

Glades County School District

Pemayetv Emahakv Charter Middle School



2017-18 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)	2016-17 Title I School	2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	A

**Informational Baseline School Grade*

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

School Board Approval

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Pemayetv Emahakv Charter Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 one day a week.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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	0	1	1	0	0	0	0	2	
One or more suspensions	0	0	0	0	0	0	7	9	8	0	0	0	0	24	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	3	10	4	0	0	0	0	17	

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	2	4	2	0	0	0	0	8	

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

No

1. PFEP 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

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
Raulerson, Rachel	Teacher, K-12
Tedders, Stephanie	Instructional Coach
Tillis, Betty	Teacher, K-12
Thomas, Michele	Administrative Support
Houston, Dixie	Administrative Support
Toms, Kim	Teacher, PreK
Ringstaff, Cynthia	Teacher, K-12
Dennison, Donna	Teacher, K-12
Wells, Mindy	Teacher, K-12
Pritchard, Quenten	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.

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
Brian Greseth	Principal
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
Charlotte Burgess	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

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

a. Evaluation of last year's school improvement plan

The SAC reviewed the available data concerning the 2016-2017 School Improvement Plan in May, 2017. School Improvement Plan results were sent to all parents in August, 2017.

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
Ringstaff, Cynthia	Teacher, K-12
Toms, Kim	Teacher, PreK
Dennison, Donna	Teacher, K-12
Whitlock, Andrea	Teacher, K-12
Pritchard, Michelle	Teacher, K-12
Bond, Mary	Teacher, ESE
Pell, Lydia	Teacher, ESE
Smith, Melodie	Teacher, ESE
Mendez, Traci	Teacher, K-12
Smith, Suraiya	Teacher, K-12

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

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)

- Core Academic Instruction
- Enrichment

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = 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

G094171

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

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 8/10/2017 to 6/1/2018

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**

 G094172

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal **3**

- Lack of classroom library books for monitored independent reading.
- Finding literature students are excited about 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.
- Continue use of 20 minutes of monitored independent reading.
- Continue use of Achieve 3000.

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

G094173

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
Algebra I EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- 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 data 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 data 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**

 G094171

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

 B252850

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**

 S266843

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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**

 G094172

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

 B252851

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

 S266844

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 8/10/2017 to 6/1/2018

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 throughs will be conducted at least twice a week.

Person Responsible

Brian Greseth


Schedule

Weekly, from 8/10/2017 to 6/1/2018


Evidence of Completion

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

G2.B2 Finding literature students are excited about reading. 2

 B252852

G2.B2.S1 Purchase and utilize Achieve 3000. 4

 S266845

Strategy Rationale

Achieve 3000 is a software program that middle school students seem to enjoy. Achieve 3000 not only has interesting articles but also assess student comprehension.

Action Step 1 5

Students will utilize Achieve 3000 at least three times per week.

Person Responsible

Rachel Jones

Schedule

Daily, from 8/10/2018 to 8/10/2018

Evidence of Completion

The middle school Instructional Coach will conduct walk throughs to ensure usage of the program.

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

The Principal and Instructional Coach will conduct regular classroom walk throughs.

Person Responsible

Brian Greseth

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

G094173

G3.B1 A need to find a better math assessment based on the new standards. 2

B252853

G3.B1.S1 The State Math Assessment changed its standards and how they are being questioned. 4

S266846

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.B1.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.B1.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
2018					
G2.B2.S1.MA1 M378240	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M378242	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 M378245	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.A1 A354433	Purchase more classroom library books.	Greseth, Brian	8/22/2016	Additional classroom library books in each classroom.	6/1/2017 monthly
G3.B1.S1.MA1 M378243	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.B1.S1.MA1 M378244	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.B1.S1.A1 A354435	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
G1.MA1 M378237	Performance Matters data will be collected.	Greseth, Brian	8/10/2017	Data from each Science Standards will be analyzed.	6/1/2018 every-6-weeks
G1.B1.S1.MA1 M378235	Effectiveness will be monitored through Performance Matters Assessments conducted at least three...	Greseth, Brian	8/10/2017	Performance Matters data will be analyzed every six weeks.	6/1/2018 every-2-months
G1.B1.S1.MA1 M378236	The teacher will post each of the standards as they are taught.	Greseth, Brian	8/10/2017	The standards will be posted on the wall.	6/1/2018 daily
G1.B1.S1.A1 A354432	The teacher will provide instruction in each of the Science standards.	Tedders, Stephanie	8/10/2017	Classroom walk throughs will be completed daily.	6/1/2018 daily
G2.B1.S1.MA1 M378238	Classroom walk throughs will be conducted at least twice a week.	Greseth, Brian	8/10/2017	Evidence will be collected by observation of reading logs, fluency checks, and comprehension assessments.	6/1/2018 weekly
G2.B1.S1.MA1 M378239	Reading logs will be kept to monitor implementation	Jones, Rachel	8/10/2017	Classroom walk throughs will be conducted to monitor fidelity.	6/1/2018 daily
G2.B2.S1.MA1 M378241	The Principal and Instructional Coach will conduct regular classroom walk throughs.	Greseth, Brian	8/10/2017		6/1/2018 daily
G2.B2.S1.A1 A354434	Students will utilize Achieve 3000 at least three times per week.	Jones, Rachel	8/10/2018	The middle school Instructional Coach will conduct walk throughs to ensure usage of the program.	8/10/2018 daily

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

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	2017-18
	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	2017-18
			District-Wide	General Fund		\$30,000.00
			<i>Notes: 100 Book Challenge and classroom library books.</i>			
3	G2.B2.S1.A1	Students will utilize Achieve 3000 at least three times per week.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3375	510-Supplies	0057 - Pemayetv Emahakv Charter Middle School	General Fund		\$5,000.00
4	G3.B1.S1.A1	The I-Ready Mathematics Assessment site license will be purchased along with the computers necessary to run the program.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0057 - Pemayetv Emahakv Charter Middle School	General Fund		\$12,000.00
			<i>Notes: Laptops used for I-Ready and other Math websites</i>			
Total:						\$54,700.00