Middleburg Elementary School

2019-20 Schoolwide Improvement Plan

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Middleburg Elementary School

3958 MAIN ST, Middleburg, FL 32068

http://mbe.oneclay.net

Demographics

Principal: Becky Wilkerson

Start Date for this Principal: 8/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (65%) 2016-17: B (54%) 2015-16: B (59%) 2014-15: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	B

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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	Job Duties and Responsibilities
Wilkerson, Becky	Principal	
Wright, Melissa	Assistant Principal	
Grant, Yolanda	School Counselor	
Parker, Melissa	Instructional Coach	
Perry, Nicole	Teacher, K-12	
Beason, Linda	Teacher, K-12	
Courtney, Erica	Teacher, ESE	
Trubey, Heather	Teacher, K-12	
Fillingane, Elizabeth	Teacher, K-12	
Brown, Leslie	Teacher, K-12	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	75	75	69	79	84	74	0	0	0	0	0	0	538
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	12	13	22	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	7	3	1	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

43

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	1	1	0	1	0	0	0	0	0	0	4

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	1	1	0	1	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	65%	57%	58%	62%	55%
ELA Learning Gains	66%	62%	58%	54%	61%	57%
ELA Lowest 25th Percentile	59%	54%	53%	39%	54%	52%
Math Achievement	69%	70%	63%	65%	64%	61%
Math Learning Gains	72%	66%	62%	60%	60%	61%
Math Lowest 25th Percentile	61%	56%	51%	43%	52%	51%
Science Achievement	67%	65%	53%	60%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	82 (0)	75 (0)	75 (0)	69 (0)	79 (0)	84 (0)	74 (0)	538 (0)
Attendance below 90 percent	0 (8)	0 (10)	0 (8)	0 (7)	0 (11)	0 (9)	0 (7)	0 (60)
One or more suspensions	0 (1)	0 (0)	0 (0)	0 (2)	0 (10)	0 (9)	0 (5)	0 (27)
Course failure in ELA or Math	0 (4)	0 (5)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (18)	12 (18)	13 (23)	22 (11)	47 (70)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	68%	-6%	58%	4%
	2018	70%	68%	2%	57%	13%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	68%	64%	4%	58%	10%
	2018	51%	62%	-11%	56%	-5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		17%				
Cohort Comparison		-2%				
05	2019	53%	62%	-9%	56%	-3%
	2018	60%	59%	1%	55%	5%
Same Grade Comparison		-7%				
Cohort Comparison		2%				
06	2019	64%	64%	0%	54%	10%
	2018	48%	63%	-15%	52%	-4%
Same Grade Comparison		16%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	71%	-10%	62%	-1%
	2018	62%	70%	-8%	62%	0%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	76%	69%	7%	64%	12%
	2018	79%	66%	13%	62%	17%
Same Grade Comparison		-3%				
Cohort Comparison		14%				
05	2019	59%	64%	-5%	60%	-1%
	2018	66%	65%	1%	61%	5%
Same Grade Comparison		-7%				
Cohort Comparison		-20%				
06	2019	76%	70%	6%	55%	21%
	2018	75%	68%	7%	52%	23%
Same Grade Comparison		1%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	63%	3%	53%	13%
	2018	64%	64%	0%	55%	9%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	24	42	41	32	54	55	25				
HSP	47	50		73	82						
MUL	80										
WHT	63	65	58	69	71	58	64				
FRL	55	63	59	58	70	63	58				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performance was in ELA lower quartile learning gains with only 59% proficiency. This is not a trend for us based on recent years' data. We increased ELA lower quartile learning gains from 39% in 2017-2018 to 60% in 2018-2019. We experienced ELA teacher turnover and/or new teachers in every grade level 3rd through 6th grade. We also had an ELA curriculum change mid-year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The largest decline is seen in our Math achievement with a 4 point decline moving from 73% to 69%. This is not a trend for our school; producing an 8% increase in this component in the 2017-2018 school year. In the 2018-2019 school year, we had three new math teachers in the 3rd-6th grade teams. The 3rd grade students transitioned to a new curriculum from what they had experienced in K-2nd.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We were above the state average in every component. The area containing the smallest gap above the state average is in Math achievement with 3% above the state average. New Math teachers and students' first year with new Math curriculum may have contributed to a smaller gap. Exceeding the state average in Math achievement is a trend for our school, we are consistently above the state average in this category.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Learning Gains improved from 58% in 2017-2018 to 66% in 2018-2019. We led small groups using Leveled Literacy Interventions with students identified to be below grade level in comprehension and phonics. We emphasized using close reading strategies in small groups with on grade level and above grade level Achieve 3000 articles. Teachers used the RACE strategy with students in writing in all content areas. Small groups with differentiated instruction (I-ready toolbox

lessons, Achieve 3000 lessons, LLI lessons, LAFS lessons) were implemented and supported in all classrooms and content areas. Additional classroom assistants were hired with Title I dollars. All were trained in the SIPPS and LLI, these assistants helped us to truly keep our small groups small.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The amount of current 6th grade students with a Level 1 on at least one statewide assessment is a concern. 22 out of 74 students fit in this category equalling roughly 30% of the grade level.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD growth in proficiency in ELA, Math and Science
2. Increase Math proficiency and learning gains
3. Increase ELA lower quartile learning gains
4. Increase 5th grade Science proficiency
5. Decrease the number of students who report they are unable to self-regulate their emotions on the Panorama survey

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If all teachers of SWD intentionally plan rigorous, relevant, grade level appropriate assignments and hold high expectations for their students, then we will see an increase in proficiency of SWD in Math ELA and Science.
Rationale	SWD subgroup were identified as not meeting the 41% federal index
State the measurable outcome the school plans to achieve	MBE will improve the federal index from 39% in 2018-2019 to 41% or higher in 2019-2020.
Person responsible for monitoring outcome	Becky Wilkerson (becky.wilkerson@myoneclay.net)
Evidence-based Strategy	Math: Eureka curriculum, I-ready toolbox and prescribed diagnostic materials to identify learning needs, small group differentiated instruction, progress monitoring tools. ELA: LAFS, I-ready toolbox, LLI, SIPPS, Achieve 3000, small group differentiated instruction, progress monitoring tools and prescribed diagnostic materials to identify learning needs. Science: PM Baseline Midyear diagnostics, unpack the Science standards, HMH Science curriculum and on line lessons and tools, small group differentiated instruction, progress monitoring tools. All teachers will receive professional development in quarterly data chats on effective data-based classroom strategies for SWD with the support of the district ESE department specialists. Admin, coaches, and ESE team will meet regularly to analyze SWD data and develop action plans and implementation as a team.
Rationale for Evidence-based Strategy	Math, ELA, and Science district mandated curriculum mentioned above will be implemented with support from Instructional Coach, professional development, PLC's and Data Chats.
Action Step	
Description	1. Deeply analyze student data to determine areas of focus within the standards for each and every SWD student. 2. Provide PD around high impact teaching strategies for SWD students. 3. Progress monitor and adjust small groups and instructional plans based on the evidence gathered. 4. Utilize all human resources available (teachers, Title I teachers assistants, guidance counselor and district specialists) for small group differentiated instruction.
Person Responsible	Becky Wilkerson (becky.wilkerson@myoneclay.net)

#2	
Title	If all teachers use high leverage instructional practices to set high expectations for EVERY student, Then we will see increases in student learning gains of our Lower Quartile Math Students.
Rationale	If all teachers plan for deep engagement of their students and expose students to relevant assignments that match the learning objectives, where students are provided opportunities to practice, discuss and demonstrate mastery of on grade level and above math activities, through small group differentiated instruction, then our most struggling students will rise to those expectations and show learning gains. This will help to close the achievement gap and prepare students for college and careers.
State the measurable outcome the school plans to achieve	MBE will improve our Math Lowest 25th Percentile students from 61% in 2018-2019 to 63% in 2019-2020.
Person responsible for monitoring outcome	Becky Wilkerson (becky.wilkerson@myoneclay.net)
Evidence-based Strategy	Math: Eureka curriculum, I-ready toolbox and prescribed diagnostic materials to identify learning needs, small group differentiated instruction, progress monitoring tools. District adopted and mandated curriculum resources with support from Instructional Coach, professional development, and PLC's.
Rationale for Evidence-based Strategy	The National Mathematics Advisory Panel and the research in the Response to Intervention in Math shows the use of concrete models, explicit instruction, small groups, strategy instruction for problem solving are proven strategies to increase mathematical understanding. The district adopted and mandated curriculum provides additional resources teachers can use to differentiate and implement these strategies, thus delivering what research shows as best practices for struggling students in mathematics. The resources coupled with targeted instructional coaching, progress monitoring, and continued professional development will help us fill the gaps in our lower quartile students.
Action Step	
Description	1. Deeply analyze student data to determine areas of focus within the standards for each and every Lower 25% Math student. 2. Provide PD around high impact teaching strategies for Math Instruction. 3. Progress monitor and adjust small groups and instructional plans based on the evidence gathered. 4. Utilize all human resources available (teachers, Title I teachers and assistants, guidance counselor and district specialists) for small group differentiated instruction. 5. Analyze work samples provided to students to ensure they match the intended learning outcome and rigor of the standards being assessed on FSA
Person Responsible	Becky Wilkerson (becky.wilkerson@myoneclay.net)

#3	
Title	If ALL teachers provide SEL through the implementation of 7 Mindsets curriculum, Then we will see an increase in student positive attitude about the learning environment and their ability to self-regulate their emotions.
Rationale	On last year's student surveys, students indicated an inability to regulate their emotions. More specifically, only 31% of our students stated that when they were in a bad mood, they were able to pull themselves out of it.

State the measurable outcome the school plans to achieve	We will increase from 31% to 35% of our students responding favorably to the question, "How often are you able to pull yourself out of a bad mood?".
Person responsible for monitoring outcome	Becky Wilkerson (becky.wilkerson@myoneclay.net)
Evidence-based Strategy	Implementation of the 7 Mindsets SEL curriculum.
Rationale for Evidence-based Strategy	7 Mindsets is one of the well-known research based curriculum programs available to schools for SEL. According to independent research, when implemented with fidelity 30 minutes a week for 20 weeks, the 7 Mindsets program was able to increase student perceptions of self and school resulting in an increase of standardized test scores by 250%. The program also decreased the emotional reactiveness of students. We believe this will benefit our students to decrease negative thoughts and feelings associated with a bad mood and increase their ability to persevere with grit.

Action Step	
Description	1. First Tuesday of each month we will have a whole group PLC on the Mindset of the Month 2. Schedules are designed for SEL lessons to be taught the first 20 minutes or each day 3. A 7 Mindsets Leadership Team has been developed and meet to plan school-wide PLC trainings 4. 7 Mindsets Parent Involvement Night 5. Resource teachers will implement 7 Mindsets during their classes as well 6. Administrative walk-throughs during 7 Mindset lesson time.
Person Responsible	Becky Wilkerson (becky.wilkerson@myoneclay.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Many events we hold throughout the year contribute to this area. Title 1 events, such as Muffins for Moms, Donuts with Dudes, and Book Bingo focus on involving parents in literacy education. STEAM Night, Eureka Math Night, and Science Trivia Bowl engage parents with Math and Science strategies and resources. Other grade level specific events held throughout the year also aim to bring parents into the learning environment and foster positive academic communication. Social emotional learning is also promoted with family activities such as Open House, Chorus Concerts (3), Volunteer Orientation, Volunteer Appreciation Breakfast, Fall Festival, Field Trips, Class Parties, SAC Meetings, 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. This year we will hold our first annual SEL 7 Mindsets Night for Parents.

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.

Early Warning Systems are monitored by administration and teachers regularly through data chats that discuss the whole student, not just academic data. The new formed Student Success Team is an additional layer of support for teachers to utilize if a warning is detected. This team helps the teacher find available resources and strategies, while also helping facilitate and monitor student response to SEL intervention.
All teachers have been trained in the 7 Mindsets program, for which we serve as a district model school. Teachers promote positive social emotional health by beginning every school day with a class meeting to discuss and explore the seven mindsets to establish meaningful, positive discussion, connections, and relationships with students and each other.
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.
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.
We 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.

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 filed 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. When students struggle behaviorally, teachers initiate behavioral interventions. Appropriate behaviors are clearly defined and monitored through school-wide expectations and teachers utilize a behavior response flowchart for consistency.

Our team of 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 information on supplemental program and services when faced with issues such as deployment, separation, fear, grief, and loss.

Title 1 Funds are allocated for:
Additional instructional and support staff
Increased opportunity and frequency of professional development for teachers
Availability of Parent Engagement 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.