

Middleburg Elementary School



2017-18 Schoolwide Improvement Plan

Middleburg Elementary School

3958 MAIN ST, Middleburg, FL 32068

<http://mbe.oneclay.net>

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-6	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	12%

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

This plan is pending approval by the Clay 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 Middleburg Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

b. Provide the school's vision statement.

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

2. School Environment

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

Teachers and students develop positive relationships through classroom introduction activities and lessons which include diversity and character building. The school-wide Positive Behavior program instills positive reinforcement for good choices.

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

The first week of our school year is dedicated to learning the policies and procedures of Middleburg Elementary. Faculty, staff, and administrators clearly explain the rules and expectations of every class and area of the school. This includes explicit bathroom, cafeteria, bus, and hallway rules. These rituals and routines are modeled and practiced daily. Students are recognized for positive behavior choices.

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.

Middleburg Elementary's Code of Conduct is available on our school's website and in every student planner. Parents are asked to read and sign an acknowledgement of this document during the first week of school.

Rules are posted in every area. Policies, procedures, rituals, and routines are clearly explained and demonstrated at the beginning of and throughout the school year. Student behaviors are monitored in every class through the use of behavioral systems. Rules and consequences are clearly explained and enforced. Students are encouraged to "go for the G-O-L-D". Through this positive behavior system, students are recognized for giving respect, opting for a positive attitude, leading with integrity, and being dedicated to excellence.

To maximize participation and motivation, teachers were trained in Kagan structures which promote collaboration and engagement. Students also learn to use accountable talk when working

collaboratively with peers. These activities are monitored by administration via walk-throughs and reviews of lesson plans. Students are encouraged to discuss their learning with partners and in small groups. They problem solve using dry erase boards and real life situations in small groups. Students are engaged in learning through the use of technology provided such as i-Pads and Chromebooks.

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.

All teachers have been trained in the Being A Writer and Making Meaning programs that are being used in our ELA classes. Both of these programs contain a behavioral component. Students are encouraged to collaborate in learning and share their ideas. Appropriate behaviors for social activities are discussed and explicitly modeled. Students are required to share their partners' thoughts and ideas which requires them to truly listen to one another. Prompts are taught to students to promote appropriate interactions among classmates.

When students struggle behaviorally, teachers initiate behavioral interventions. Appropriate behaviors are clearly defined and monitored. Students receive marks on behavioral charts for making good choices and following school rules. They are rewarded in many different ways for filling their chart. Our guidance counselor is available to provide support to our students who are dealing with an array of social and emotional issues. In addition, she provides classroom guidance lessons on important issues such as: bullying, study skills and self-esteem. These students are listened to and strategies are discussed for handling difficult situations. Our social worker communicates often with teachers and administrators regarding struggling students. She communicates and problem solves with our families to meet the social and emotional needs of our students.

Middleburg Elementary will continue to utilize our Child and Youth Behavioral Military and Family Life Counselor Program. This program is available at no cost to provide military children, parents, and family members with short-term, non-medical counseling. These counselors engage in activities with our children, provide behavioral interventions in classrooms, and model behavioral techniques. They communicate their findings with our staff to help us meet the needs of our students. Our counselor is also available to parents and staff to discuss interactions with children and other concerns. They provide our school and families with support when faced with issues such as deployment, separation, fear, grief, and loss.

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.

The school's early warning system identifies at risk students using the EWS Report generated through FOCUS. Once students are identified at risk for attendance below 90%, one or more suspensions, course failure in ELA or Mathematics and/or a Level 1 on the FSA, a meeting is scheduled with the intervention team (Assistant Principal, Guidance Counselor, Teacher, and Social Worker) to determine the appropriate interventions. The results of the meeting along with the interventions are recorded in FOCUS. The interventions are implemented, reviewed and updated quarterly.

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	2	5	4	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	1	0	1	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	1	5	2	0	0	0	0	0	0	8
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	5	3	0	0	0	0	0	0	10

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

The intervention strategies employed to improve academics is focused on Tier 2 level of instruction to include small group differentiated instruction, student centered learning, tutoring, Achieve 3000 and individualized student needs. These interventions are monitored frequently and documented for progress.

The intervention strategies employed to improve attendance consist of referral to the attendance team. After the referral, a meeting is scheduled with the parent to problem solve and develop an intervention plan. If after the meeting and the implementation of interventions, the problem continues, a Truancy Petition can be issued.

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/444054>.

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.

Our school year begins with an Open House where families are invited to visit our school and meet our teachers. Parents are encouraged to complete required documents to be approved to volunteer in our classrooms. We also ask that parents register for the parent portal to be able to access their child's school information. An orientation is held to review the rights and responsibilities of our volunteers. They are made to feel welcomed at our school and are encouraged to provide support to our students, teachers and office staff. Volunteers are encouraged to be trained to serve as academic tutors to provide reading and math support. Through this program, students practice fluency, reading comprehension and math facts. Approved volunteers assist with class parties and chaperone many field trips during the year and also provide support to teachers off campus. A Volunteer Breakfast is held at the end of the year to show appreciation for the support they have provided to our students.

Pastries for Pirates, S.T.E.A.M. night and Reading Bingo are special events for our families which allow us to share strategies and activities to promote reading and math at home.

During 6th Grade Science Fair Night, teachers guide students and their families through the process of completing a science project. They review the required documentation and activities. Teachers share what we provide to support them through the completion of their study such as open labs, required materials, and access to printers. Parents are informed that teachers will review and make suggestions to improve their student's project.

Families are encouraged to celebrate special events at our school. A Fall Festival is held every year. Families enjoy playing games, winning prizes, and purchasing refreshments. The funds raised support our school in many ways, including allowing us to purchase incentives and rewards to motivate students academically and behaviorally throughout the school year. Chorus concerts are held throughout the year to share the special musical talents of our students. Promotion ceremonies celebrate the achievements of our Kindergarten and Sixth grade students as they advance to the next grade. Award assemblies are held every nine weeks to recognize and reward excellence in the classroom. Students receive incentives for meeting reading goals.

SAC meetings are held at least four times a year. The purpose of this council is to promote communication, involvement, and understanding within the school and the community. The council is composed of administration, teachers, community business partner, support personnel, and parents. Parents attend the Parent Advisory Council (PAC) meetings where guest speakers share information and strategies that can be used at home to promote academic success. Take home materials are provided. Information regarding curriculum and assessments are shared.

Community resources are utilized to support our school. The Clay County Fire Department offers fire safety training to our students. Officers from the Clay County Sheriff's Department present information to discourage bullying. They make students aware of the dangers of drug abuse. Both of these departments work alongside the school to ensure a safe learning environment. Many health workers assist in health screenings and teach children proper dental hygiene techniques. Middleburg Martial Arts, a local business, presents lessons in character building such as self-discipline, goal-setting, and anti-bullying.

Agendas, websites, Facebook page, the One Clay App and newsletters are used to communicate with parents regarding academics, behavior, and upcoming events.

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
Wilkerson, Becky	Principal
Wright, Melissa	Assistant Principal
Heath, Sherri Lee	Instructional Coach
Salt, Betsy	Instructional Coach
Grant, Yolanda	School Counselor

b. Duties

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

Administration, Title 1 Instructional Coaches, and the Guidance Counselor support teachers, students, and parents with all aspects of curriculum, behavior, interventions, and parent involvement events.

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.

All K-6 students will take benchmark assessments. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Title 1 Funds are allocated for:

Additional instructional and support staff

Increased opportunity and frequency of professional development for teachers

Availability of Parent Involvement Opportunities

Additional Instructional Material and Technology for teachers to utilize during classroom instruction

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sherri-Lee Heath	Teacher
Melissa Parker	Teacher
Becky Wilkerson	Principal
Melissa Wright	Principal
Jan Lappin	Business/Community
Gayle Perry	Parent
Melissa Freeland	Parent
Stephanie and Dewey Messano	Parent
Crystal Lappin	Parent
Dana Lundy	Parent
Kaleea Clinkscale-Loyal	Parent
Dana Zellers	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

At the first SAC meeting in October 2017, Principal Wilkerson provided parents with the previous school year's FSA Math, Reading, and fifth grade State Science Assessment. This data was used to review the previous year's SIP goals and compare the results with the target goals in the previous year's SIP. Middleburg Elementary fell short of the overall goal. The 2017-2018 goals were then established to reflect specific, targeted strategies and action plans to improve upon the previous year's FSA data and school grade.

b. Development of this school improvement plan

At the October 2017 initial SAC meeting, the previous year's FSA data and school grade was discussed and was compared in relation to the previous year's SIP goals. All members were then given an opportunity to provide input and feedback, and school goals for the current year were discussed. At the second SAC meeting, the 2017-2018 SIP plan was shared and all specific strategies, barriers, and action plans were discussed. The action plan timeline is shared with all stakeholders throughout the school year.

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

The school budget is prepared by Principal Wilkerson and presented to the SAC committee. Members are given the opportunity to share their thoughts and make suggestions regarding our budget.

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

No School Improvement funds were allocated.

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
Gay, Stacey	Instructional Media
Beason, Linda	Teacher, K-12
Caldwell, Kimberly	Teacher, K-12
Perry, Nicole	Teacher, K-12
Brown, Leslie	Teacher, K-12
Saksa, Tessie	Teacher, K-12
Salt, Betsy	Instructional Coach
Heath, Sherri Lee	Instructional Coach

b. Duties

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

The literacy team is supporting teachers with each of the new curriculum initiatives such as Leveled Literacy Interventions, SIPPS, Achieve3000, iReady, and Lucy Calkins Units of Study. The literacy team is also promoting literacy through Title 1 parent involvement events and district or state literacy initiatives such as Literacy Week and the Summer Reading Challenge.

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.

Our master schedule allows grade level teams to have common planning daily. Teachers participate in weekly Professional Learning Communities. Both of these times allow teachers to discuss standards, target learning needs, and plan for highly effective lessons and formative or summative assessments.

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

The school principal attends college job recruiting fairs to recruit highly qualified, in-field teachers. The principal solicits input regarding the best and brightest candidates from current teachers, fellow administrators, and college personnel. Beginning and struggling teachers are partnered with one of the instructional coaches to serve as a mentor for support. These coaches collaborate on planning and modeling lessons for teachers. First year teachers are also provided a district BEST coach to help support the teacher for the entire first year of teaching.

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

Beginning teachers are partnered with a mentor teacher through the district BEST program. The mentor assists with lesson planning, classroom management, parent communication and conferencing. The Title 1 instructional coaches model effective teaching strategies, classroom management strategies, effective conferencing techniques, and intervention planning and facilitation.

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 district provides approved curriculum which is adopted at the district level in alignment with state standards. Curriculum Guides and pacing calendars are provided from the district. Grade level teams receive numerous opportunities for professional development which foster lesson planning and instructional strategies to support highly effective implementation of the state standards. Quarterly data meetings are held within each grade level to measure how our students are performing against each standard.

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.

A variety of formative and summative assessments are used to evaluate student achievement throughout the year. Grade levels meet with the leadership team a minimum of three times per year to analyze individual student data and determine lowest quartile needs in addition to achievement gaps. Teachers identify students who would benefit from Tier 2 and Tier 3 MTSS interventions, and teachers work together to design differentiated instruction. Students who qualify for an Exceptional Student Education program receive an Individual Education Plan which is carefully implemented and monitored by the ESE staff.

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: Before School Program

Minutes added to school year: 1,200

Fifth grade science enrichment

Strategy Rationale

If students arrive to school twenty-five minutes before the school day begins, then providing enriching science activities in the school's science lab will increase students' mastery of the state science standards on the fifth grade State Science Assessment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wilkerson, Becky, becky.wilkerson@myoneclay.net

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

Attendance at the enrichment sessions is compared to student achievement on the district Performance Matters science assessment.

Strategy: After School Program

Minutes added to school year: 2,340

Third through Sixth grade lowest quartile students attend ELA and Math tutoring sessions two times per week for 26 sessions.

Strategy Rationale

If lowest quartile students receive differentiated instruction in ELA and Math, then they will make greater learning gains on the FSA assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Heath, Sherri Lee, sherrilee.heath@myoneclay.net

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

A pre and post test with targeted standards will be used to determine student learning gains within the after school program.

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.

The local Head Start program takes a field trip to MBE at the end of the school year to prepare them for transition to kindergarten the following year. During the summer, the kindergarten teachers conduct screenings of our students entering kindergarten to determine their readiness for kindergarten. An orientation is held for the parents of our entering kindergarten students prior to the start of school to prepare the parents for the kindergarten year and to answer their questions. Sixth grade students attend an orientation led by administrators and guidance counselors at Wilkinson Junior High. Scheduling opportunities including various electives are discussed. Rules and consequences are presented. Sixth grade students visit the school and tour the campus at the end of the school year.

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.

N/A -Elementary Grades K-6. See above for secondary transitional activities.

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

N/A -Elementary Grades K-6. See above for secondary transitional activities.

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 -Elementary Grades K-6. See above for secondary transitional activities.

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 -Elementary Grades K-6. See above for secondary transitional activities.

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.

Our area of strength is the hard working dedicated students and teachers we have at Middleburg Elementary. According to our 16-17 FSA Data, in 3rd Grade ELA we ranked 9th in District with a 12%

improvement. In 4th Grade ELA we ranked 9th in District with an 8% improvement. In 4th Grade Math we ranked 6th in District with a 9% improvement. Science Proficiency improved last year by 4% and we ranked 10th overall in the district.

Two of our teachers were recognized as High Impact teachers by the DOE for the learning gains they made with their students in Math. One of those teachers received this honor two years in a row. We pride ourselves in holding high academic expectations for our students, as well as fostering a school climate that embraces family and community involvement, in which MBE ranked higher in these two areas than the district average on our Insight Survey.

In our areas of need, according to the data, we showed a deficiency in the gains made by our Lower Quartile students in both ELA and math.

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.

As indicated above, our deficiencies stemmed from insufficient gains with our lower quartile students. After careful analysis of the data, we found that the root cause of these deficiencies was the delayed identification of students needing more individualized support as well as the consistent implementation of targeted research-based small group interventions.

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.** If all Teachers differentiate instruction to meet students' individual needs, then we will see increases in student learning gains in the bottom quartile.
- G2.** If all Teachers use rigorous common assessments aligned with standards and item specs, then we will see increases in student learning gains in reading, math and science.
- G3.** If all Teachers implement a positive behavior expectations plan with fidelity, then we will see increases in student engagement and a decrease in student removal from class.

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. If all Teachers differentiate instruction to meet students' individual needs, then we will see increases in student learning gains in the bottom quartile. 1a

G099460

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Consistency of daily small group facilitation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leveled Literacy Intervention
- SIPPS
- iReady
- Achieve3000
- Barton
- Teacher Toolbox
- Title 1 Instructional Coaches
- Teacher and ESE assistants
- Administrators
- ESE teachers

Plan to Monitor Progress Toward G1. 8

Differentiated small group progress monitoring

Person Responsible

Betsy Salt

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

GoogleSheets for grade specific curriculum data

G2. If all Teachers use rigorous common assessments aligned with standards and item specs, then we will see increases in student learning gains in reading, math and science. 1a

G099461

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Access, knowledge, and utilization of resources aligned with item specs and standards to effectively create common assessments

Resources Available to Help Reduce or Eliminate the Barriers 2

- C-PALMS
- Item specs linked in Curriculum Guides
- LAFS and MAFS Ready and Toolkit
- Curriculum resources
- Performance Matters/UNIFY

Plan to Monitor Progress Toward G2. 8

Student formative assessment data

Person Responsible

Sherri Lee Heath

Schedule

Quarterly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Formative assessment data via spreadsheets

G3. If all Teachers implement a positive behavior expectations plan with fidelity, then we will see increases in student engagement and a decrease in student removal from class. 1a

G099462

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation of behavior expectation action plans.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselor
- Climate and Culture Committee and Plan
- Incentives such as G.O.L.D. and "Cloud"

Plan to Monitor Progress Toward G3. 8

We will collect data on the number of positive behavior recognitions

Person Responsible

Yolanda Grant

Schedule

Monthly, from 9/12/2017 to 6/6/2018

Evidence of Completion

Pirates G.O.L.D. certificates and "clouds"

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. If all Teachers differentiate instruction to meet students' individual needs, then we will see increases in student learning gains in the bottom quartile. 1

 G099460

G1.B1 Consistency of daily small group facilitation 2

 B267845

G1.B1.S1 Train additional staff members as well as frequent substitutes in all small group curriculum resources. 4

 S283744

Strategy Rationale

If additional staff members and substitutes are trained in small group curriculum resources, then there will be consistency in small group instruction.

Action Step 1 5

Training additional faculty members and selected substitutes in LLI

Person Responsible

Betsy Salt

Schedule

Biweekly, from 9/19/2017 to 10/17/2017

Evidence of Completion

Sign-in sheets

Action Step 2 5

Training additional faculty members and selected substitutes in SIPPS

Person Responsible

Eileen Darby

Schedule

Biweekly, from 9/26/2017 to 10/24/2017

Evidence of Completion

Sign-in sheets

Action Step 3 5

Office secretary will communicate with administration when a trained LLI or SIPPS replacement is needed

Person Responsible

Melissa Wright

Schedule

Daily, from 9/19/2017 to 6/1/2018

Evidence of Completion

LLI and SIPPS substitute log kept with office secretary

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

Seek feedback from classroom teachers to determine if there is consistency of small group instruction

Person Responsible

Sherri Lee Heath

Schedule

Daily, from 9/26/2017 to 6/1/2018

Evidence of Completion

Substitute log

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

Students are receiving consistent small group daily instruction in LLI and SIPPS

Person Responsible

Melissa Wright

Schedule

Daily, from 9/26/2017 to 6/1/2018

Evidence of Completion

Lesson plans

G2. If all Teachers use rigorous common assessments aligned with standards and item specs, then we will see increases in student learning gains in reading, math and science. 1

G099461

G2.B1 Access, knowledge, and utilization of resources aligned with item specs and standards to effectively create common assessments 2

B267846

G2.B1.S1 We will train teachers during learning sessions how to access resources and how to write common formative assessments. 4

S283745

Strategy Rationale

If teachers are trained in accessing resources as well as how to write questions for formative assessments, then we will be able to analyze student data to inform our instruction which will lead to improvements in student learning.

Action Step 1 5

Training in formative assessment resources

Person Responsible

Sherri Lee Heath

Schedule

On 9/28/2017

Evidence of Completion

Sign-ins

Action Step 2 5

Grade level content specific teaching teams will collaborate to create formative assessments

Person Responsible

Becky Wilkerson

Schedule

Biweekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

sign in sheets

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

Formative assessments created during learning sessions will be uploaded to a shared Google Drive

Person Responsible

Sherri Lee Heath

Schedule

Quarterly, from 11/1/2017 to 6/1/2018

Evidence of Completion

GoogleDrive formative assessment folders per grade level

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

Teachers will provide feedback regarding training

Person Responsible

Sherri Lee Heath

Schedule

On 10/23/2017

Evidence of Completion

Survey responses

G3. If all Teachers implement a positive behavior expectations plan with fidelity, then we will see increases in student engagement and a decrease in student removal from class. 1

 G099462

G3.B1 Inconsistent implementation of behavior expectation action plans. 2

 B267847

G3.B1.S1 Climate and Culture committee will collaborate to create a school-wide action plan for positive behavior expectations 4

 S283746

Strategy Rationale

If a school-wide action plan for positive behavior expectations is developed and implemented, then we will see an increase in student engagement and a decrease in time off task.

Action Step 1 5

Revisit and revise existing PBIS plan

Person Responsible

Melissa Wright

Schedule

Biweekly, from 9/28/2017 to 10/26/2017

Evidence of Completion

revised PBIS

Action Step 2 5

Present and implement segments of revised PBIS to faculty and staff

Person Responsible

Leslie Brown

Schedule

Weekly, from 11/7/2017 to 12/12/2017

Evidence of Completion

sign in log and lesson plans

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

Committee members will keep record of PBIS revisions

Person Responsible

Nicole Perry

Schedule

Biweekly, from 9/28/2017 to 10/26/2017

Evidence of Completion

Minutes from Climate and Culture committee meetings

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

We will analyze trends in positive behaviors

Person Responsible

Melissa Wright

Schedule

Biweekly, from 1/9/2018 to 6/6/2018

Evidence of Completion

FOCUS report of discipline referrals

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.B1.S1.A1 A383072	Training in formative assessment resources	Heath, Sherri Lee	9/28/2017	Sign-ins	9/28/2017 one-time
G1.B1.S1.A1 A383069	Training additional faculty members and selected substitutes in LLI	Salt, Betsy	9/19/2017	Sign-in sheets	10/17/2017 biweekly
G2.B1.S1.MA1 M416998	Teachers will provide feedback regarding training	Heath, Sherri Lee	10/23/2017	Survey responses	10/23/2017 one-time
G1.B1.S1.A2 A383070	Training additional faculty members and selected substitutes in SIPPS	Darby, Eileen	9/26/2017	Sign-in sheets	10/24/2017 biweekly
G3.B1.S1.MA1 M417002	Committee members will keep record of PBIS revisions	Perry, Nicole	9/28/2017	Minutes from Climate and Culture committee meetings	10/26/2017 biweekly
G3.B1.S1.A1 A383074	Revisit and revise existing PBIS plan	Wright, Melissa	9/28/2017	revised PBIS	10/26/2017 biweekly
G3.B1.S1.A2 A383075	Present and implement segments of revised PBIS to faculty and staff	Brown, Leslie	11/7/2017	sign in log and lesson plans	12/12/2017 weekly
G1.MA1 M416997	Differentiated small group progress monitoring	Salt, Betsy	8/21/2017	GoogleSheets for grade specific curriculum data	6/1/2018 quarterly
G2.MA1 M417000	Student formative assessment data	Heath, Sherri Lee	11/1/2017	Formative assessment data via spreadsheets	6/1/2018 quarterly
G1.B1.S1.MA1 M416995	Students are receiving consistent small group daily instruction in LLI and SIPPS	Wright, Melissa	9/26/2017	Lesson plans	6/1/2018 daily
G1.B1.S1.MA1 M416996	Seek feedback from classroom teachers to determine if there is consistency of small group...	Heath, Sherri Lee	9/26/2017	Substitute log	6/1/2018 daily
G1.B1.S1.A3 A383071	Office secretary will communicate with administration when a trained LLI or SIPPS replacement is...	Wright, Melissa	9/19/2017	LLI and SIPPS substitute log kept with office secretary	6/1/2018 daily
G2.B1.S1.MA1 M416999	Formative assessments created during learning sessions will be uploaded to a shared Google Drive	Heath, Sherri Lee	11/1/2017	GoogleDrive formative assessment folders per grade level	6/1/2018 quarterly
G2.B1.S1.A2 A383073	Grade level content specific teaching teams will collaborate to create formative assessments	Wilkerson, Becky	10/2/2017	sign in sheets	6/1/2018 biweekly
G3.MA1 M417003	We will collect data on the number of positive behavior recognitions	Grant, Yolanda	9/12/2017	Pirates G.O.L.D. certificates and "clouds"	6/6/2018 monthly
G3.B1.S1.MA1 M417001	We will analyze trends in positive behaviors	Wright, Melissa	1/9/2018	FOCUS report of discipline referrals	6/6/2018 biweekly

V. Professional Development Opportunities

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

G1. If all Teachers differentiate instruction to meet students' individual needs, then we will see increases in student learning gains in the bottom quartile.

G1.B1 Consistency of daily small group facilitation

G1.B1.S1 Train additional staff members as well as frequent substitutes in all small group curriculum resources.

PD Opportunity 1

Training additional faculty members and selected substitutes in LLI

Facilitator

Betsy Salt

Participants

Instructional coaches, resource teachers, newly hired teacher assistant and selected substitutes

Schedule

Biweekly, from 9/19/2017 to 10/17/2017

PD Opportunity 2

Training additional faculty members and selected substitutes in SIPPS

Facilitator

Eileen Darby

Participants

Instructional coaches, resource teachers, newly hired teacher assistant, and selected substitutes

Schedule

Biweekly, from 9/26/2017 to 10/24/2017

G2. If all Teachers use rigorous common assessments aligned with standards and item specs, then we will see increases in student learning gains in reading, math and science.

G2.B1 Access, knowledge, and utilization of resources aligned with item specs and standards to effectively create common assessments

G2.B1.S1 We will train teachers during learning sessions how to access resources and how to write common formative assessments.

PD Opportunity 1

Training in formative assessment resources

Facilitator

Sherri-Lee Heath

Participants

Instructional faculty

Schedule

On 9/28/2017

PD Opportunity 2

Grade level content specific teaching teams will collaborate to create formative assessments

Facilitator

Melissa Wright

Participants

grade level teaching teams

Schedule

Biweekly, from 10/2/2017 to 6/1/2018

G3. If all Teachers implement a positive behavior expectations plan with fidelity, then we will see increases in student engagement and a decrease in student removal from class.

G3.B1 Inconsistent implementation of behavior expectation action plans.

G3.B1.S1 Climate and Culture committee will collaborate to create a school-wide action plan for positive behavior expectations

PD Opportunity 1

Present and implement segments of revised PBIS to faculty and staff

Facilitator

Leslie Brown

Participants

Instructional faculty and staff

Schedule

Weekly, from 11/7/2017 to 12/12/2017

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	Training additional faculty members and selected substitutes in LLI	\$0.00
2	G1.B1.S1.A2	Training additional faculty members and selected substitutes in SIPPS	\$0.00
3	G1.B1.S1.A3	Office secretary will communicate with administration when a trained LLI or SIPPS replacement is needed	\$0.00
4	G2.B1.S1.A1	Training in formative assessment resources	\$0.00
5	G2.B1.S1.A2	Grade level content specific teaching teams will collaborate to create formative assessments	\$0.00
6	G3.B1.S1.A1	Revisit and revise existing PBIS plan	\$0.00
7	G3.B1.S1.A2	Present and implement segments of revised PBIS to faculty and staff	\$0.00
Total:			\$0.00