Middleburg Elementary School

2021-22 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: 7/1/2003

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Strickland, Amanda	Assistant Principal	Discipline, professional development, and any other needs of the students, teachers, and staff.
Wilkerson, Becky	Principal	Responsible for the safety and well-being of students, teachers, and staff.
Grant, Yolanda	School Counselor	Counsel students and member of the Student Success team.
Trubey, Heather	Teacher, K-12	Second grade teacher and team lead
Brown, Leslie	Teacher, K-12	Fourth grade teacher and team leader
Gay, Stacey	Teacher, K-12	Ensures that all students have access to books and is responsible for the property located in the media center.
Morris, Brittany	Teacher, K-12	Kindergarten teacher and team leader
Goff, Rachel	Teacher, K-12	First grade teacher and team leader
Plaxco, Callie	Teacher, K-12	Third grade teacher and team leader
King, Dawn	Teacher, K-12	Fifth grade teacher and team leader
Durso, Melissa	Teacher, K-12	Sixth grade teacher and team leader
Martin, Victoria	Teacher, ESE	ESE teacher and team leader

Demographic Information

Principal start date
Tuesday 7/1/2003, Becky Wilkerson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
42

Total number of students enrolled at the school

563

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	93	83	71	79	67	78	93	0	0	0	0	0	0	564
Attendance below 90 percent	42	28	19	21	19	28	26	0	0	0	0	0	0	183
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	6	9	23	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	15	10	28	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	0	0	0	3	6	9	23	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	0	0	1	1	3	5	0	0	0	0	0	0	10

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	8	12	3	3	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/17/2021

2020-21 - 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	
Number of students enrolled	72	73	71	71	78	79	88	0	0	0	0	0	0	532
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	8	8	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	5	0	0	0	0	0	0	14

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	1	2	0	0	0	0	0	0	0	0	0	3

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	2	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	72	73	71	71	78	79	88	0	0	0	0	0	0	532
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	8	8	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	5	0	0	0	0	0	0	14

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	1	2	0	0	0	0	0	0	0	0	0	3

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	2	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	65%	57%	60%	63%	56%
ELA Learning Gains				66%	62%	58%	58%	59%	55%
ELA Lowest 25th Percentile				59%	54%	53%	60%	50%	48%
Math Achievement				69%	70%	63%	73%	69%	62%
Math Learning Gains				72%	66%	62%	73%	68%	59%
Math Lowest 25th Percentile				61%	56%	51%	63%	56%	47%
Science Achievement				67%	65%	53%	70%	66%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	62%	68%	-6%	58%	4%
Cohort Comparison						
04	2021					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-62%				
05	2021					
	2019	53%	62%	-9%	56%	-3%
Cohort Comparison		-68%				
06	2021					
	2019	64%	64%	0%	54%	10%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	71%	-10%	62%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-61%				
05	2021					
	2019	59%	64%	-5%	60%	-1%
Cohort Comparison		-76%				
06	2021					
	2019	76%	70%	6%	55%	21%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	63%	3%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K-6th grade ELA - iReady Reading Diagnostic
K-6th grade Math - iReady Math Diagnostic
5th grade Performance Matters Science Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4	21	57
	Economically Disadvantaged	4	21	57
	Students With Disabilities	0	15	30
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3	20	52
	Economically Disadvantaged	3	20	52
	Students With Disabilities	0	15	45
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	24	22
	Economically Disadvantaged	12	24	22
	Students With Disabilities	24	29	22
	English Language Learners	1	1	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	24	41
	Economically Disadvantaged	6	24	41
	Students With Disabilities	6	12	28
	English Language Learners	1	1	1

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	18	35
	Economically Disadvantaged	19	18	35
	Students With Disabilities	31	71	65
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	9	34
	Economically Disadvantaged	0	9	34
	Students With Disabilities	0	6	38
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	24
	Economically Disadvantaged	0	0	24
	Students With Disabilities	13	27	35
	English Language Learners	3	1	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3	17	49
	Economically Disadvantaged	3	17	49
	Students With Disabilities	0	13	24
	English Language Learners	3	1	3

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	0	0
	Economically Disadvantaged	5	0	0
	Students With Disabilities	5	10	18
	English Language Learners	1	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	20	33
	Economically Disadvantaged	8	20	33
	Students With Disabilities	0	5	9
	English Language Learners	1	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	3	59	57
	Economically Disadvantaged	3	59	57
	Students With Disabilities	0	1	4
	English Language Learners	1	0	1

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	7	7
	Economically Disadvantaged	0	7	7
	Students With Disabilities	0	20	29
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	28	46
	Economically Disadvantaged	11	28	46
	Students With Disabilities	0	0	7
	English Language Learners	0	0	0

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	29	37	43	34	31	35	14				
HSP	47			53							
WHT	64	57	47	67	57	44	52				
FRL	59	50	50	63	45	36	55				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
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	375
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	50
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	55
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

MBE's lowest quartile and Students with Disabilities demonstrated reading deficiencies on the ELA and science assessments. Students in third and fifth grade struggled in both reading and math on the FSA assessments; however, sixth grade students showed learning gains in both reading and math. Fourth grade demonstrated an 18 percent growth with students who scored a 6 or above on the writing portion and sixth grade increased by 50 percent.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

MBE's lowest performance was in ELA lower quartile learning gains with only 59 percent in 2019. ELA lower quartile learning gains continued to decline in 2021 with only 47 percent. These students have a significant reading deficiency and shows the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Student and teacher attendance was a contributing factor to student deficiencies in both reading and math. The Student Success Team is tracking student attendance with weekly meetings, parent conferences, and offering student incentives for improving classroom attendance. We will implement a school-wide Attendance of the Month incentive to try and bring awareness to our attendance and encourage better attendance.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA achievement remained 63 percent for 2019 and 2021. 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. We provided third through

sixth grade teachers with three professional development sessions to improve writing achievement scores. Additional classroom assistants were hired with Title I dollars. All were trained in the SIPPS and LLI programs, these assistants helped us to truly keep our small groups small enabling us to focus on the areas of deficiency in ELA for our students.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors were differentiated small group instruction and writing professional development for third through sixth grade teachers. We will continue to learn and grow with writing across all content areas.

What strategies will need to be implemented in order to accelerate learning?

Professional development for teachers will be centered around Inclusion strategies for best practices to support our students with disabilities. General Education and ESE teachers will continue to receive professional development and feedback to accelerate learning. We will partner with the FIN for professional development.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers and leaders will receive professional development from the Florida Inclusion Network centered around the book "Fair Isn't Always Equal". They will also receive professional development on best practices on small group differentiated instruction to improve student achievement and close learning gaps and grading practices.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers and leaders will receive professional development from the Florida Inclusion Network centered around the book "Fair Isn't Always Equal". They will also receive professional development on best practices on small group differentiated instruction to improve student achievement and close learning gaps.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

If all teachers use the evidence based instructional strategy of collaborative learning, students will be better able to consolidate their understanding of the text.

Based on the 2020-2021 FSA ELA Assessment, 36 percent of our third through sixth grade students scored below level 3. Sixty-one percent of our current first through third grade students are on track to score a level 3 or above on the statewide grade 3 ELA assessment, according to our end of year ELA I-ready diagnostic.

The lowest strand on the FSA diagnostic was in the area of Key Ideas and Details. Collaborative learning structures will provide students with an opportunity to problem solve, discuss their thinking through productive tasks that are intentionally planned to improve students' ability to recognize the key ideas and details from a text.

Measurable Outcome:

Middleburg Elementary will improve the percentage of lowest quartile ELA students making a learning gain from 47 to 50 percent on the 2021-2022 FSA. Of our lowest quartile students, 48 percent are students with disabilities. Focusing on our lowest quartile students will increase the number of students with disabilities who are proficient.

We will Increase the percentage of students on track to score a level 3 or above on the grade 3 ELA FSA assessment using the end of year iReady ready diagnostic from:
-kindergarten 78 to 80 percent
-first graders 57 to 59 percent
-second graders 49 to 51 percent

Increase the percentage of students scoring Level 3 on the 2022 FSA ELA assessment from:
-third grade 57 to 60 percent
-fourth grade 73 to 75 percent
-fifth grade 46 to 51 percent
-sixth grade 79 to 81 percent

By the Mid Year assessment, we should see kindergarten through third grade students increasing their scale score by 23 points on their iReady reading assessment. For fourth through sixth grade students, we should see an increase of 50 lexile points on their Achieve 3000 mid year levelset.

Monitoring:

To monitor student achievement and progress, monthly and quarterly data meetings will be held between administration and teachers as well as teachers with students.

Students will have a data notebook that monitors their growth in iReady, Achieve 3000, and Lexia lessons. Teachers will have data chats with students to encourage academic ownership and monitor their progress toward their goals. Administration will have quarterly data chats with teachers to dive deeper into student progress on iReady, Achieve 3000, Lexia, and standards to meet these goals and to determine what support teachers need to help students meet their goals.

Person responsible for monitoring outcome:

Amanda Strickland (amanda.strickland@myoneclay.net)

Evidence-based Strategy:	Kindergarten through third grade teachers will use systematic, explicit, recursive, and cumulative phonics instruction. This strategy will be monitored through classroom walkthroughs Lexia Core5, and DIBELS Next Assessment. Fourth through sixth grade teachers will provide explicit comprehension strategy instruction. This strategy will be monitored through classroom walkthroughs, Achieve 3000 assessments, and Lexia Core5 and PowerUp. Kindergarten through sixth grade teachers will provide intensive small group reading interventions through explicit and direct instruction. ESE teachers will provide differentiated small group instruction based on the students' IEP goals and academic needs. This strategy will be monitored through classroom walkthroughs, Achieve 3000 assessments, and Lexia Core5 and PowerUp.
Rationale for Evidence-based Strategy:	Reading comprehension is the ability to understand written text. It is a complex process that involves all the other components of reading, as well as a reader's background knowledge. The use of systematic, explicit, recursive and cumulative phonics instruction will help students read more complex words and increase fluency, ultimately supporting reading comprehension Explicitly teaching reading comprehension strategies helps students recognize and apply ways of thinking that strong readers use to understand text (Shanahan et al., 2010). These strategies help students become more purposeful and active when they read and can be used before, during, and after reading. Reading comprehension strategies include activating prior knowledge and making predictions, self-monitoring for understanding, asking and answering questions, making inferences, and summarizing or retelling.

Action Steps to Implement

1) Deeply analyze student data to determine areas of focus within the standards for each lowest quartile ELA student.
2) Provide PD on evidence-based strategies for reading instruction and inclusion settings.
3) Progress monitor and adjust small groups and instructional plans based on the needs of students.
4) Utilize all human resources available (teachers, Title I teachers and assistants, guidance counselor and district specialists) for small group differentiated instruction and tutoring.
5) Analyze work samples provided to students to ensure they match the intended learning outcome and rigor of the standards being assessed on FSA.
6) Utilize technology, such as chromebooks, to maximize online tools available through iReady, Achieve 3000, Lexia Core5 and PowerUp, RazKids, Brain Pop, and Smore Communication.
7) Provide all third through sixth grade general education and ESE teachers professional development centered around the book "Fair Isn't Always Equal" facilitated by The Florida Inclusion Network.

Person Responsible	Amanda Strickland (amanda.strickland@myoneclay.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	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. 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.
Measurable Outcome:	MBE will improve our Math Lowest Quartile students from 38% to 41% in 2021-2022.
Monitoring:	Monthly and quarterly data meetings will be used to monitor student achievement and progress.
Person responsible for monitoring outcome:	Becky Wilkerson (becky.wilkerson@myoneclay.net)
Evidence-based Strategy:	Eureka curriculum, I-ready toolbox and prescribed diagnostic materials to identify learning needs, small group differentiated instruction, progress monitoring tools. ESE teachers will provide academic assistance to our Students with Disabilities through an Inclusion push-in model. ESE teachers will provide differentiated small group instruction based on the students' IEP goals and academic needs. 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 Steps to Implement

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 using MAFS.

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 and tutoring.

5. Analyze work samples provided to students to ensure they match the intended learning outcome and rigor of the standards being assessed on FSA.

6) Utilize technology, such as chromebooks, to maximize online tools available through iReady, Brain Pop, and Smore Communication.

7) Provide tutoring for our lowest quartile tutoring.

Person Responsible	Becky Wilkerson (becky.wilkerson@myoneclay.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	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. We will train teachers and staff how to recognize students who are struggling to manage their emotions and de-escalation strategies. We will share strategies, materials, and resources to support coping skills at home and school for students.
Measurable Outcome:	In efforts to increase student instructional time, we will increase the number of students who identify that they are able to manage their emotions when needed.. Currently 70% of our intermediate grade level students identify that they are able to manage their emotions. We would like to increase the percentage from 70% to 75%. Students who are able to manage their emotions will improve their classroom attendance and their academic achievement.
Monitoring:	Monthly and quarterly data meetings will be used to monitor student achievement and progress.
Person responsible for monitoring outcome:	Yolanda Grant (yolanda.grant@myoneclay.net)
Evidence-based Strategy:	Implementation of the 7 Mindsets SEL curriculum and PBIS (Positive Behavioral Interventions & Support).
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 Steps to Implement

1) Implement 7 mindsets daily lessons in each homeroom and biweekly during media for school-wide implementation.
2) Implement PBIS Pirate MVP to support student and faculty positive behavior systems.
3) Facilitate monthly professional development on monthly mindset for faculty and staff.
4) Utilize Smore Communications to create school-wide weekly newsletter for faculty and staff.
5) Provide Parent and Family Engagement Event to provide parents with strategies to assist their students.

Person Responsible	Yolanda Grant (yolanda.grant@myoneclay.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Middleburg Elementary ranked 729 out of 1,395 for discipline data. We will continue to monitor monthly discipline data during quarterly data chats. MBE has implemented a schoolwide PBIS plan along with 7 Mindsets and Suite 360 within their classroom lessons.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Many events we hold throughout the year contribute to this area. Title I events, such as Bingo for Books focus on involving parents in literacy education. STEAM Night 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 virtual Open House, Chorus Concerts, Volunteer Orientation, Volunteer Appreciation Breakfast, Field Trips, 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. Our stakeholders include our Student Advisory Committee along with parents, community organizations, such as First Baptist Church of Middleburg and Ron Shoals attorney. Our SAC committee meets four times per year to give input on the budget and parent family events. During our SAC meetings, the community provides feedback and plans are revived based on the feedback. The Title 1 team, along with SAC committee, documents and revives plans and seeks solutions with barriers. In the Spring, the Title 1 team reaches out to local daycares for tours and screenings of potential kindergarten students. This year we have developed a committee of teacher leaders to help our new to MBE teachers feel supported and kept abreast of upcoming events and deadlines. The teacher leaders have regular meetings and provide newsletters with updates of items those new to our school may not be aware of: Examples include: What early dismissal days look like, what you need to have prepared for orientation, open house, mid-terms, parent conferences, etc.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The teachers and classroom assistants will promote the schoolwide PBIS plan with fidelity along with both administrators and guidance counselor. Teachers and assistants are expected to teach expectations in the

classroom, cafeteria, playground, and during transitions. Students are given incentives when they demonstrate Pirates Gold - Give Respect, Opt for a Positive Attitude, Lead with Integrity, and Dedicated to Excellence. Student will receive a positive phone call or postcard home. In addition, providing positive reinforcement to students will be a year long focus during classroom walk-throughs and at monthly PLC's.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00