Merriam Cherry Street Elementary

leadership
analysis
students
Florida
college and career
mission
school improvement
ambitious
family and community involvement
striving
achievement
teaching
relationships
needs assessment
success
resources
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
growth

2019-20 Schoolwide Improvement Plan

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Merriam Cherry Street Elementary

1125 CHERRY ST, Panama City, FL 32401

[no web address on file]

Demographics

Principal: Keri Weatherly

Start Date for this Principal: 7/31/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: A (67%) 2017-18: A (66%) 2016-17: B (55%) 2015-16: F (28%) 2014-15: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	N/A

* 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 Bay 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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Merriam Cherry Street Elementary

1125 CHERRY ST, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	F

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Cherry Street inspires and equips all students to be a community of leaders and lifelong learners.

Provide the school's vision statement.

Every student at Merriam Cherry Street Elementary will achieve personal success and will become responsible and productive citizens.

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
Long, Bryan	Principal	The Principal and Assistant Principal serve as the instructional leaders. Interventionist (Hand) and ESE support teacher (Brown) are our on site reading and math interventions subject matter experts. Young, Higgins, Walls and King serve as peer leaders and mentors on campus. They collaborate with multiple grade levels, streamlining school initiatives and supporting classroom teachers with the implementation of school wide goals. Schmidt serves as our literacy coach, she consults, advises, models and collaborates with teachers K-5 to ensure best instructional practice.
Eckles, Stacie	Assistant Principal	
Young, Lori	Teacher, K-12	
Higgins, Lynn	Teacher, K-12	
Brown, Kristina	Teacher, ESE	
Walls, Nicole	Teacher, K-12	
King, Kristin	Teacher, K-12	
Schmidt, Dee	Instructional Coach	
Hand, Kristin	Other	

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	80	76	77	77	70	71	0	0	0	0	0	0	0	451
Attendance below 90 percent	17	27	13	26	15	15	0	0	0	0	0	0	0	113
One or more suspensions	3	2	1	12	6	9	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	7	8	11	6	4	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	8	13	23	0	0	0	0	0	0	0	44

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	2	10	8	16	12	14	0	0	0	0	0	0	0	62

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	11	10	5	7	1	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	1	1	1	3	0	0	0	0	0	0	0	6

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

39

Date this data was collected or last updated

Thursday 9/12/2019

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	16	17	15	11	9	14	0	0	0	0	0	0	0	82
One or more suspensions	3	1	2	1	2	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	8	7	5	6	5	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	12	17	12	0	0	0	0	0	0	0	41

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	4	3	6	7	7	0	0	0	0	0	0	0	27

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	16	17	15	11	9	14	0	0	0	0	0	0	0	82
One or more suspensions	3	1	2	1	2	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	8	7	5	6	5	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	12	17	12	0	0	0	0	0	0	0	41

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	4	3	6	7	7	0	0	0	0	0	0	0	27

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	66%	55%	57%	40%	49%	55%
ELA Learning Gains	64%	59%	58%	62%	54%	57%
ELA Lowest 25th Percentile	83%	57%	53%	67%	55%	52%
Math Achievement	61%	56%	63%	37%	52%	61%
Math Learning Gains	64%	54%	62%	66%	55%	61%
Math Lowest 25th Percentile	65%	42%	51%	74%	48%	51%
Science Achievement	68%	53%	53%	36%	44%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	80 (0)	76 (0)	77 (0)	77 (0)	70 (0)	71 (0)	451 (0)
Attendance below 90 percent	17 (16)	27 (17)	13 (15)	26 (11)	15 (9)	15 (14)	113 (82)
One or more suspensions	3 (3)	2 (1)	1 (2)	12 (1)	6 (2)	9 (2)	33 (11)
Course failure in ELA or Math	0 (0)	7 (8)	8 (7)	11 (5)	6 (6)	4 (5)	36 (31)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (12)	13 (17)	23 (12)	44 (41)

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	73%	61%	12%	58%	15%	
	2018	49%	57%	-8%	57%	-8%	
Same Grade Comparison		24%					
Cohort Comparison							
04	2019	55%	58%	-3%	58%	-3%	
	2018	56%	51%	5%	56%	0%	
Same Grade Comparison		-1%					
Cohort Comparison		6%					
05	2019	58%	56%	2%	56%	2%	
	2018	60%	50%	10%	55%	5%	
Same Grade Comparison		-2%					
Cohort Comparison		2%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	51%	62%	-11%	62%	-11%	
	2018	61%	63%	-2%	62%	-1%	
Same Grade Comparison		-10%					
Cohort Comparison							
04	2019	62%	59%	3%	64%	-2%	
	2018	65%	59%	6%	62%	3%	
Same Grade Comparison		-3%					
Cohort Comparison		1%					
05	2019	69%	54%	15%	60%	9%	
	2018	57%	57%	0%	61%	-4%	
Same Grade Comparison		12%					
Cohort Comparison		4%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	58%	54%	4%	53%	5%	
	2018	49%	54%	-5%	55%	-6%	
Same Grade Comparison		9%					
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	40	57		62	70						

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
BLK	50	61		41	70	80	36				
MUL	50			40							
WHT	75	66		75	66		100				
FRL	65	67	83	60	63	65	67				
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	42	58	69	49	78	77	36				
BLK	35	61	64	51	76	67	6				
HSP	85			69							
MUL	46			62							
WHT	68	78		67	76	80	76				
FRL	54	70	70	62	78	73	38				
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	13	58	55	13	68	67					
BLK	18	59	75	19	57	71	19				
WHT	53	60		51	70	80	56				
FRL	34	56	67	30	59	71	31				

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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

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	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	45
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	76
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	67
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.

Third grade math showed the lowest performance at 51% for 2019. There were many factors that could have contributed to last year's low performance including Hurricane Michael (loss of instructional time), attendance, mobility rate, behavior, instructional pacing and practice, and teacher leave.

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

Third grade math showed the greatest decline, going from 61% in 2018 to 51% in 2019. There were many factors that could have contributed to last year's low performance including Hurricane Michael (loss of instructional time), attendance, mobility rate, behavior, instructional pacing and practice, and teacher leave time.

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.

Third grade ELA had the greatest gap when compared to the state average. Cherry Street scored 15% above the state average in this area. Factors that could have contributed to this success is the focus on ELA. This could be related to the poor performance in math for the same grade level.

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

Third grade ELA showed the most improvement with a gain of 24% from 2018 to 2019. We did not take new actions, but stayed the course with a school-wide focus on ELA.

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

The increase in population from 2018/2019 school year to the 2019/2020 school year is the primary concern. We have seen a significant population increase and their needs are not reflected in Cherry

Street's data. Our new population data indicates a strong need to focus on ELA learning gains and proficiency, although the students who were at Cherry Street last year did very well in this area.

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

1. ELA proficiency
2. ELA learning gains
3. ELA learning gains of the lowest quartile

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement and Learning Gains
Rationale	ELA achievement, learning gains and learning gains of the lowest quartile continues to be our area of focus due to our new and increased population and their academic needs.

State the measurable outcome the school plans to achieve	By focusing on ELA achievement, learning gains and learning gains of the lowest quartile we will maintain our ELA learning gains of 64%.
Person responsible for monitoring outcome	Bryan Long (longbh@bay.k12.fl.us)
Evidence-based Strategy	We will implement the newly adopted ELA curriculum, EL, with fidelity. We will provide students with learning deficiencies the necessary interventions, every day, to help them close learning gaps utilizing the EL curriculum, SRA and Achieve3000. We will utilize John Hattie's research and embed instructional strategies with the largest effect size in order to engage all students in meaningful and relevant instruction.
Rationale for Evidence-based Strategy	EL provides us with a research based, guaranteed and viable curriculum with all of the necessary resources. EL scaffolds, SRA and Achieve3000 provide us with the necessary interventions to close academic learning gaps and ensure every student is getting what they need in order to be successful. Hattie's research on instructional strategies and their effect sizes provides us with a toolbox of strategies that are research based and proven to close learning gaps and ensure instruction is both meaningful and relevant.

Action Step	
Description	1. Utilize the newly adopted EL Curriculum to provide rigorous and rich learning experiences. 2. Provide students with academic interventions (EL, SRA, Achieve3000) daily in order to close learning gaps. 3. Utilize John Hattie's research and focus on instructional strategies with the largest effect size. 4. Monitor instruction, curriculum, interventions and instructional strategies with Classroom Walkthroughs and provide immediate feedback and coaching as needed. 5. Data analysis of summative assessments, quarterly MAP assessments and intervention logs through weekly PLC.
Person Responsible	Bryan Long (longbh@bay.k12.fl.us)

#2	
Title	Behavior
Rationale	By identifying and addressing the behavioral needs of our students, instructional momentum in our classrooms will increase and the number of students demonstrating proficiency and making learning gains in ELA will increase.
State the measurable outcome the school plans to achieve	Increased proficiency and learning gains in ELA while simultaneously decreasing the number of office discipline referrals by 5% and the number of out-of-school suspensions by 5% as well.
Person responsible for monitoring outcome	Stacie Eckles (ecklesl@bay.k12.fl.us)
Evidence-based Strategy	The PBIS team will meet monthly to support teachers with implementation of PBIS classroom plans, analyze discipline data and organize school-wide events promoting positive behavior. The team will consist of members from each grade level on campus.
Rationale for Evidence-based Strategy	By reducing distractions and increasing instructional momentum we will be able to focus on the implementation of the newly adopted EL curriculum and secure learning gains and proficiency in ELA.
Action Step	
Description	1. PBIS Implementation school wide 2. Weekly problem solving meetings to ensure the needs of all students are being met 3. Monthly PBIS Team meetings to analyze behavioral data and make adjustments as necessary
Person Responsible	Bryan Long (longbh@bay.k12.fl.us)

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.

We will continue to foster positive relationships with parents and families through our family nights, Donuts with Dad, Morning with Mom and other designated events scheduled throughout the school year.

Our partnership with ECF and FUMC will allow us to continue to meet the needs of our families by providing meals at family nights, Shoes for Souls program, Backpack Blessings, and community donations to our food pantry, school supplies, and clothes closet. By meeting the essential needs of our students, we can then focus on their academic needs pushing them to proficiency in all content areas. See the attached Title I Parent and Family Engagement Plan for further detailed information.

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.

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

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

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

We have a "Backpack Blessings" program in partnership with two local churches that serves approximately 100 students. We also have a "Shoes for Souls" partnership with a local church that serves our students two or more times a year.

We have a Benevolent Fund for extreme needs for our students and their families.

We have an established partnership with the local Kiwanis Club who supports our students and families.

Our Student Council provides multiple opportunities for student service projects which may include Stuff the Bus, Toys for Tots, the Humane Society, and Recycling. These projects are ways for our students to give back to the community and develop empathy and emotional connections to those in need.

Students with extreme needs are supported via the school nurse, Telehealth counselors, school counselor, mental health counselors, a parent Liaison, PROMISE para and various district resources.

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

FLCKRS, MAP, SRA Placement Test, and the Number Sense Screener Assessments and teacher-made assessments are administered within the first thirty days of school to all kindergarten students in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs.

Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction includes daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills.

Ongoing assessments are used throughout the school year to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Students enrolled in the Voluntary Pre-K Program will be provided with school newsletters throughout the year and they participate in a variety of school-wide functions. Pre-K implements use of school-wide curriculum including SRA, Eureka Math, and SmartyAnts as appropriate.

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Leadership Team collaborates to plan, develop and monitor the implementation of school-wide systems that have been established to best meet the needs of all students. Responsibilities and steps to this process include:
-Review/revise and finalize school goals, vision, and mission statements
-Completing a needs assessment to identify critical areas of support for students
-Creating a para-professional support schedule
-Developing and implementing reading (intervention blocks across grade levels)
-Analyzing student academic achievement data to support goals aimed toward student growth and proficiency
-Participating in and presenting relevant Professional Development Opportunities for faculty & staff
-Leading and Facilitating Professional Learning Community meetings (SMART Goals, Common Formative & Summative Assessments, instruction focused on student results, unpacking standards, making data driven decisions about instruction).
-Positive and Proactive grading procedures
-Consistent systems of communication with parents, guardians, and families (about student progress, achievement, behavior, citizenship and safety)
-Collaborating and communicating with all faculty staff including non-core teachers: VPK, Art, Music, and P.E.
-Establishing and participating in committees that ensure student safety and success: Safety Committee, SAC, PBIS Team, MTSS Committee, SIP Team, Math/Science Committee, ELA Committee, and regular and vertically aligned PLCs.
-PLC meetings are held weekly
-Committee Meetings are held (at least) monthly
-Establishing and maintaining community partnerships in order to support students, parents, and families
-Sponsoring extracurricular clubs/committees that meet after school: weekly & monthly
-Establishing and maintaining community partnerships in order to support students, parents, and families
-Collaborate with administration, SAC and parent liaison to make decisions about the spending of Title I Funds.

Title I Funds have been used to support students in the following ways:
**Title I Intervention teacher hired to assist with bottom quartile students
*Additional Staff (paraprofessionals to assist with Interventions and ESE students)
*Professional Development for teachers/staff
*Supplemental Instructional materials
*Parent Involvement Activities

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our school partners with Bay High School to provide mentors and encourage students to set goals for successful post-secondary opportunities. STEM Club will be supported by Jill Hansen, Bay High science teacher, LeAnne Laird, BHS Anchor sponsor and Megan Todd, BHS SGA sponsor will provide mentors for MCS students, Adam Brown, Band Director Bay High School, will bring the band for a mini-concert demonstration for our students, and Julia House, Choir Director at Bay High School, will bring choral students to perform a holiday musical for our student body.

Elizabeth Mapoles, Pre-AICE Coordinator for Jinks Middle School, will provide information about Jinks' curriculum and extra-curricular activities available for all middle school students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: ELA Achievement and Learning Gains**	$0.00
2	III.A.	**Areas of Focus: Behavior**	$0.00
		Total:	**$0.00**