

Clay County Schools

Middleburg Elementary School



2018-19 Schoolwide Improvement Plan

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Middleburg Elementary School

3958 MAIN ST, Middleburg, FL 32068

<http://mbe.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	80%
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	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	B*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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
Grant, Yolanda	School Counselor
Strickland, Amanda	Instructional Coach
Parker, Melissa	Teacher, K-12
Romano, Deirdre	Teacher, K-12
Perry, Nicole	Teacher, K-12
Beason, Linda	Teacher, K-12
Saksa, Tessie	Teacher, K-12
Courtney, Erica	Teacher, ESE
Trubey, Heather	Teacher, K-12

Duties

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

The function of the School-Based Leadership Team is to analyze school-wide data to determine the effectiveness of Tier I instruction for all students. The team meets monthly to discuss data from K FLKRS, K-6 Benchmark Assessment System (BAS) for Reading, K-6 I-Ready Math and Reading, 4-6 Achieve 3000, and formal assessments such as FCAT 2.0 Science and FSA Math, ELA, and Writing. The Principal is the leader of the meeting. The Assistant Principal attends meetings to support the Principal. The Instructional Coach serves to suggest effective interventions for instructional needs and the Guidance Counselor provides social-emotional supports. Lead teachers serve on the team as a liaison to other teachers in their grade/content area grouping.

Early Warning Systems

Year 2017-18

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	8	10	8	7	11	9	7	0	0	0	0	0	0	60
One or more suspensions	1	0	0	2	10	9	5	0	0	0	0	0	0	27
Course failure in ELA or Math	4	5	0	0	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	18	18	23	11	0	0	0	0	0	0	70

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		1	0	0	1	1	0	1	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	5	0	0	0	0	0	0	0	0	0	0	0	9
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 9/11/2018

Year 2016-17 - As Reported

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	10

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA learning gains is the lowest component with 58% proficiency. Overall, ELA as the lowest component is a trend. ELA proficiency has been under 65% for the last four years. ELA has been below the district average for the last two years. ELA learning gains specifically have been under 60% for the last three years.

Which data component showed the greatest decline from prior year?

All components showed growth from 2016-2017 to 2017-2018. The component showing the least amount of gain from 2017-2018 is ELA proficiency, with only a 2 point gain. Within ELA, there were two subgroups that decreased from 2016-2017 to 2017-2018, Language and Editing with a decrease of five points and Integration of Knowledge and Ideas with a decrease of three points. Text-based Writing has been consistently the lowest subgroup in ELA being below 40% proficiency for the last two years.

Which data component had the biggest gap when compared to the state average?

Math lower 25th percentile gains has the largest gap with 16% higher than the state average.

Which data component showed the most improvement? Is this a trend?

ELA lower 25th percentile had the largest gain with a 21% increase. No, this is not a trend.

Describe the actions or changes that led to the improvement in this area.

Small groups and differentiated instruction was implemented and supported in all classrooms and content areas with an emphasis on the lower 25th percentile. Quarterly data tracking meetings were held

with grade level teams, Administration, and Instructional Coaches. Additional training was provided to teachers in new curriculum initiatives such as LLI, SIPPS, and Achieve 3000.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	60%	63%	56%	57%	58%	52%
ELA Learning Gains	58%	59%	55%	53%	55%	52%
ELA Lowest 25th Percentile	60%	50%	48%	42%	47%	46%
Math Achievement	73%	69%	62%	68%	61%	58%
Math Learning Gains	73%	68%	59%	71%	59%	58%
Math Lowest 25th Percentile	63%	56%	47%	64%	49%	46%
Science Achievement	70%	66%	55%	55%	56%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	8 (0)	10 (0)	8 (0)	7 (0)	11 (2)	9 (5)	7 (4)	60 (11)
One or more suspensions	1 (0)	0 (0)	0 (0)	2 (0)	10 (1)	9 (0)	5 (1)	27 (2)
Course failure in ELA or Math	4 (0)	5 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	9 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (0)	18 (1)	23 (5)	11 (2)	70 (8)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	68%	2%	57%	13%
	2017	76%	70%	6%	58%	18%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	51%	62%	-11%	56%	-5%
	2017	64%	61%	3%	56%	8%
Same Grade Comparison		-13%				
Cohort Comparison		-25%				
05	2018	60%	59%	1%	55%	5%
	2017	43%	59%	-16%	53%	-10%
Same Grade Comparison		17%				
Cohort Comparison		-4%				
06	2018	48%	63%	-15%	52%	-4%
	2017	48%	61%	-13%	52%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	62%	70%	-8%	62%	0%
	2017	66%	67%	-1%	62%	4%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	79%	66%	13%	62%	17%
	2017	73%	65%	8%	64%	9%
Same Grade Comparison		6%				
Cohort Comparison		13%				
05	2018	66%	65%	1%	61%	5%
	2017	51%	58%	-7%	57%	-6%
Same Grade Comparison		15%				
Cohort Comparison		-7%				
06	2018	75%	68%	7%	52%	23%
	2017	64%	66%	-2%	51%	13%
Same Grade Comparison		11%				
Cohort Comparison		24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	64%	64%	0%	55%	9%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	48	55	46	68	54	38				
HSP	25			62							
WHT	60	56	57	72	73	59	71				
FRL	55	55	59	68	70	55	66				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	50	32	40	50	50	53				
BLK	70			80							
HSP	40	23		47	44						
WHT	58	55	42	65	62	46	62				
FRL	54	52	37	60	60	48	62				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	If all teachers use a common graphic organizer and hold individual writing conferences, then we will see increases in student proficiency in text-based writing.
Rationale	Writing is our lowest strand in ELA with only 39% proficiency. As discussed in the Needs Analysis, this is a trend.
Intended Outcome	Given cross curricular instruction and practice with common graphic organizers, regular individual conferences, and targeted differentiated small group instruction, student writing proficiency will increase from 39% to 41%.
Point Person	Amanda Strickland (amanda.strickland@myoneclay.net)

Action Step

Description	Writing will be implemented in all content areas and use the RACE organizational format across grade levels. Additional Title I Aides and Chromebook usage in K-6 will add additional instructional opportunities allowing teachers to hold routine individual conferences and small group instruction to target writing standards. ELA teachers will be provided additional time to analyze and discuss student writing samples with the Title I Instructional Coach.
Person Responsible	Amanda Strickland (amanda.strickland@myoneclay.net)

Plan to Monitor Effectiveness

Description	Vertical Professional Learning Communities of content areas will meet weekly to discuss writing strategy implementation and data. Monthly grade level meetings with administration and the instructional coach will be held to gather and track data.
Person Responsible	Amanda Strickland (amanda.strickland@myoneclay.net)

Activity #2	
Title	If all teachers increase student engagement with and teach close reading of non-fiction text, then we will see increases in student proficiency in comprehension of non-fiction text.
Rationale	Integration of Knowledge and Ideas is the lowest subgroup within the ELA component with 45% proficiency. This is a trend. The Integration of Knowledge and Ideas strand has been under 45% proficiency for the last three years. Improving non-fiction close reading strategies will also assist students in increasing text-based writing proficiency.
Intended Outcome	Given consistent targeted instruction and differentiated small group interventions, students will increase their integration of knowledge and ideas of non-fiction texts from 45% to 47%.
Point Person	Becky Wilkerson (becky.wilkerson@myoneclay.net)
Action Step	
Description	Uniform close reading strategies will be implemented in all content areas and grade levels. Additional training opportunities for close reading strategy implementation will be provided to faculty. The addition of more Title I Aides will give increased instructional opportunities, allowing teachers to hold targeted small groups. Chromebook usage in K-6 will add an avenue for differentiated instruction and increased student engagement with non-fiction text, primarily through Achieve 3000. LLI in K-6 and SIPS in K-3 small groups will be utilized daily. Faculty will work with the Instructional Coach to develop best practices for assessment writing and create common assessments.
Person Responsible	Amanda Strickland (amanda.strickland@myoneclay.net)
Plan to Monitor Effectiveness	
Description	Vertical Professional Learning Communities of content areas will meet weekly to discuss strategies and classroom data. Monthly grade level meetings with administration and instructional coach will be held to gather and track data.
Person Responsible	Amanda Strickland (amanda.strickland@myoneclay.net)

Activity #3	
Title	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.
Rationale	We started this process late last year with additional training of the Foundations Committee on Positive Behavior Intervention Systems and a revamping of the school-wide PBIS plan. Inconsistent implementation of positive behavior systems is still a concern. We have seen an increase in all components of the Early Warning System. Students with an attendance rate below 90% increased by 9% and students with more than 1 suspension increased by 4.7%.
Intended Outcome	With early and consistent implementation of the school-wide PBIS plan, student engagement and positive student-teacher relationships will increase resulting in an increase in attendance and academic achievement, and a decrease of negative student behaviors and referrals/suspensions.
Point Person	Melissa Wright (melissa.wright@myoneclay.net)
Action Step	
Description	The school-wide PBIS revisions made last year will be implemented to include positive and safe bus riding rules (27% of our referrals where bus related incidents). The Foundations Committee, Assistant Principal, and Guidance Counselor will present and implement the school-wide PBIS with faculty and staff. Faculty will use lesson plans to explicitly teach positive behavior strategies utilizing the lesson plans provided by the Guidance Counselor to students such as respect. Additionally, our Guidance Counselor will teach "The Way To Be On the Bus" program for bus safety that incorporates a Bus of the Month incentive with bus rewards. All faculty are expected to use positive language with students to reinforce school-wide expectations to include Pirate Treasure for general positive behaviors, Walk on the Right; Pick it up; Don't Pass it up; Galley procedures; etc.
Person Responsible	Yolanda Grant (yolanda.grant@myoneclay.net)
Plan to Monitor Effectiveness	
Description	The Foundations Committee members will assist the Assistant Principal and Guidance Counselor in analyzing behavior trends and revisiting and revising the school-wide PBIS plan as needed.
Person Responsible	Yolanda Grant (yolanda.grant@myoneclay.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Muffins with Mom for Reading Strategies, Dads and Doughnuts for Reading Strategies, Open House, 6th Grade Science Fair Night, Chorus Concerts (3), Parent Academic Tutors, Volunteer Orientation,

Volunteer Appreciation Breakfast, Fall Festival, Field Trips, Class Parties, SAC Meetings, PAC Meeting, Parent Reading Night, Awards Assemblies, 6th Grade Promotion, Kindergarten Promotion, Agendas, Tuesday Communication Folders, school website and facebook page will be used to communicate with parents regarding academics, behavior, and upcoming events.

PFEP Link

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

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 Being A Writer, Making Meaning, and Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) programs that are being used in 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 recognized and 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. Students are listened to and strategies are discussed for handling difficult situations. Our social worker helps teachers and administrators with struggling students and families.

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.

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 and various electives are discussed and rules and consequences are presented. Sixth grade students visit the school and tour the campus at the end of the school year.

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 on 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

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.