Communication tool samples

G1.B2.S2 Using Professional Learning Communities, teachers will utilize data from Common Assessments to make instructional decisions and help students set individual learning goals. 4

🔑 S235749

Strategy Rationale

Using data and student input to create personal learning goals will increase student awareness and ownership of academic progress.

Action Step 1 5

PLCs will meet to develop and plan for common assessments, analyze common assessment data, and make instructional decisions based on their collaboration.

Person Responsible

Blythe Carpenter

Schedule

Weekly, from 9/6/2016 to 6/1/2017

Evidence of Completion

PLC notes, assessment data, and lesson plans

Action Step 2 5

Teachers will use data to help students make informed decisions and set individualized learning goals based on their needs.

Person Responsible

Stacie Eckles

Schedule

On 5/26/2017

Evidence of Completion

Lesson Plans, Communication Tool Samples

G1.B2.S3 Teachers will develop and consistently follow individual PBIS plans and adhere to the Cherry Street Behavior Chart and procedures for discipline issues to effectively manage classroom behavior. 4

🔑 S235750

Strategy Rationale

Effective classroom management plans provide students with an opportunity for input, ownership, and accountability in their education.

Action Step 1 5

Teachers will develop, update, and consistently follow individual PBIS plans for classroom management.

Person Responsible

Stacie Eckles

Schedule

Semiannually, from 9/6/2016 to 6/1/2017

Evidence of Completion

Copies of PBIS Plans

Action Step 2 5

Teachers will follow the Cherry Street Behavior Chart and procedures for discipline with fidelity.

Person Responsible

Stacie Eckles

Schedule

Daily, from 9/6/2016 to 6/1/2017

Evidence of Completion

Discipline Reports from FOCUS, Classroom Observations

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					
G1.B1.S1.A5 A304030	Select teachers will attend professional development in Reading	Hicks , Barbara	No Start Date	Program and Session Notes	No End Date one-time
G1.B1.S4.MA1 M309426	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M309422	Literacy coach, administration and SRA consultant will conduct monthly data analysis meetings with...	Hicks , Barbara	10/7/2015	SRA mastery test data, data analysis evident in teacher SRA data notebooks, monthly coaching notes from Barbara Hicks, literacy coach log, grade level data	6/1/2016 monthly
G1.B1.S1.MA1 M309423	Administration will meet with literacy coach to monitor coaching, consultant work, and PD...	Carpenter, Blythe	10/7/2015	SRA mastery test data, data analysis evident in teacher SRA data notebooks, monthly coaching notes from Barbara Hicks, literacy coach	6/1/2016 monthly
G1.B2.S1.A1 A304039	Teachers will receive professional development on effective communication with students and...	Carpenter, Blythe	8/8/2016	Sign-In Sheets	8/11/2016 one-time
G1.B1.S3.A1 A304033	Teachers will receive training on calculating learning gains and identifying the bottom quartile in...	Carpenter, Blythe	8/8/2016	Sign-in Sheets from Inservice, Lesson Plans	8/12/2016 one-time
G1.B1.S2.A2 A304032	Teachers will access and use ELA district-created units writing tasks attached to complex text.	Carpenter, Blythe	9/6/2016	Lesson Plans	9/6/2016 weekly
G1.B1.S4.A1 A304036	ELA Instructional Shifts training for the staff - Phase I	Rogers, Tracy	10/12/2016	Sign-in sheets, deliverables, school calendar	10/12/2016 one-time
G1.B1.S4.A2 A304037	Close Reading professional development for the staff	Hicks , Barbara	10/24/2016	Sign-in sheets, deliverables, school calendar	10/24/2016 one-time
G1.B1.S4.A3 A304038	ELA Instructional Shifts training for the staff - Phase II	Rogers, Tracy	11/2/2016	Sign-in sheets, deliverables, school calendar	11/2/2016 one-time
G1.B1.S3.A3 A304035	Monthly MTSS meetings will be held to discuss students identified in the bottom quartile....	Carpenter, Blythe	9/13/2016	MTSS meeting notes, sign-in sheets, teacher gradebook	5/16/2017 one-time
G1.MA1 M309428	SRA: mastery test, fluency checks, data notebook, grade level assessments	Hicks , Barbara	10/7/2016	SRA mastery test data, data analysis evident in teacher SRA data notebooks and grade level assessments	5/26/2017 monthly
G1.B1.S2.MA1 M309424	The interventionist will analyze Write Score data in order to determine the effectiveness of...	Hicks , Barbara	9/2/2016	Write Score data will be collected as evidence.	5/26/2017 semiannually
G1.B1.S2.MA1 M309425	The literacy coach will be responsible for monitoring text-based writing instruction by completing...	Hicks , Barbara	10/3/2016		5/26/2017 weekly
G1.B2.S2.A2 A304042	Teachers will use data to help students make informed decisions and set individualized learning...	Eckles, Stacie	8/22/2016	Lesson Plans, Communication Tool Samples	5/26/2017 one-time
G1.B1.S3.A2 A304034	Teachers, paraprofessionals, interventionist, and ESE support facilitators will analyze SRA fluency...	Hicks , Barbara	8/29/2016	SRA Data Notebooks, Lesson Plans	5/26/2017 monthly
G1.B1.S4.MA1 M309427	Classroom walk-throughs, direct observations, DA visits	Carpenter, Blythe	10/13/2016	Google form and AIMS feedback	5/31/2017 weekly
G1.B1.S1.A1 A304026	Teachers and paraprofessionals continue SRA instruction with side-by-side coaching and training as...	Hicks , Barbara	9/6/2016	SRA data notebooks	6/1/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2 🔍 A304027	Teachers, interventionist, and ESE support facilitators will analyze SRA fluency and mastery test...	Hicks , Barbara	9/6/2016	SRA Data Notebooks and PLC notes	6/1/2017 monthly
G1.B1.S1.A3 🔍 A304028	Staff will increase their ability to teach and assess LAFS by participating in grade-level PLCs...	Carpenter, Blythe	9/6/2016	PLC notes, lesson plans, assessment samples and data, observations	6/1/2017 weekly
G1.B1.S1.A4 🔍 A304029	Teachers will access and use ELA district pacing guide, complex text sets and tasks.	Hicks , Barbara	9/6/2016	Lesson plans, observations, samples of student work	6/1/2017 weekly
G1.B2.S1.A2 🔍 A304040	Each PLC will develop a communication tool which will include a component of academic progress and...	Carpenter, Blythe	9/6/2016	Communication tool templates, Communication tool samples	6/1/2017 weekly
G1.B1.S2.A1 🔍 A304031	Grades 3-5 will utilize Write Score text-based writing assessments and lessons.	Hicks , Barbara	9/6/2016	Write Score data, lesson plans	6/1/2017 quarterly
G1.B2.S2.A1 🔍 A304041	PLCs will meet to develop and plan for common assessments, analyze common assessment data, and make...	Carpenter, Blythe	9/6/2016	PLC notes, assessment data, and lesson plans	6/1/2017 weekly
G1.B2.S3.A1 🔍 A304043	Teachers will develop, update, and consistently follow individual PBIS plans for classroom...	Eckles, Stacie	9/6/2016	Copies of PBIS Plans	6/1/2017 semiannually
G1.B2.S3.A2 🔍 A304044	Teachers will follow the Cherry Street Behavior Chart and procedures for discipline with fidelity.	Eckles, Stacie	9/6/2016	Discipline Reports from FOCUS, Classroom Observations	6/1/2017 daily

V. Professional Development Opportunities

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

G1. By identifying and addressing the academic and behavioral needs of our students, the number of students making learning gains and demonstrating proficiency in ELA will increase.

G1.B1 Teacher capacity

G1.B1.S1 Provide professional development for teachers and paraprofessionals in instruction and data analysis in SRA and the Florida Standards.

PD Opportunity 1

Teachers and paraprofessionals continue SRA instruction with side-by-side coaching and training as needed with the Interventionist and/or ESE resource teacher 3-5. PLCs will continue weekly SRA data analysis.

Facilitator

Hicks, Barbara, Brown, Kristina

Participants

Teachers and paras

Schedule

Weekly, from 9/6/2016 to 6/1/2017

PD Opportunity 2

Teachers, interventionist, and ESE support facilitators will analyze SRA fluency and mastery test data to differentiate instruction, create flexible grouping, and progress monitor.

Facilitator

Hicks, Barbara (hicksbb@bay.k12.fl.us), Brown, Kristina

Participants

Teachers , paras

Schedule

Monthly, from 9/6/2016 to 6/1/2017

PD Opportunity 3

Staff will increase their ability to teach and assess LAFS by participating in grade-level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.

Facilitator

Carpenter, Blythe, Eckles, Stacie, Interventionist and Grade Chairs

Participants

Teachers

Schedule

Weekly, from 9/6/2016 to 6/1/2017

PD Opportunity 4

Teachers will access and use ELA district pacing guide, complex text sets and tasks.

Facilitator

Carpenter, Blythe, Eckles, Stacie, Interventionist, District Literacy Coach

Participants

Teachers

Schedule

Weekly, from 9/6/2016 to 6/1/2017

PD Opportunity 5

Select teachers will attend professional development in Reading

Facilitator

Bay County Reading Association

Participants

Select Teachers

Schedule

G1.B1.S3 Provide professional development for teachers in data analysis to identify student needs.

PD Opportunity 1

Teachers will receive training on calculating learning gains and identifying the bottom quartile in order to plan and differentiate instruction.

Facilitator

Blythe Carpenter, Stacie Eckles

Participants

Teachers

Schedule

On 8/12/2016

G1.B1.S4 Provide professional development on the ELA instructional shifts, and close reading, delivered by Tracy Rogers, Lisa Solots, and Barbara Hicks.

PD Opportunity 1

ELA Instructional Shifts training for the staff - Phase I

Facilitator

Tracy Rogers

Participants

Faculty

Schedule

On 10/12/2016

PD Opportunity 2

Close Reading professional development for the staff

Facilitator

Barbara Hicks and Lisa Solots

Participants

Faculty

Schedule

On 10/24/2016

PD Opportunity 3

ELA Instructional Shifts training for the staff - Phase II

Facilitator

Tracy Rogers

Participants

Faculty

Schedule

On 11/2/2016

G1.B2 Student ownership

G1.B2.S1 Teachers will utilize a weekly communication tool to inform students and families of academic progress and behavior.

PD Opportunity 1

Teachers will receive professional development on effective communication with students and families.

Facilitator

Tracey O'Neil, Nikki Walls, Paula Clements, Lynn Higgins

Participants

Teachers

Schedule

On 8/11/2016

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	**Teachers and paraprofessionals continue SRA instruction with side-by-side coaching and training as needed with the Interventionist and/or ESE resource teacher 3-5. PLCs will continue weekly SRA data analysis.**				**$72,171.21**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0111 - Merriam Cherry Street Elem.			$237.21
			Notes: Consumable Supplies			
	5100	150-Aides	0111 - Merriam Cherry Street Elem.			$64,590.00
			Notes: Paraprofessionals			
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
2	G1.B1.S1.A2	**Teachers, interventionist, and ESE support facilitators will analyze SRA fluency and mastery test data to differentiate instruction, create flexible grouping, and progress monitor.**				**$9,116.63**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		$459.38
			Notes: AA Summer			
	5100	510-Supplies	0111 - Merriam Cherry Street Elem.	Title I, Part A		$237.25
			Notes: Consumable Supplies			
	5100	644-Computer Hardware Non-Capitalized	0111 - Merriam Cherry Street Elem.	Title I, Part A		$1,076.00
			Notes: Two laptops			
3	G1.B1.S1.A3	**Staff will increase their ability to teach and assess LAFS by participating in grade-level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.**				**$0.00**
4	G1.B1.S1.A4	**Teachers will access and use ELA district pacing guide, complex text sets and tasks.**				**$0.00**
5	G1.B1.S1.A5	**Select teachers will attend professional development in Reading**				**$500.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$500.00
			Notes: BCRA Conference			
6	G1.B1.S2.A1	Grades 3-5 will utilize Write Score text-based writing assessments and lessons.				**$7,344.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
7	G1.B1.S2.A2	Teachers will access and use ELA district-created units writing tasks attached to complex text.				**$7,344.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
8	G1.B1.S3.A1	Teachers will receive training on calculating learning gains and identifying the bottom quartile in order to plan and differentiate instruction.				**$7,803.38**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		$459.38
			Notes: AA			
9	G1.B1.S3.A2	Teachers, paraprofessionals, interventionist, and ESE support facilitators will analyze SRA fluency and mastery test data to differentiate instruction, create flexible grouping, and progress monitor.				**$0.00**
10	G1.B1.S3.A3	Monthly MTSS meetings will be held to discuss students identified in the bottom quartile. Effective strategies for student improvement and best practices to show student achievement will be ongoing conversations among teachers, MTSS specialist, interventionist, and ESE teachers.				**$0.00**
11	G1.B1.S4.A1	ELA Instructional Shifts training for the staff - Phase I				**$0.00**
12	G1.B1.S4.A2	Close Reading professional development for the staff				**$0.00**
13	G1.B1.S4.A3	ELA Instructional Shifts training for the staff - Phase II				**$0.00**
14	G1.B2.S1.A1	Teachers will receive professional development on effective communication with students and families.				**$8,503.63**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0111 - Merriam Cherry Street Elem.	Title I, Part A		$700.25
			Notes: Leadership			
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		$459.38
			Notes: AA Summer			
15	**G1.B2.S1.A2**	**Each PLC will develop a communication tool which will include a component of academic progress and behavior.**				**$8,503.63**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0111 - Merriam Cherry Street Elem.	Title I, Part A		$700.25
			Notes: Leadership			
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		$459.38
			Notes: AA Summer			
16	**G1.B2.S2.A1**	**PLCs will meet to develop and plan for common assessments, analyze common assessment data, and make instructional decisions based on their collaboration.**				**$8,503.63**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0111 - Merriam Cherry Street Elem.	Title I, Part A		$700.25
			Notes: Leadership			
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		$459.38
17	**G1.B2.S2.A2**	**Teachers will use data to help students make informed decisions and set individualized learning goals based on their needs.**				**$8,503.63**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0111 - Merriam Cherry Street Elem.	Title I, Part A		$700.25
			Notes: Leadership			

	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		$459.38
			Notes: AA Summer			
18	G1.B2.S3.A1	Teachers will develop, update, and consistently follow individual PBIS plans for classroom management.				$8,040.63
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		$459.38
			Notes: AA Summer			
	5100	510-Supplies	0111 - Merriam Cherry Street Elem.	Title I, Part A		$237.25
			Notes: Consumables			
19	G1.B2.S3.A2	Teachers will follow the Cherry Street Behavior Chart and procedures for discipline with fidelity.				$8,040.63
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		$7,344.00
			Notes: Interventionist			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		$459.38
			Notes: AA			
	5100	510-Supplies	0111 - Merriam Cherry Street Elem.	Title I, Part A		$237.25
			Notes: Consumables			
					Total:	$154,375.00