

Bay District Schools

Merriam Cherry Street Elementary



2017-18 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)	2016-17 Title I School	2016-17 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	48%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	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 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 Merriam Cherry Street Elementary

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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 citizen.

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: Engaging Structures and Team Building Activities

Parent Involvement Events: Science and Math (1), ELA Reading (1), Art and ELA Writing (1), family book fair nights (2), Kindergarten parent breakfast, Donuts with Dad, Muffins with Mom, and 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, Bible Club, 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.

Cherry Street maintains extensive campus adult supervision in the mornings and afternoons to ensure student safety.

We have Core Connections character education lessons built into our master schedule for issues regarding student dignity and self-respect. 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.

Many of our teachers continue to use engaging structures, Accountable Talk, and 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.

Our faculty and staff members participate in a mentoring program called "MCS Believes" in order to support students with social-emotional needs.

Our school has partnered with two local churches and Tyndall Air Force Base to provide mentoring services to our students on a weekly basis. Additionally, Bay District Schools has implemented a district-wide mentoring program, "Elevate Bay" to increase the number of mentors serving students. Cherry Street is one of five schools identified to receive these mentoring services.

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

We have a "Backpack Blessings" program in partnership with two local churches that serves approximately 100 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 Kiwanis Club who supports our students and families.

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 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.

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	19	13	11	11	11	14	0	0	0	0	0	0	0	79
One or more suspensions	0	1	7	4	4	6	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	3	0	1	0	4	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	7	23	36	0	0	0	0	0	0	0	66

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	3	2	1	10	13	0	0	0	0	0	0	0	29

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. From an intervention menu provided by our district, our school has implemented the following: SRA Phonemic Awareness (K-2), Spelling Mastery (1-5), SRA Language for Learning (K-2), SRA Language Series (K-2), Early Interventions in Reading (1-3), *SRA Reading Mastery (K-1), SRA Corrective Reading (3-5), Connect to Comprehension, district pacing guide and complex texts with tasks, or

readworks.org materials, Wonders (K-5), Voyager Passport (K-5), Great Leaps (K-5), and Achieve 3000.

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?

Yes

1. PFEP 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/416074>.

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 Backpack Blessings program, which is sponsored by two local churches. We also have a partnership with Tyndall Air Force Base, which supports our students at school. Additionally, we have partnered with a local church to establish our "Shoes for Souls" program, which provides shoes for our students. Emerald Coast Fellowship will provide mentors for students, and consumable supplies for teachers. Each summer, and during Teacher Appreciation week, we work with various businesses to celebrate and encourage our 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.

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

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
Brown, Kristina	Teacher, ESE

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, Literacy Coach, Interventionist, Principal, and Assistant Administrator.

Team Members:

Principal, Blythe A. Carpenter

Assistant Administrator, Stacie L. Eckles

Intervention Teacher/ 3rd, Barbara Hicks

KDG, Paula Clements

1st, Lynn Higgins

2nd, Nikki Walls

4th, Dian Horvatic

5th, Tracey O'Neil

Media Specialist, Lori Young

SLP/Writing: Toni Golden

Literacy Coach: Tracy Rogers

ESE, Krissy Brown

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, oversee PLCs, and provide curriculum guidance.

Leadership members attend MTSS meetings as needed, data chats, and district liaison 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, Music, and P.E.
- Establishing and participating in committees that ensure student safety and success: Safety Committee, SAC, PBIS Team, MTSS Committee, SIP Team, Math/Science Committee, ELA Committee, and regular and vertically aligned PLCs.
- 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 (Amber Siler) 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
Carolyn Harris	Education Support Employee
Barbara Hicks	Teacher
Angela Kelly	Parent
Darrell Kelly	Education Support Employee
Cynde Faile	Parent
Fayla Thomas	Education Support Employee
Melody Vasquez	Parent
Dena Smith	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 met with the 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. The budget and funds (including SAC and Title I) were also reviewed 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.

\$1698.00 was provided to the SAC in the late spring last year prior to the end of the school year. The first meeting will occur in September, and the SAC will vote on how to spend those funds.

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 administration of school-wide writing assessments, calibrating the scoring of the assessments, analyzing the data, and adjusting instructional practice according to student needs. Additionally, the LLT works with the Reading Committee for coordination of family reading nights and other literacy events such as Literacy Week activities, Battle of the Books, Accelerated Reader events, and other motivational events to enhance student reading.

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.

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 "Don't Stop 'B'elievin". We will continue to focus 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 Administrator, 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 Administrator 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- Bennett, H. Higgins, L.
- 2 - Walls, N. Odom, M.
- 3 - Kelly, A. Rowell, T.
- 4 - Horvatic Prather, P.
- 5 - Cole, S. Clutch, L.

Each grade-level PLC is responsible for reviewing the data from classroom assessments at their weekly PLC meetings and utilizing the preparation protocol to implement teacher lesson plans. 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.

4th/5th grade PLCs are comprised of same-subject teachers in a departmentalized plan. For grades K-3, teachers will meet once/month to discuss vertical alignment in standards-based instruction.

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. With the exception of our TAG students, every student, is 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 utilizing the Bay Literacy Cafe and Achieve 3000. Students are retaught and retested following assessments.

Bay District Schools has adopted a new math curriculum, Eureka Math for the 2017-18 school year. Data was reviewed by the district prior to adoption to address math deficiencies district-wide.

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. Additionally, our school interventionist has identified the students in our bottom quartile and she utilizes intervention strategies, daily, to ensure student progress through small group, direct 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: Extended School Day

Minutes added to school year: 10,560

The 900 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 and Achieve 3000 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, and Connect to Comprehension data.

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.

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. Pre-K implements use of school-wide curriculum including SRA, Eureka Math, and Achieve 3000 as appropriate.

We also hold end-of-year transition meetings for all students leaving our campus and enrolling at the local middle feeder school. Additionally, we offer a field trip to our feeder middle school for students transitioning to 6th grade.

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, Nick Efstathiou, Band Director Bay High School, will bring the band for a mini-concert demonstration for our students, and Julia House, Choir Director at Bay High School, will bring choral students to perform a holiday musical for our student body.

Elizabeth Mapoles, Pre-AICE Coordinator for Jinks Middle School, will provide information about Jinks' curriculum and extra-curricular activities available for all middle school 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 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.** By identifying and addressing the behavioral needs of our students, instructional momentum in our classrooms will increase and the number of students demonstrating proficiency in ELA will increase.
- G2.** By identifying and addressing the academic 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 behavioral needs of our students, instructional momentum in our classrooms will increase and the number of students demonstrating proficiency in ELA will increase. 1a

 G095244

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Student Behavior

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS team
- PROMISE Room Paraprofessional
- Intervention programs (Zoo-U, CICO)
- Social Worker (lunch bunch, home visits, liaison to community resources)
- ECF/FUMC partnership
- Elevate Bay Mentors
- PLCs
- MTSS

G2. By identifying and addressing the academic needs of our students, the number of students making learning gains and demonstrating proficiency in ELA will increase. 1a

G095245

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
ELA/Reading Lowest 25% Gains	75.0

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)
- School-wide Writing Plan
- Assessment Tools (DAZE, DORF, and Common Assessments)
- Intervention Programs (Connect to Comprehension, Voyager Passport, and Great Leaps)
- Bay District Schools ELA Pacing Guides
- Interventionist
- MTSS Leadership Team
- PLC
- Parent Liaison
- PBIS
- Literacy Coach

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Barbara Hicks

Schedule

Weekly, from 9/11/2017 to 6/1/2018

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

 = Problem Solving Step  S123456 = Quick Key

G1. By identifying and addressing the behavioral needs of our students, instructional momentum in our classrooms will increase and the number of students demonstrating proficiency in ELA will increase. 1

 G095244

G1.B1 Student Behavior 2

 B256363

G1.B1.S4 The PBIS team will meet monthly to support teachers with implementation of PBIS classroom plans, analyze discipline data, and organize school-wide events. 4

 S271086

Strategy Rationale

An effective PBIS/behavior team is a critical component of our success as a PBIS school with well-managed behavior. Our team ensures that the preservation of instructional momentum at the forefront of our daily routines.

Action Step 1 5

The PBIS team for this school year will be created to include representatives from each grade level on a volunteer basis to promote teacher participation.

Person Responsible

Stacie Eckles

Schedule

On 8/9/2017

Evidence of Completion

MCS Committee Sign-Up Google Sheet

Action Step 2 5

The PBIS team members will review PBIS classroom plans and assist teachers in development of PBIS plans as needed.

Person Responsible

Stacie Eckles

Schedule

Semiannually, from 9/5/2017 to 6/1/2018

Evidence of Completion

Copies of PBIS classroom plans

Action Step 3 5

The PBIS team will meet monthly to analyze discipline data, problem solve, provide suggestions to teachers, and ensure fidelity to the Bay District Schools Discipline Matrix and MCS PBIS Expectations and Behavior Chart.

Person Responsible

Stacie Eckles

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Action Step 4 5

The PBIS team will meet monthly to discuss and organize school-wide events based on survey feedback from stakeholders.

Person Responsible

Stacie Eckles

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion


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

Person Responsible

Schedule

Evidence of Completion

G2. By identifying and addressing the academic needs of our students, the number of students making learning gains and demonstrating proficiency in ELA will increase. 1

 G095245

G2.B1 Teacher capacity 2

 B256364

G2.B1.S4 Provide professional development on continued use of the ELA instructional shifts, and close reading, delivered by Tracy Rogers and Barbara Hicks. 4

 S271090

Strategy Rationale

By focusing on the instructional shifts we will increase the number of proficient students in ELA and positively impact learning gains in ELA.

Action Step 1 5

ELA Instructional Shifts training for the staff

Person Responsible

Tracy Rogers

Schedule

On 8/10/2017

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 10/25/2017

Evidence of Completion

Sign-in sheets, deliverables, school calendar

Action Step 3 5

ELA Instructional Shifts training for the staff - Complex/appropriately lexiled texts

Person Responsible

Barbara Hicks

Schedule

Monthly, from 9/12/2017 to 5/22/2018

Evidence of Completion

PLC notes, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Classroom walk-throughs, direct observations, district visits

Person Responsible

Blythe Carpenter

Schedule

Monthly, from 9/19/2017 to 3/14/2018

Evidence of Completion

Google form and AIMS feedback, recognition cards

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Classroom walk-throughs and direct observations

Person Responsible

Blythe Carpenter

Schedule

Monthly, from 9/11/2017 to 3/14/2018

Evidence of Completion

Google form, PLC notes, and lesson plans

G2.B2 Student ownership 2

 B256365

G2.B2.S1 Teachers will utilize a weekly communication tool to inform students and families of academic progress and behavior. 4

 S271091

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 8/10/2017

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

On 8/10/2017

Evidence of Completion

Communication tool templates, Communication tool samples

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

Communication tool utilized by each grade level

Person Responsible

Blythe Carpenter

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data collected from ongoing communication with students and families

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

Increased two-way communication between teachers and students and families

Person Responsible

Blythe Carpenter

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Emails, Class Dojo, behavior charts, climate survey

G2.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

 S271092

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 9/12/2017 to 6/1/2018

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 6/1/2018

Evidence of Completion

Lesson Plans, Communication Tool Samples

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

G2.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

 S271093

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 9/5/2017 to 1/8/2018

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 8/17/2017 to 6/1/2018

Evidence of Completion

Discipline Reports from FOCUS, Classroom Observations

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Person Responsible




Schedule

Evidence of Completion

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.S2.MA1 M388272	[no content entered]		No Start Date		No End Date one-time
G2.B2.S2.MA1 M388273	[no content entered]		No Start Date		No End Date one-time
G2.B2.S3.MA1 M388274	[no content entered]		No Start Date		No End Date one-time
G2.B2.S3.MA1 M388275	[no content entered]		No Start Date		No End Date one-time
G1.B1.S4.MA1 M388261	[no content entered]		No Start Date		No End Date one-time
G1.B1.S4.A1 A363281	The PBIS team for this school year will be created to include representatives from each grade level...	Eckles, Stacie	8/9/2017	MCS Committee Sign-Up Google Sheet	8/9/2017 one-time
G2.B2.S1.A1 A363298	Teachers will receive professional development on effective communication with students and...	Carpenter, Blythe	8/10/2017	Sign-In Sheets	8/10/2017 one-time
G2.B2.S1.A2 A363299	Each PLC will develop a communication tool which will include a component of academic progress and...	Carpenter, Blythe	8/9/2017	Communication tool templates, Communication tool samples	8/10/2017 one-time
G2.B1.S4.A1 A363295	ELA Instructional Shifts training for the staff	Rogers, Tracy	8/10/2017	Sign-in sheets, deliverables, school calendar	8/10/2017 one-time
G2.B1.S4.A2 A363296	Close Reading professional development for the staff	Hicks , Barbara	10/25/2017	Sign-in sheets, deliverables, school calendar	10/25/2017 one-time
G2.B2.S3.A1 A363302	Teachers will develop, update, and consistently follow individual PBIS plans for classroom...	Eckles, Stacie	9/5/2017	Copies of PBIS Plans	1/8/2018 semiannually
G2.B1.S4.MA1 M388268	Classroom walk-throughs and direct observations	Carpenter, Blythe	9/11/2017	Google form, PLC notes, and lesson plans	3/14/2018 monthly
G2.B1.S4.MA1 M388269	Classroom walk-throughs, direct observations, district visits	Carpenter, Blythe	9/19/2017	Google form and AIMS feedback, recognition cards	3/14/2018 monthly
G2.B1.S4.A3 A363297	ELA Instructional Shifts training for the staff - Complex/appropriately lexiled texts	Hicks , Barbara	9/12/2017	PLC notes, lesson plans	5/22/2018 monthly
G2.MA1 M388276	SRA: mastery test, fluency checks, data notebook, grade level assessments	Hicks , Barbara	9/11/2017	SRA mastery test data, data analysis evident in teacher SRA data notebooks and grade level assessments	6/1/2018 weekly
G2.B2.S1.MA1 M388270	Increased two-way communication between teachers and students and families	Carpenter, Blythe	8/14/2017	Emails, Class Dojo, behavior charts, climate survey	6/1/2018 weekly
G2.B2.S1.MA1 M388271	Communication tool utilized by each grade level	Carpenter, Blythe	8/14/2017	Data collected from ongoing communication with students and families	6/1/2018 weekly
G2.B2.S2.A1 A363300	PLCs will meet to develop and plan for common assessments, analyze common assessment data, and make...	Carpenter, Blythe	9/12/2017	PLC notes, assessment data, and lesson plans	6/1/2018 weekly
G2.B2.S2.A2 A363301	Teachers will use data to help students make informed decisions and set individualized learning...	Eckles, Stacie	8/28/2017	Lesson Plans, Communication Tool Samples	6/1/2018 one-time
G2.B2.S3.A2 A363303	Teachers will follow the Cherry Street Behavior Chart and procedures for discipline with fidelity.	Eckles, Stacie	8/17/2017	Discipline Reports from FOCUS, Classroom Observations	6/1/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A2  A363282	The PBIS team members will review PBIS classroom plans and assist teachers in development of PBIS...	Eckles, Stacie	9/5/2017	Copies of PBIS classroom plans	6/1/2018 semiannually
G1.B1.S4.A3  A363283	The PBIS team will meet monthly to analyze discipline data, problem solve, provide suggestions to...	Eckles, Stacie	9/5/2017		6/1/2018 monthly
G1.B1.S4.A4  A363284	The PBIS team will meet monthly to discuss and organize school-wide events based on survey feedback...	Eckles, Stacie	9/5/2017		6/1/2018 monthly

V. Professional Development Opportunities

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

G2. By identifying and addressing the academic needs of our students, the number of students making learning gains and demonstrating proficiency in ELA will increase.

G2.B1 Teacher capacity

G2.B1.S4 Provide professional development on continued use of the ELA instructional shifts, and close reading, delivered by Tracy Rogers and Barbara Hicks.

PD Opportunity 1

ELA Instructional Shifts training for the staff

Facilitator

Tracy Rogers

Participants

Faculty

Schedule

On 8/10/2017

PD Opportunity 2

Close Reading professional development for the staff

Facilitator

Barbara Hicks and Tracy Rogers

Participants

Faculty

Schedule

On 10/25/2017

PD Opportunity 3

ELA Instructional Shifts training for the staff - Complex/appropriately lexiled texts

Facilitator

Barbara Hicks

Participants

Faculty

Schedule

Monthly, from 9/12/2017 to 5/22/2018

G2.B2 Student ownership

G2.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

Blythe Carpenter

Participants

Teachers

Schedule

On 8/10/2017

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.S4.A1	The PBIS team for this school year will be created to include representatives from each grade level on a volunteer basis to promote teacher participation.				\$0.00
2	G1.B1.S4.A2	The PBIS team members will review PBIS classroom plans and assist teachers in development of PBIS plans as needed.				\$0.00
3	G1.B1.S4.A3	The PBIS team will meet monthly to analyze discipline data, problem solve, provide suggestions to teachers, and ensure fidelity to the Bay District Schools Discipline Matrix and MCS PBIS Expectations and Behavior Chart.				\$0.00
4	G1.B1.S4.A4	The PBIS team will meet monthly to discuss and organize school-wide events based on survey feedback from stakeholders.				\$0.00
5	G2.B1.S4.A1	ELA Instructional Shifts training for the staff				\$0.00
6	G2.B1.S4.A2	Close Reading professional development for the staff				\$0.00
7	G2.B1.S4.A3	ELA Instructional Shifts training for the staff - Complex/appropriately lexiled texts				\$0.00
8	G2.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	2017-18
	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						
9	G2.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	2017-18
	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						

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	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$459.38
			<i>Notes: AA Summer</i>			
10	G2.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	2017-18
	6400	120-Classroom Teachers	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$700.25
			<i>Notes: Leadership</i>			
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$7,344.00
			<i>Notes: Interventionist</i>			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$459.38
11	G2.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	2017-18
	6400	120-Classroom Teachers	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$700.25
			<i>Notes: Leadership</i>			
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$7,344.00
			<i>Notes: Interventionist</i>			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$459.38
			<i>Notes: AA Summer</i>			
12	G2.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	2017-18
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$7,344.00
			<i>Notes: Interventionist</i>			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$459.38
			<i>Notes: AA Summer</i>			
	5100	510-Supplies	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$237.25
			<i>Notes: Consumables</i>			

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13	G2.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	2017-18
	5100	130-Other Certified Instructional Personnel	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$7,344.00
			<i>Notes: Interventionist</i>			
	7300	110-Administrators	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$459.38
			<i>Notes: AA</i>			
	5100	510-Supplies	0111 - Merriam Cherry Street Elem.	Title I, Part A		\$237.25
			<i>Notes: Consumables</i>			
					Total:	\$50,095.78