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# Middleton Burney Elementary School

1020 HUNTINGTON RD, Crescent City, FL 32112

www.putnamschools.org/o/mbes

## Demographics

Principal: Tiffany Scranton

Start Date for this Principal: 7/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: D (38%) 2018-19: C (46%) 2017-18: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	CSI

\* 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 Putnam 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](http://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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<b>Budget to Support Goals</b>	<b>0</b>

# Middleton Burney Elementary School

1020 HUNTINGTON RD, Crescent City, FL 32112

[www.putnamschools.org/o/mbes](http://www.putnamschools.org/o/mbes)

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-6	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

## School Board Approval

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## SIP Authority

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<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.**

Middleton-Burney Elementary School will provide engaging and effective standards-based instruction that will allow students to reach academic proficiency. Through collective responsibility, our students will grow and learn in a positive environment where all students, faculty, staff, parents and community members work together to foster successful outcomes.

#### **Provide the school's vision statement.**

Our Middleton-Burney Elementary family is dedicated to achieving our school mission to educate our students by staying focused on learning, creating a collaborative culture, and monitoring the results of student growth to inform and improve best practices for success.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Scranton, Tiffany	Principal	Tiffany Scranton, principal, will accept responsibility for the instructional vision and management of all school functions by delegating, observing, following through, and coaching the employees. She will evaluate all employees and keep the leadership team focused on the mission of ensuring student success through Tier 1 Instruction and Building a Positive School Culture.
Reed, Stephanie	Assistant Principal	Stephanie will accept responsibility for assisting the principal to maintain the instructional vision and management of all school functions by delegating, observing, following through, and coaching the employees. She will evaluate all employees and keep the leadership team focused on the mission of ensuring student success through Tier 1 Instruction and Building a Positive School Culture.
Gilyard, Joanne	Assistant Principal	Tina will accept responsibility for assisting the principal to maintain the instructional vision and management of all school functions by delegating, observing, following through, and coaching the employees. She will evaluate all employees and keep the leadership team focused on the mission of ensuring student success through Tier 1 Instruction and Building a Positive School Culture.
Slaughter, Shakita	Other	Shakita will assist the leadership team to maintain the instructional vision and management of all school functions by providing SEL supports to all students and teachers. She will assist with keeping the leadership team focused on the mission of ensuring student success by supporting classrooms with student service needs including: guidance, dean, 504s, and PBIS in the A-GOM name band.
Wylie, Jade	Other	Jade will assist the leadership team to maintain the instructional vision and management of all school functions by providing SEL supports to all students and teachers. She will assist with keeping the leadership team focused on the mission of ensuring student success by supporting classrooms with student service needs including: guidance, dean, 504s, and PBIS in the PAU-Z name band.
Bennett, Lucas	Other	Lucas will lead the MTSS/RtI process at MBES and work in conjunction with our Lead Team and Student Services Team to provide, monitor, and support identified interventions for students in Tier 2 and Tier 3 of the MTSS process. Lucas will also assist Stephanie Reed, AP, with our school-wide testing efforts. He will assist with keeping the leadership team focused on the mission of ensuring student success



Name	Position Title	Job Duties and Responsibilities
Moultrie, John	Other	John will assist the leadership team to maintain the instructional vision and management of all school functions by providing SEL supports to all students and teachers. He will assist with keeping the leadership team focused on the mission of ensuring student success by supporting classrooms with student service needs including: guidance, dean, 504s, and PBIS for students in the GON-PATT name band.
Graham, Michelle	Instructional Coach	Michelle will support highly effective classroom practices focusing on academic teaming and engagement. She will provide professional development through targeted feedback cycles and PLCs. She will assist with keeping the leadership team focused on the mission of ensuring student success.
Hutcheson, Amber	Instructional Coach	Amber will support highly effective classroom practices focusing on academic teaming and engagement in ELA Tier 1 Instruction. She will provide professional development through targeted feedback cycles and PLCs. She will assist with keeping the leadership team focused on the mission of ensuring student success.

**Demographic Information**

**Principal start date**

Friday 7/1/2022, Tiffany Scranton

**Number of teachers with a 2022 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 2022 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.*

13

**Total number of teacher positions allocated to the school**

57

**Total number of students enrolled at the school**

1,060

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

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

30

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	132	141	141	166	137	115	138	0	0	0	0	0	0	970
Attendance below 90 percent	36	75	66	70	53	49	53	0	0	0	0	0	0	402
One or more suspensions	0	3	1	6	3	3	6	0	0	0	0	0	0	22
Course failure in ELA	0	14	8	28	20	2	10	0	0	0	0	0	0	82
Course failure in Math	0	11	12	19	7	8	12	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	29	39	33	50	0	0	0	0	0	0	151
Level 1 on 2022 statewide FSA Math assessment	0	0	0	26	48	48	64	0	0	0	0	0	0	186
Number of students with a substantial reading deficiency	0	17	63	73	28	47	77	0	0	0	0	0	0	305

Using the table above, complete the table below with the number of students by current grade level who have 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	10	3	25	35	26	29	0	0	0	0	0	0	128

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		1	0	0	29	0	0	0	0	0	0	0	0	30
Students retained two or more times		0	0	0	7	5	1	0	0	0	0	0	0	13

Date this data was collected or last updated

Thursday 8/25/2022

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	135	150	138	164	109	131	134	0	0	0	0	0	0	961
Attendance below 90 percent	28	59	53	57	44	49	50	0	0	0	0	0	0	340
One or more suspensions	0	0	2	9	0	3	2	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	12	12	9	33	0	0	0	0	0	0	66
Course failure in Math	0	0	0	12	24	8	9	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	27	39	57	45	0	0	0	0	0	0	168
Level 1 on 2019 statewide FSA Math assessment	0	0	0	24	39	58	57	0	0	0	0	0	0	178
Number of students with a substantial reading deficiency	28	57	63	77	24	37	31	0	0	0	0	0	0	317

**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	20	24	27	23	0	0	0	0	0	0	95

**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	2	12	9	27	3	0	2	0	0	0	0	0	0	55
Students retained two or more times	0	0	1	5	1	0	0	0	0	0	0	0	0	7

**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	135	150	138	164	109	131	134	0	0	0	0	0	0	961
Attendance below 90 percent	28	59	53	57	44	49	50	0	0	0	0	0	0	340
One or more suspensions	0	0	2	9	0	3	2	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	12	12	9	33	0	0	0	0	0	0	66
Course failure in Math	0	0	0	12	24	8	9	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	27	39	57	45	0	0	0	0	0	0	168
Level 1 on 2019 statewide FSA Math assessment	0	0	0	24	39	58	57	0	0	0	0	0	0	178
Number of students with a substantial reading deficiency	28	57	63	77	24	37	31	0	0	0	0	0	0	317

**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	20	24	27	23	0	0	0	0	0	0	95

**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	2	12	9	27	3	0	2	0	0	0	0	0	0	55
Students retained two or more times	0	0	1	5	1	0	0	0	0	0	0	0	0	7

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	43%	56%				37%	46%	57%
ELA Learning Gains	50%						54%	55%	58%
ELA Lowest 25th Percentile	37%						54%	54%	53%
Math Achievement	33%	47%	50%				43%	51%	63%
Math Learning Gains	44%						56%	56%	62%
Math Lowest 25th Percentile	43%						46%	43%	51%
Science Achievement	28%	45%	59%				30%	41%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	41%	-8%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	39%	43%	-4%	58%	-19%
Cohort Comparison		-33%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	37%	42%	-5%	56%	-19%
Cohort Comparison		-39%				
06	2022					
	2019					
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	46%	-9%	62%	-25%
Cohort Comparison		0%				
04	2022					
	2019	52%	53%	-1%	64%	-12%
Cohort Comparison		-37%				
05	2022					
	2019	39%	44%	-5%	60%	-21%
Cohort Comparison		-52%				
06	2022					
	2019					
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	38%	-10%	53%	-25%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-28%				

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	30	24	19	33	32	13				
ELL	31	54	43	33	49	48	25				
BLK	15	35	30	10	32	33					
HSP	34	54	43	34	47	48	28				
MUL	44	50		28	43						
WHT	42	49	31	43	42	36	37				
FRL	32	49	38	32	43	45	25				
2021 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 2019-20	C & C Accel 2019-20
SWD	15	39	59	20	24	24	17				
ELL	25	43	43	28	39	40	19				
BLK	17	27		14	5		13				
HSP	30	42	44	31	40	41	25				
MUL	39	30		28	30		30				
WHT	39	61		44	46		46				
FRL	29	41	48	28	32	17	26				
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	30	54	50	34	56	40	24				
ELL	30	50	40	37	54	38	19				
BLK	19	52		27	42		21				
HSP	34	54	44	41	55	39	24				
MUL	40	54		40	46						
WHT	52	55	64	54	64	70	43				
FRL	35	55	54	40	55	47	28				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	321
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

All grade levels increased between 2-4 % in student achievement. While there was a 20% increase in BQ Math learning gains, there was a 13% decrease in BQ ELA learning gains.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Middleton-Burney Elementary School (MBES) earned a school grade of a D with 38% of total points possible for SY 21-22. MBES has been identified under the Reading Achievement Initiative for Scholastic Excellence Act (RAISE) as needing to focus on improving student reading outcomes. Data from Spring 2022 showed 25% of students in third grade, 43% in fourth grade, 33% in fifth grade, and 36% in sixth grade scored a level 3 or above on the ELA FSA. The school's math data from Spring 2022 showed 33% of students in third grade, 37% in fourth grade, 32% in fifth grade, and 33% in sixth grade scored a level 3 or above on the Mathematics FSA. The school's science data from Spring 2022 showed science achievement at 28.

MBES's overall federal index is 40%. The four subgroups below 41% are White 40%, Black 22%, Students with Disabilities 25%, and Economically Disadvantaged 40%. The subgroups at or above the 41% are Hispanic 43%, Multiracial 41%, and English Language Learners 42%.

MBES is partially organized for improvement based on 5Essentials data from SY 21-22. Involved Families, performance score of 31 (Weak), is the lowest of the 5 Essentials. Within the Involved Families Essential, Parent Involvement in School, performance score of 24 (Weak), is the lowest score on this measure. Also within the Involved Families Essential, Teacher-Parent Trust, performance score of 28 (Weak), is the second lowest score on this measure.

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



Along with the transition to B.E.S.T. Standards for all K-6 and all new ELA and math adopted instructional materials in our district, historical data confirms that MBES must focus on core instruction (Tier 1) and improving instructional practice in SY 22-23. Planning and instruction must be rigorous, targeted, and standards-based.

MBES needs to focus on improving student outcomes in all subgroups and for all students. Ensuring rigorous core instruction occurs in all classrooms everyday is a priority.

This also reflects a need to improve teachers and parents thinking of the school as partners in educating children and staff and requires building trusting relationships with parents. There is a critical need to bridge the gap between available wrap-around services and student and family access to those services. The liaison will work to implement the comprehensive approach to family and community partnerships. The student success mentor will monitor student attendance, behavior, and academic performance and celebrate student improvements. The student success mentor will communicate regularly with parents and families, connecting them to comprehensive and appropriate support services as needed. Based on this data, increasing family involvement is critical for SY 22-23.

Additionally, the entire administrative team at the school has been replaced for SY 22-23. A critical need at the school is rebuilding the school culture for teachers and students. The new principal has already implemented a number of actions to improve culture for the staff and is working to create schoolwide commitment and a sense of belonging for all stakeholders.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Bottom Quartile Math students showed learning gains.

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

Last year, MBES had a Math coach as a part of their support personnel.

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

Teachers and paraprofessionals at Middleton-Burney Elementary will provide academic tutoring outside of the regular school day. Teachers will also have access to additional planning time with their grade level and content-specific teams to focus on specialized areas for growth.

**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.**

Middleton-Burney Elementary School will offer monthly Professional Learning Communities, two days of summer professional learning, and 2.5 days of professional learning at the LSI national conference to support teachers and leaders. Professional books will be purchased to support professional learning as well. A room on campus has been dedicated to all professional development and PLC work, to provide a place of reference, reflection, and redirection.

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

An ELA coach will be at Middleton-Burney Elementary School (MBES) to support instructional practice, build capacity through modeling of effective lessons, provide professional development, and ongoing feedback.

MBES will also have a Student Success Mentor to increase students' overall success in school by providing mentoring services, improving communication, and monitoring data and a Community Liaison to promote the involvement of parents, and other community groups and organizations in the development of relationships between students and the school, and the school, home and community.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Middleton-Burney Elementary School (MBES) earned a school grade of a D with 38% of total points possible for SY 21-22. The school's math data from Spring 2022 showed 33% of students in third grade, 37% in fourth grade, 32% in fifth grade, and 33% in sixth grade scored a level 3 or above on the Mathematics FSA. Science Achievement is 28. Our K-6 teachers are in year one of Florida Reveal (Math) curriculum. Based on this data, the transition to B.E.S.T. Standards for all K-6, and all new ELA and math adopted instructional materials in our district, MBES must focus on core instruction in all subject areas during the SY 22-23.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If Middleton-Burney Elementary School (MBES) focuses on rigorous, targeted, and standards-based planning and instruction in all subjects, then by the end of the SY 2022-23, students will increase proficiency.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored using LSI Rigor Walk Tool, Marzano's Evaluation and Coaching tool as well as ALEKS, F.A.S.T. Math, and District Progress Monitoring. We will use the SchoolCity platform to progress monitor all standards based assessments including math and science.

**Person responsible for monitoring outcome:**

Tiffany Scranton (tscranton@my.putnamschools.org)

**Evidence-based**

**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

We will implement intervention groups for T2/T3 students, B.E.S.T. standards for Math and aligned instruction alongside collaborative planning school wide and across subjects areas to achieve the measurable outcome.

**Rationale for Evidence-based Strategy:** Explain the rationale for

The identified evidence-based strategies meet Florida's definition of evidence-based and aligns with the district plans. Implementing rigorous, targeted, and standards-based instruction and collaborative planning will increase the rigor and text complexity in the classroom which will result in higher achievement.

**selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Support from District Math Coach

**Person Responsible** Vanessa Champion (vchampion@my.putnamschools.org)

Support from District Science Coach

**Person Responsible** Ryan Zimmerman (rzimmerman@my.putnamschools.org)

Implementation of district benchmark assessments and other progress monitoring assessments

**Person Responsible** Tiffany Scranton (tscranton@my.putnamschools.org)

Participation in School Based PLC's

**Person Responsible** Tiffany Scranton (tscranton@my.putnamschools.org)

Participation in District Learning Communities

**Person Responsible** Tiffany Scranton (tscranton@my.putnamschools.org)

Classroom observations monitoring the rigor and alignment of instructional materials and instruction.

**Person Responsible** Tiffany Scranton (tscranton@my.putnamschools.org)

**#2. Positive Culture and Environment specifically relating to Parent Involvement**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Middleton-Burney Elementary School (MBES) is partially organized for improvement based on 5Essentials data from SY 21-22. Involved Families, performance score of 31 (Weak), is the lowest of the 5 Essentials. Within the Involved Families Essential, Parent Involvement in School, performance score of 24 (Weak), is the lowest score on this measure and includes parent attendance at parent-teacher conferences, parent volunteer time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.), and parent contact. Also within the Involved Families Essential, Teacher-Parent Trust, performance score of 28 (Weak), is the second lowest score on this measure. This reflects a need to improve teachers and parents thinking of the school as partners in educating children and staff and requires building trusting relationships with parents. Based on this data, increasing family involvement is critical for SY 22-23. Additionally, the entire administrative team at the school has been replaced for SY 22-23. A critical need at the school is rebuilding the school culture for teachers and students. The new principal has already implemented a number of actions to improve culture for the staff and is working to create schoolwide commitment and a sense of belonging for all stakeholders.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If Middleton-Burney Elementary School (MBES) improves teachers and parents thinking of the school as partners in educating children and staff and builds trusting relationships with parents, then by the end of SY 2022-23, MBES will improve overall 5Essentials performance from partially organized to organized for improvement.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored using teacher retention and attendance data, attendance at parent nights, and 5E survey results.

**Person responsible for monitoring outcome:**

Tiffany Scranton (tscranton@my.putnamschools.org)

**Evidence-based Strategy: Describe the evidence-based**

The evidence-based strategy being implemented to achieve the measurable outcome is having a Student Success Mentor, Beverly Rivera, and a Community Liaison at MBES. These specific job roles focus on parent involvement.

**strategy  
being  
implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based  
Strategy:  
Explain the  
rationale for  
selecting  
this specific  
strategy.  
Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

The Student Success Mentor and Community Liaison are utilized to monitor parent perspectives and input, and build trusting relationships with parents.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

There is a critical need to bridge the gap between available wrap-around services and student and family access to those services. The community liaison will work to implement the comprehensive approach to family and community partnerships.

**Person Responsible** Tiffany Scranton (tscranton@my.putnamschools.org)

The student success mentor will monitor student attendance, behavior, and academic performance and celebrate student improvements. The student success mentor will communicate regularly with parents and families, connecting them to comprehensive and appropriate support services as needed.

**Person Responsible** Tiffany Scranton (tscranton@my.putnamschools.org)

**#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus  
Description and  
Rationale:  
Include a  
rationale that  
explains how it  
was identified as  
a critical need  
from the data  
reviewed.**

Middleton-Burney Elementary School's overall federal index is 40%. The four subgroups below 41% are White 40%, Black 22%, Students with Disabilities 25%, and Economically Disadvantaged 40%. The subgroups at or above the 41% are Hispanic 43%, Multiracial 41%, and English Language Learners 42%. Middleton-Burney has a large number of ELL students. Based on this data, the school needs to focus on improving student outcomes in all subgroups and for all students. Ensuring rigorous core instruction occurs in all classrooms everyday is a priority for SY 22-23.

**Measurable  
Outcome:  
State the  
specific  
measurable  
outcome the  
school plans to  
achieve. This  
should be a data  
based, objective  
outcome.**

If Middleton-Burney Elementary School focuses on improving student outcomes in all subgroups and for all students and ensuring rigorous core instruction occurs in all classrooms everyday, then by the end of SY 2022-23, MBES will eliminate all subgroups below 41% and increase the Hispanic 43%, Multiracial 41%, and English Language Learners 42% subgroups by at least 2% simultaneously.

**Monitoring:  
Describe how  
this Area of  
Focus will be  
monitored for  
the desired  
outcome.**

This area of focus will be monitored by behavior and attendance data, F.A.S.T., District Progress Monitoring, and i-Ready Diagnostic Data.

**Person  
responsible for  
monitoring  
outcome:**

Tiffany Scranton (tscranton@my.putnamschools.org)

**Evidence-based  
Strategy:  
Describe the  
evidence-based  
strategy being  
implemented for  
this Area of  
Focus.**

The evidence-based strategies being implemented to achieve the measurable outcome are:

K-3 Open Court Foundational Skills Kits

K-6 Benchmark Advance

(SIPPS) Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (LLI) Leveled Literacy Intervention

**Rationale for  
Evidence-based  
Strategy:  
Explain the  
rationale for  
selecting this  
specific  
strategy.  
Describe the**

The identified evidence-based strategies meet Florida's definition of evidence-based and align with the Putnam County School District's K-12 Reading Plan. The programs address the identified need to improve student reading outcomes. Resources and criteria are based on the approved K-12 Decision Trees.

**resources/  
criteria used for  
selecting this  
strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Support from District Reading Coach

**Person Responsible** Jamie Viera (jviera@my.putnamschools.org)

Support from School-based Reading Coach

**Person Responsible** Amber Hutcheson (ahutcheson@my.putnamschools.org)

Implementation of district benchmark assessments and other progress monitoring assessments

**Person Responsible** Tiffany Scranton (tscranton@my.putnamschools.org)

Participation in District Learning Communities

**Person Responsible** Tiffany Scranton (tscranton@my.putnamschools.org)

Participation in School Based PLC's

**Person Responsible** Tiffany Scranton (tscranton@my.putnamschools.org)

Support from District Math Coach

**Person Responsible** Vanessa Champion (vchampion@my.putnamschools.org)

Support from District Science Coach

**Person Responsible** Ryan Zimmerman (rzimmerman@my.putnamschools.org)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.



**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Based on 21-22 end of year screening and progress monitoring data, the percentage of students in kindergarten through second grade, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment are as follows:

Kindergarten 85 %

Grade 1 66 %

Grade 2 58 %

This achievement data, along with the transition to B.E.S.T. Standards for all K-6 and all new ELA and math adopted instructional materials in our district, confirms that MBES must focus on core instruction and improving instructional practice in SY 22-23. Planning and instruction must be rigorous, targeted, and standards-based.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Based on 21-22 FSA ELA data, the percentage of students below Level 3 are as follows:

Grade 3 57 %

Grade 4 72 %

Grade 5 63 %

This achievement data, along with the transition to B.E.S.T. Standards for all K-6 and all new ELA and math adopted instructional materials in our district, confirms that MBES must focus on core instruction and improving instructional practice in SY 22-23. Planning and instruction must be rigorous, targeted, and standards-based.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Middleton-Burney Elementary School will increase student proficiency in all grade levels. Progress monitoring data for district and statewide assessments will show an increase in the percentage of students proficient in kindergarten through second grade throughout the 22-23 SY.

**Grades 3-5: Measureable Outcome(s)**

Middleton-Burney Elementary School's (MBES) goal is to increase student proficiency in all grade levels. Third grade reading scores were the lowest and are therefore, the priority focus for the 22-23 SY. If MBES focuses on rigorous, targeted, and standards-based planning and instruction, then by the end of the SY 2022-23 progress monitoring data for district and statewide assessments will show an increase in the percentage of students proficient in third through sixth grade.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Strategies are monitored using the i-Ready Reading Diagnostic assessment and program specific progress monitoring as well as F.A.S.T. monitoring PM1, PM2, and PM3.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Scranton, Tiffany, tscranton@my.putnamschools.org

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based strategies being implemented to achieve the measurable outcome are:

K-12 Comprehensive Evidence-based Reading Plan

K-3 Open Court Foundational Skills Kits

K-2 Benchmark Advance

3-6 LSI Unit Builds (1st semester) Benchmark Advance (2nd semester)

(SIPPS) Systematic Instruction in Phonological Awareness, Phonics, and Sight Words

(LLI) Leveled Literacy Intervention

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The identified evidence-based strategies meet Florida’s definition of evidence-based and align with the Putnam County School District’s K-12 Reading Plan. The programs address the identified need to improve student reading outcomes. Resources and criteria are based on the approved K-12 Decision Trees.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Assist with implementing data-informed instruction	Scranton, Tiffany, tscranton@my.putnamschools.org
Use of high-quality instructional materials	Scranton, Tiffany, tscranton@my.putnamschools.org
Implementation of district benchmark assessments and other progress monitoring assessments	Scranton, Tiffany, tscranton@my.putnamschools.org
Support from District Literacy Coaching	Viera, Jamie, jviera@my.putnamschools.org
Support from school based reading coach	Viera, Jamie, jviera@my.putnamschools.org

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

A critical need at the school is rebuilding the school culture for teachers and students. The entire administrative team at the school has been replaced for SY 22-23. Middleton-Burney Elementary School will address building a positive school culture and environment by working to improve teachers and parents thinking of the school as partners in educating children and staff and require building trusting relationships with parents. The Community Family Liaison and Student Success Mentor positions were added this school year to help bridge the gap between available wrap-around services and student and family access to those services. Increasing family involvement is critical for building a positive school culture and environment.

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

The new administrative team already implemented a number of actions to improve culture for the staff and will continue to work to create schoolwide commitment and a sense of belonging for all stakeholders. The Community Family Liaison will work to implement the comprehensive approach to family and community partnerships. The Student Success Mentor (SSM) will monitor student attendance, behavior, and academic performance and celebrate student improvements. The SSM will communicate regularly with parents and families, connecting them to comprehensive and appropriate support services as needed. These actions will help rebuild relationships between our school and other stakeholders in the community and beyond.