

Bay District Schools

# Merriam Cherry Street Elementary



## 2022-23 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: 6/30/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<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 (32%) 2018-19: A (67%) 2017-18: A (66%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</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 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](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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## 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)	2021-22 Title I School	2021-22 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	59%

### School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Merriam Cherry Street Elementary celebrates academic excellence in a safe, friendly and nurturing environment. We value the emotional and educational well-being of each individual. We inspire and equip all students to be a community of leaders and lifelong learners.

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

Merriam Cherry Street Elementary strives to be a model of continued academic excellence. It is our vision that all students make at least a year's worth of academic growth and achieve personal 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
Long, Bryan	Principal	<p>The primary responsibility of the Principal is the creation of an instructional plan that meets the needs of all students. Factors that must be included are academic growth, academic achievement, and character development. It is more important now than ever to focus on the whole child, not just academics. The Principal also oversees day-to-day operations of the school, serves as an instructional leader, manages school logistics and budgets, monitors student growth and performance, adjusts supports and services based on student needs, monitors teacher performance and provides feedback, guidance and support, ensures that the campus is safe and secure, and builds productive relationships with families, community members and other stakeholders.</p>
Thompson, Michelle	Assistant Principal	<p>The Assistant Principal serves as an instructional leader and supports the mission and vision of the school. The Assistant Principal also assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy</p>
Stark, Pamela	Assistant Principal	<p>The Assistant Principal serves as an instructional leader and supports the mission and vision of the school. The Assistant Principal also assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy</p>
Hand, Kristin	Other	<p>Academic Interventionists are our on site reading and math interventions subject matter experts and work to support academic growth and achievement. She is also knowledgeable about curriculum and instruction, engages in the delivery of professional development, including observing teachers, coaching and modeling instructional and assessment strategies, and providing feedback that ensures effective instruction and student achievement, analyzes student data and facilitates data driven discussions.</p>
Kyle, Tony	Teacher, ESE	<p>The ESE Support teachers are the on site ESE, Reading and Math Subject matter experts and work to support academic growth and achievement. The ESE teacher is also responsible for planning, developing, delivering and evaluating appropriate individualized educational services, identify the needs of assigned students through formal and informal assessments, review student performance data and assessment data to develop appropriate goals and objectives for each student, collaborate with general education teachers to ensure all students receive standards based instruction.</p>



Name	Position Title	Job Duties and Responsibilities
Smiley, Kathy	School Counselor	The School Counselor supports the academic, behavioral and social/emotional well being of all students. The School counselor also consults, facilitates, and maintains communication with parents, teachers, administrators, and other stakeholders on specific student and parent academic and educational matters including academic modifications and/or accommodations, provides counseling to address social and emotional concerns and appropriately refers students to behavioral health specialists, communicates, coordinates, and collaborates with school staff in developing and implementing student supports
Acevedo Rivera, Minelly	Teacher, ESE	The ESE Support teachers are the on site ESE, Reading and Math Subject matter experts and work to support academic growth and achievement. The ESE teacher is also responsible for planning, developing, delivering and evaluating appropriate individualized educational services, identify the needs of assigned students through formal and informal assessments, review student performance data and assessment data to develop appropriate goals and objectives for each student, collaborate with general education teachers to ensure all students receive standards based instruction.
Bellomy, Danielle	Teacher, K-12	Serves as a peer leader and mentor on campus. She collaborates with multiple grade levels, streamlining school initiatives and supporting classroom teachers with the implementation of school wide goals. She also plans, prepares and delivers instructional activities to address state standards, creates positive educational climate, monitors student progress through formative and summative assessments, adjusts instruction based on student need, and collaborates with colleagues to plan instruction and interventions based on student data.
Menhennett, Jessica	Teacher, K-12	Serves as a peer leader and mentor on campus. She collaborates with multiple grade levels, streamlining school initiatives and supporting classroom teachers with the implementation of school wide goals. She also plans, prepares and delivers instructional activities to address state standards, creates positive educational climate, monitors student progress through formative and summative assessments, adjusts instruction based on student need, and collaborates with colleagues to plan instruction and interventions based on student data.
Young, Lori	Instructional Media	Instructional Media teacher serves as a peer leader and mentor on campus. She collaborates with all grade levels, streamlining school initiatives and supporting classroom teachers with the implementation of schoolwide goals. She also provides accessible tools for students and staff to direct, enhance, and supports the learning process, collaborating with staff, teaching skills to students and staff, and maintaining the holdings of the Media Center.

Name	Position Title	Job Duties and Responsibilities
Turnipseed, Shaelen	Reading Coach	Conducting on-site, on-going literacy- related professional development; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; guiding teachers in planning ELA instruction using available research based resources and ensuring instruction is based on BEST Standards, and supporting school-wide progress monitoring programs.

## Demographic Information

### Principal start date

Thursday 6/30/2022, Keri Weatherly

**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.*

0

**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.*

2

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

20

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

380

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

5

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

5

### 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	51	56	49	92	58	62	0	0	0	0	0	0	0	368
Attendance below 90 percent	10	25	23	50	25	27	0	0	0	0	0	0	0	160
One or more suspensions	1	9	3	25	13	15	0	0	0	0	0	0	0	66
Course failure in ELA	0	3	1	8	2	0	0	0	0	0	0	0	0	14
Course failure in Math	0	1	0	5	1	0	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	7	25	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	27	36	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	8	3	34	21	24	0	0	0	0	0	0	0	91

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	3	4	0	24	0	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	4	0	2	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Thursday 8/4/2022

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	71	90	73	91	67	65	0	0	0	0	0	0	0	457
Attendance below 90 percent	42	37	32	37	30	26	0	0	0	0	0	0	0	204
One or more suspensions	0	1	0	0	3	0	0	2	0	0	0	0	0	6
Course failure in ELA	0	1	6	3	10	1	0	0	0	0	0	0	0	21
Course failure in Math	0	1	4	7	9	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	21	22	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	38	32	0	0	0	0	0	0	0	74
Number of students with a substantial reading deficiency	8	44	54	65	0	0	0	0	0	0	0	0	0	171

**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	4	11	26	21	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	8	4	1	4	1	1	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**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	71	90	73	91	67	65	0	0	0	0	0	0	0	457
Attendance below 90 percent	42	37	32	37	30	26	0	0	0	0	0	0	0	204
One or more suspensions	0	1	0	0	3	0	0	2	0	0	0	0	0	6
Course failure in ELA	0	1	6	3	10	1	0	0	0	0	0	0	0	21
Course failure in Math	0	1	4	7	9	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	21	22	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	38	32	0	0	0	0	0	0	0	74
Number of students with a substantial reading deficiency	8	44	54	65	0	0	0	0	0	0	0	0	0	171

**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	4	11	26	21	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	8	4	1	4	1	1	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	51%	56%				66%	55%	57%
ELA Learning Gains	44%						64%	59%	58%
ELA Lowest 25th Percentile	40%						83%	57%	53%
Math Achievement	20%	48%	50%				61%	56%	63%
Math Learning Gains	34%						64%	54%	62%
Math Lowest 25th Percentile	27%						65%	42%	51%
Science Achievement	27%	50%	59%				68%	53%	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	73%	61%	12%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	55%	58%	-3%	58%	-3%
Cohort Comparison		-73%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	56%	2%	56%	2%
Cohort Comparison		-55%				

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	51%	62%	-11%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	62%	59%	3%	64%	-2%
Cohort Comparison		-51%				
05	2022					
	2019	69%	54%	15%	60%	9%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	54%	4%	53%	5%
Cohort Comparison						

## 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	11	23	20	10	22	17					
ELL											
BLK	12	35	43	7	31	29	5				
HSP	6	42		13	40						
MUL	30			21							
WHT	53	56		35	37		43				
FRL	22	39	42	13	27	27	15				

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	20	11	10	10	6						
ELL											
BLK	17	23		7	16		8				
HSP	33			30							
MUL	61			35							
WHT	60	39		34	23		39				
FRL	31	32	40	12	13	29	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	40	57		62	70						
BLK	50	61		41	70	80	36				
MUL	50			40							
WHT	75	66		75	66		100				
FRL	65	67	83	60	63	65	67				

### 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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	296
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	75
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	26
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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%	0
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0



Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

## 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?

Academic Analysis- Based on the 2022 FSA ELA data, 24% of students in the third grade demonstrated proficiency, 37% of fourth graders demonstrated proficiency and 26% of fifth graders demonstrated proficiency. In the area of math, 14% of third grade students demonstrated proficiency on the 2022 FSA math while 27% of students in the fourth grade demonstrated proficiency, and 17% of 5th grade students demonstrated proficiency.

Additionally, ESSA subgroup data indicates that there is a significant discrepancy between school-wide proficiency and the proficiency of students with disabilities. The overall federal index shows that the following ESSA subgroups are identified as underperforming; Students with Disabilities 15%, Black/ African American Students 23%, Hispanic Students 35%, and Economically Disadvantaged Students 26% demonstrated proficiency.

Behavior Analysis- Our 2022 behavior data shows that there were 525 discipline referrals written during the 2021-2022 school year. Of those, 115 referrals were written for Classroom Disruption. Additionally, there were 178 discipline referrals written for Fighting and/or Physical Attack. The discipline referrals resulted in a total of 156 days of In-School Suspension and 167 days of Out of School Suspension. Reducing this significant loss of instructional time will be the primary Area of Focus for the 2022-2023 school year

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

Based on the FSA data and iReady Diagnostic Assessment the greatest areas of need are in the areas of 3rd grade proficiency for reading (24% proficiency) and math (14% proficiency) and proficiency levels for students with disabilities (20%). Our data also indicates that there was significant loss of learning associated with exclusionary disciplinary actions.

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

There are multiple factors that contributed to the lower performance, including COVID-19 (loss of instructional time), a national teacher shortage, lack of qualified instructional candidates, unfilled vacancies for the year, increased enrollment, mobility rate, attendance (both instructional staff and student), and increased behavioral concerns.

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

Based on iReady Diagnostic progress monitoring data we saw tremendous growth in our primary grade levels. At the beginning of the school year 93% of Kindergarten students measured below grade level in

reading. On the final iReady Diagnostic 67% of students were on or above grade level. Additionally, at the start of the school year 6% of 1st grade students were on or above grade-level and at the end of the year 49% measured at or above grade-level. Additionally, 13% of second grade students demonstrated grade-level proficiency. On the final diagnostic assessment 35% of students demonstrated proficiency. Finally, fourth grade ELA achievement on FSA improved 3% and fifth grade mathematics achievement on FSA increased 2%.

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

Highly qualified, veteran teachers that focused on student engagement and hands-on, meaningful learning activities. Also, the implementation of iReady and the diagnostics to drive intervention instruction.

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

The school's instructional minutes will be increased daily. This additional time will allow for 90 minutes of core grade-level instruction along with an additional 60 minutes of intervention/acceleration. This additional time will be spent addressing the individual needs of each learner and will provide opportunities throughout the school day for small group targeted interventions. Additional support will be provided by pushing in Instructional Para support during core content instruction.

In order to better address the ESSA sub-groups needs, an additional academic interventionist will be added to support the identified students in their general education classroom. This teacher will provide small group interventions and supports during core instruction. Student progress will be closely monitored using both formative and summative assessments. Data from these assessments will be reviewed during regularly scheduled grade-level data chats. The bi-weekly data chats will include close monitoring of each of the ESSA subgroups. Supports and Interventions will be adjusted to address the needs of each subgroup.

**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.**

The instructional faculty will be provided ongoing professional development on the new Mathematics benchmarks, the ELA benchmarks and curriculum as well as monthly professional development focused in the areas of disrupting poverty, building relationships, student feedback, formative & summative assessments, differentiated instruction, direct instruction, interactive instruction, experiential learning, independent study and instructional self-reflection.

The district level Instructional Specialist will provide ongoing, job-embedded professional learning to leaders and teachers on the mechanical use of the district adopted curriculum, standards based lesson planning expectations, engaging instructional practices and strategies, data analysis and planning for interventions and roles and responsibilities of grade-level PLCs.

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

Targeted support will be provided in order to accelerate the learning through prescribed, individualized instruction. The students of Bay District schools have experienced extensive hardships as we continue to re-build through a global pandemic following category 5 Hurricane Michael. Students have significant unfinished learning due to these circumstances. The support and resources that will be provided will enable our students to master prerequisite skills as they continue to learn grade-level concepts and standards. As the students' achievement gaps close, additional resources and support will be faded. Bay District schools will continue to provide Tiered supports and services based on school and student needs. Our Assessment and Accountability Department works closely with our Curriculum and

Instruction Department to ensure that student progress across the district is closely monitored. As learning gaps are identified the district and school based teams will work collaboratively to ensure that students and staff are receiving the support necessary to successfully demonstrate mastery of the standards. These supports will include district based academic coaches, new teacher coaches and support, school based literacy coaches, school based interventionists, ongoing professional development and targeted individualized interventions as needed.

In addition, summer learning, after school tutoring, extra curricular academic and strategy based clubs, as well as prescribed academic interventions will be implemented to ensure sustainability of improvement in the next year and beyond.

### **Areas of Focus**

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

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## #1. Instructional Practice specifically relating to Professional Learning Communities

<p><b>Area of Focus Description and Rationale:</b></p> <p><b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b></p>	<p>Merriam Cherry Street Elementary will have fully active and functioning PLCs that include participation, attendance and support from administration.</p> <p>Professional Learning Communities are a priority at Merriam Cherry Street Elementary because they will help provide consistent, data-driven instruction in all classrooms in order to increase reading achievement and learning gains. A heavy emphasis will be placed on PLCs by administration with a plan to monitor for effectiveness with continuous communication between necessary stakeholders.</p>
<p><b>Measurable Outcome:</b></p> <p><b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b></p>	<p>At Merriam Cherry Street Elementary we strive and expect 100% active participation in Professional Learning Communities. We also expect 100% of faculty and administration to regularly collaborate and openly communicate in order to meet the needs of every student.</p>
<p><b>Monitoring:</b></p> <p><b>Describe how this Area of Focus will be monitored for the desired outcome.</b></p>	<p>Administrators (Bryan Long, R. Michele Thompson and Pamela Stark) are assigned to specific grade level PLCs and will regularly attend PLC meetings. PLCs will also upload agendas and minutes to a shared drive for monitoring purposes.</p>
<p><b>Person responsible for monitoring outcome:</b></p>	<p>Bryan Long (longbh@bay.k12.fl.us)</p>
<p><b>Evidence-based Strategy:</b></p> <p><b>Describe the evidence-based strategy being implemented for this Area of Focus.</b></p>	<p>Professional learning communities have been at the forefront of transforming schools to improve student achievement. Effective PLCs are founded on the shared vision and values of improving learning outcomes for all students. When staff have ongoing, consistent meeting times for PLCs such that they are able to respond to students' needs in a timely manner, those responses are shown to have a greater impact in ensuring all students have equitable opportunities to learn and grow academically.</p>
<p><b>Rationale for Evidence-based Strategy:</b></p> <p><b>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</b></p>	<p>The four critical questions of a PLC, what do we want all students to know and be able to do, how will we know if they learn it, how will we respond when some students do not learn and how will we extend the learning for students who are already proficient is the rationale for selecting PLCs as a specific strategy.</p>

### 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.

1. Grade level PLCs will meet a minimum of once a week
2. Special PLCs (Vertical) will meet a minimum of once a month.
3. Administration will regularly attend PLCs and provide feedback as necessary.
4. Agendas will be provided 24 hours in advance for all PLCs.
5. Group Norms are pre-determined and expected to be followed school-wide.
6. Participants in PLCs will regularly change roles in order to maximize experiences.
7. Minutes of PLCs will be uploaded for documentation purposes.

**Person Responsible** [no one identified]

## #2. Instructional Practice specifically relating to ELA

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA Achievement.

ELA Achievement and learning gains continues to be our area of focus due to our increased population and their specific academic needs in the subject of ELA.

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

By focusing on ELA Achievement and learning gains we will increase our ELA learning gains to 60% from 44%.

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

Administrators (Bryan Long, R. Michele Thompson and Pamela Stark) will work closely with PLCs to ensure instruction is aligned to state standards and is meeting the needs of all students, specifically the lowest quartile. Administration will work closely and meet regularly with the interventions team (Kristin Hand, Brandy Schwinn, and Amanda Roberts) as well as our Academic Reading Coach (Shaeen Turnipseed) to ensure students are making consistent growth and being challenged so that growth in learning gains are met.

**Person responsible for monitoring outcome:**

Bryan Long (longbh@bay.k12.fl.us)

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

We will implement the newly adopted ELA curriculum with fidelity, ensuring that instruction meets the needs of all students with whole and small group as well as prescribed academic interventions on a daily basis in order to close learning gaps. 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. We will also utilize our Reading Instructional Coach to model lessons, provide just in time professional development opportunities to our instructional staff, coaching cycles and provide feedback to improve reading instruction.

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

The newly adopted ELA curriculum provides us with a research based, guaranteed and viable curriculum with all of the necessary resources. iReady provides us with the necessary interventions to close academic learning gaps and ensure every student is getting prescribed interventions 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.

**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.

1. Utilize the Districts ELA curriculum and curriculum guide to provide rigorous and rich learning experiences.
2. Provide students with academic interventions, every day 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, iReady diagnostics and intervention logs through weekly PLC and bi-weekly data chats.

**Person Responsible**                      Bryan Long (longbh@bay.k12.fl.us)

### #3. Instructional Practice specifically relating to Math

**Area of Focus  
Description and  
Rationale:**

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

Mathematics achievement and learning gains.

Mathematics achievement and learning gains will be a focus area due to our recent academic data and instructional needs analysis.

**Measurable**

**Outcome:**

**State the**

**specific**

**measurable**

**outcome the**

**school plans to**

**achieve. This**

**should be a**

**data based,**

**objective**

**outcome.**

By focusing on Mathematics achievement and we will increase our proficiency to 40% from 20% in grades third, fourth and fifth.

**Monitoring:**

**Describe how**

**this Area of**

**Focus will be**

**monitored for**

**the desired**

**outcome.**

Administrators (Bryan Long, R. Michele Thompson and Pamela Stark) as well as Math Staff Training Specialists Keith Barnes and Allison Gilliard will work closely with PLCs to ensure instruction is aligned to the B.E.S.T. benchmarks and is meeting the needs of all students, especially low performing students. Administration will work closely and meet regularly with the academic interventions team (Kristin Hand, Brandy Schwinn, and Amanda Roberts) to ensure students are making consistent growth and being challenged.

**Person**

**responsible for**

**monitoring**

**outcome:**

Bryan Long (longbh@bay.k12.fl.us)

**Evidence-based**

**Strategy:**

**Describe the**

**evidence-based**

**strategy being**

**implemented**

**for this Area of**

**Focus.**

We will implement the new B.E.S.T. benchmarks in mathematics with fidelity, ensuring that instruction meets the needs of all students with whole and small group as well as prescribed academic interventions on a daily basis in order to close the learning gaps.

**Rationale for**

**Evidence-based**

**Strategy:**

**Explain the**

**rationale for**

**selecting this**

**specific**

**strategy.**

By focusing on the B.E.S.T. Mathematical Thinking and Reasoning Standards (MTRs), engagement and hands-on activities will be increased in mathematics. The utilization of iReady provides us with necessary interventions to close academic learning gaps and ensure every student is getting prescribed interventions in order to be successful and making learning growth. John 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 mathematics instruction is both meaningful and relevant.



**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.

1. Utilize the Districts Mathematics curriculum and curriculum guide to provide rigorous and rich learning experiences.
2. Work closely with District Staff Training Specialists
3. Provide students with academic interventions, every day in order to close learning gaps.
4. Utilize John Hattie's research and focus on instructional strategies with the largest effect size.
5. Monitor instruction, curriculum, interventions and instructional strategies with Classroom Walkthroughs and provide immediate feedback and coaching as needed.
6. Data analysis of summative assessments, iReady diagnostics and intervention logs through weekly PLC and bi-weekly acceleration meetings.

**Person Responsible** [no one identified]

## 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

Merriam Cherry Street Elementary is focused on ensuring all students in grades K-2 have a foundational learning and love of Reading. We are focused on closing foundational learning gaps in ELA through the use of iReady, Academic interventionists, and Instructional Coaches.

iReady is utilized to provide access to on level instruction and prescribed academic interventions to close

learning gaps.

Academic interventionists are assigned to specific grade levels and push in to support on-grade-level instruction, as well as, support on-level interventions to close learning gaps and ensure all students are successful.

A full-time Instructional Coach (Reading) will be housed at Merriam Cherry Street Elementary and support the instructional needs of our teachers as well as the academic needs of our students..

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

Merriam Cherry Street Elementary is focused on ensuring all students in grades 3-5 build on their foundational learning and love of Reading in order to become fluent readers and who can comprehend grade appropriate text. We are focused on closing learning gaps in ELA through the use of iReady, Academic interventionists, and Instructional Coaches.

iReady is utilized to provide access to on level instruction and prescribed academic interventions to close learning gaps.

Academic interventionists are assigned to specific grade levels and push in to support on-grade-level instruction as well as support on-level interventions to close learning gaps and ensure all students are successful.

A full-time Instructional Coach (Reading) will be housed at Merriam Cherry Street Elementary and support the instructional needs of our teachers as well as the academic needs of our students..

### **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)**

At the end of the 2022-2023 school year K-2 students will participate in 2023 Spring Florida Progress Monitoring FAST-STAR Assessments and at least 50% of the students in grades K-2 will demonstrate grade-level proficiency.

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

At the end of the 2022-2023 school year 3rd-5th students will participate in 2023 Spring Florida Progress Monitoring FAST and at least 45% of the students in grades 3-5 will demonstrate grade-level proficiency.

### **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.

Student progress will be monitored through standards based formative and summative assessments, iReady Diagnostic Assessments, and the Florida Progress Monitoring FAST Assessments. Grade level PLCs along with school-level interventionist, coaches and administration will conduct monthly data chats to review data and ongoing progress related to TIER I instruction along with student progress receiving TIER II and TIER III interventions.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Long, Bryan, longbh@bay.k12.fl.us

**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?

Bay County has adopted state approved ELA Curriculum, Houghton Mifflin Harcourt, which is correlated with the new FL. BEST Standards. This curriculum is designed to provide quality instruction on the new standards through a gradual release model starting with whole group lessons then allowing students to interact with the text and practice the skills in small groups and individualized activities. In addition, the curriculum includes Table Top lessons designed to differentiate instruction in small groups and enables grade level texts to be accessible to all learners. Furthermore, the curriculum includes Table Top lessons for ELL students allowing them to access and interact with grade level texts and skills as well. Along with the implementation of the HMH curriculum, students' progress will also be monitored through iReady diagnostics. Students will be assigned individualized lessons to address learning deficits and provide instruction on pre-requisite skills necessary to master grade-level standards.

**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?

Houghton Mifflin Harcourt's Into Reading core adopted instructional materials for K-5 English Language Arts. The series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of .82) based on Hattie's research (Visible Learning: John Hattie 2017).

### 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
All new teachers will be provided the opportunity to participate in training through HMM. Additionally, returning staff will receive targeted professional development facilitated by district ELA Instructional Specialists. This series of training will guide teachers in the implementation of the standards based curriculum. Our Literacy Regional Director will also provide professional development and resources to address particular areas of need based on progress monitoring data.	
Our school based literacy coach will provide ongoing support to our grade level PLCs as they plan instruction, monitor student performance, and provide targeted interventions.	Long, Bryan, longbh@bay.k12.fl.us
Teachers will meet weekly in PLCs to analyze formative and summative assessment data along with iReady diagnostic and growth monitoring data. Administrators will take part in these weekly PLC meetings to ensure that the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions.	

### 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.

Merriam Cherry Street Elementary addresses building a positive school culture and environment through the implementation of the House System and our PBIS system. We have chosen to implement the House System in order to build community on our campus, to promote positive relationships and mentoring for students, to promote positive relationships between all faculty/staff and all students and to instill a sense of Cheetah pride in every student. The end goal of the MCSE House System is to build school wide community, culture and pride as well as increase character education and to reduce the number of discipline referrals.

We will also utilize our #MCSBelieves mentoring program in which every faculty and staff member is assigned a student to mentor throughout the school year as well as outside mentoring through community partners (Elevate Bay) and our TRIAD team.

Merriam Cherry Street Elementary also utilizes crystal clear expectations for every area of our campus as well as having them posted in student friendly language in all areas of campus and rewards students that meet our P.R.I.D.E. expectations. Our Cheetah students thrive when there is consistent and clear expectations not only of their academics but their behavior as well.

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

Administration team creates instructional and positive culture plan for school, provides professional development opportunities, monitors and shares data regularly and meets with leadership team to problem solve.

Faculty and staff implement the Florida Character Education benchmarks as well as Kindness in the Classroom lessons on a daily basis as part of our Character Education. The faculty and staff also actively participate in the Trauma Sensitive Classrooms project and are provided ongoing professional development.

TRIAD team, and the school counselor support the mental well being of students and are provided ongoing professional development.

Parent Teacher Organization (PTO) supports the school and specifically the instructional staff.

Community partners (First United Methodist Church, Cove Baptist Church, Emerald Coast Fellowship, Hiland Park Baptist and City of Panama City) provide their time and resources to ensure all stakeholders are involved through frequent events and meetings.