Middleburg Elementary School

2022-23 Schoolwide Improvement Plan

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Middleburg Elementary School

3958 MAIN ST, Middleburg, FL 32068

http://mbe.oneclay.net

Demographics

Principal: Becky Wilkerson
Start Date for this Principal: 7/1/2003

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (65%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	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	18%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement.

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Leadership Team

Membership
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
Wilkerson, Becky	Principal	The principal is responsible for ensuring certified, in field teachers are in place in all classrooms. The principal is responsible for ensuring safety, securing and academic progress for the students, teachers and staff. The principal is responsible for record keeping, finances, professional development, and maintaining a positive learning and work environment.
Strickland, Amanda	Assistant Principal	The Assistant Principal is responsible for the school in the principal's absence. The Assistant principal is responsible for property, textbook inventory, safety drills and assists the principal with professional development and all other principal responsibilities.
Lewis, Jenna	Other	Title I Teacher: Assists with the development of the Title I plan, SIP plan, SAC and the implementation of these plans as well as assisting with professional development, data tracking and supporting teachers with classroom management, lesson planning, lesson modeling and any other areas teachers need support with.Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.
Jones, Brittany	Teacher, K-12	Team leader and 1st grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration.Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.
Brown, Leslie	Teacher, K-12	Team leader and 4th grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.
King, Dawn	Teacher, K-12	Team leader and 5th grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Name	Position Title	Job Duties and Responsibilities
Durso, Melissa	Teacher, K-12	Team leader and 6th grade teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.
Gay, Stacey	Instructional Media	Team leader and Media Specialist. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration. Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.
Martin, Victoria	Teacher, ESE	Team leader and ESE teacher. Mentor teacher for new teachers on her team, collaboration between administration and her team, planning and implementing grade level field trips, activities and other leadership roles as delegated by administration.Participates in Curriculum Council review of instructional materials to ensure they meet the standards, rigor of the standards and the appropriateness of the material for meeting the standards and grade level.

Demographic Information

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

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.*
7

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.*
12

Total number of teacher positions allocated to the school
40

Total number of students enrolled at the school
559

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

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	89	86	76	76	63	73	87	0	0	0	0	0	0	550
Attendance below 90 percent	27	19	19	20	14	21	34	0	0	0	0	0	0	154
One or more suspensions	3	4	6	8	5	10	11	0	0	0	0	0	0	47
Course failure in ELA	15	9	0	3	0	0	1	0	0	0	0	0	0	28
Course failure in Math	7	5	0	1	0	0	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	8	10	23	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	10	13	15	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	0	0	0	16	8	10	23	0	0	0	0	0	0	57

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	5	0	0	0	0	0	0	0	0	0	0	0	0	5

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	7	0	0	3	0	0	1	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Thursday 9/8/2022

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	12	3	3	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	12	3	3	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	61%	63%	56%				63%	65%	57%
ELA Learning Gains	65%						66%	62%	58%
ELA Lowest 25th Percentile	47%						59%	54%	53%
Math Achievement	70%	51%	50%				69%	70%	63%
Math Learning Gains	72%						72%	66%	62%
Math Lowest 25th Percentile	60%						61%	56%	51%
Science Achievement	69%	69%	59%				67%	65%	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	62%	68%	-6%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-62%				
05	2022					

				ELA			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	53%	62%	-9%	56%	-3%
Cohort Comparison		-68%				
06	2022					
	2019	64%	64%	0%	54%	10%
Cohort Comparison		-53%				

				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	61%	71%	-10%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-61%				
05	2022					
	2019	59%	64%	-5%	60%	-1%
Cohort Comparison		-76%				
06	2022					
	2019	76%	70%	6%	55%	21%
Cohort Comparison		-59%				

				SCIENCE			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	66%	63%	3%	53%	13%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-66%				

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	37	44	30	47	65	54	29				
HSP	47	62		65	85						
MUL	40			80							
WHT	63	66	44	70	70	57	75				
FRL	55	65	42	66	65	51	64				

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	29	37	43	34	31	35	14				
HSP	47			53							
WHT	64	57	47	67	57	44	52				
FRL	59	50	50	63	45	36	55				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	42	41	32	54	55	25				
HSP	47	50		73	82						
MUL	80										
WHT	63	65	58	69	71	58	64				
FRL	55	63	59	58	70	63	58				

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)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	64
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	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

According to FSA data, ELA Achievement has dropped by 2% from 63% in 2021 to 61% in 2022, although ELA learning gains has increased by 8%. Math proficiency has increased across all areas by an overall increase of 4%. We also see Math Achievement now exceeding our pre-COVID 2019 data. While students with disabilities subgroup proficiency has also increased to 44%, it is still our lowest subgroup. When we drill down into ELA cohorts, we historically see a dip in ELA proficiency from 4th grade to 5th grade.

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

According to 2022 FSA results, overall ELA proficiency dropped 2% from 63% to 61% and ELA lower quartile learning gains holding steady at 47%, but still below the 2019 59% reported. Current beginning of the year F.A.S.T. Progress Monitoring, the greatest need for improvement in ELA is reading across genres and vocabulary. Beginning of the year data shows 40% of our 3rd - 6th grade students starting below grade level proficiency in reading across genres and vocabulary.

While FSA data indicates growth in all areas of Math achievement, learning gains in our lower quartile is our weakest scoring area in math at only 60%. When we drill down, we see the biggest are of need is Number Sense and Operations. Current beginning of the year F.A.S.T. Progress Monitoring data shows 59% of our 3rd - 6th grade students starting below grade level proficiency in Number sense in Operations.

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

Attendance and students not being able to regulate their emotions are two factors impacting our students' academic performance. We ended the year with 28% of students below 90% attendance and 42.70% of students in grades 3-6 indicating they are not aware of how their feelings and reactions are connected. Using PBIS and Seven Mindsets with fidelity as Tier I curriculum combined with attendance incentives through PBIS, we should see a positive impact on academic performance.

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

Math and Science were the two areas showing the greatest improvement from 2021-2022. Math learning gains increased 17% with the lowest quartile increasing 22%. Science proficiency also showed a huge jump of 20% moving from 49% proficient to 69%.

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

Our 5th and 6th grade teams changed their schedules to implement a departmentalized model allowing one teacher to focus on one subject. Across the board, we started targeted small group interventions earlier in the year than we historically have. Our ESE team also adjusted their schedules to all use a push in model for interventions. The staff, as a whole, focused on increasing their capacity to effectively communicate learning targets and success criteria.

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

We will continue the strategies and adjustments implemented last year, which led to success. Additionally, this year we are focused on giving teachers a better understanding and confidence in de-escalation strategies and high leverage inclusion practices. All teachers, but especially beginning teachers in their first three years of teaching, are focused on training to improve their Tier 1 core instruction.

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.

We will focus professional development efforts on de-escalation strategies and high leverage inclusion practices. All teachers, but especially beginning teachers in their first three years of teaching, are focused on training to improve their Tier 1 core instruction and understanding of the new Florida BEST standards.

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

Our targeted supports for newer teachers will help build the capacity of our teachers in the years to come. Increased district level support for attendance will also make a difference in our ability to increase attendance. Strategic use of our available Title I supports will be used to monitor student progress and strengthen teacher capacity and student performance.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2021 FSA data shows a decrease in ELA proficiency. Scores dropped by 2% from 63% proficient to 61% proficient. When we analyzed data further, we found reading comprehension to be lowest scoring portion of the ELA assessment data at only 61% proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on FSA data, we have an opportunity for growth in Reading. By using the strategies and action plan described below, we will increase our overall proficiency in Reading Comprehension from 61% to 64.00% by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All grade level progress will be monitored with the new Florida Assessment of Student Thinking. Grade levels will also use the benchmark assessments available in district provided curriculum and programs to monitor progress. These include, but are not limited to Lexia, Dibbles, Lexia Power Up, and Achieve 3000.
Person responsible for monitoring outcome:	Becky Wilkerson (becky.wilkerson@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction in K-3 and with students with identified gaps in grades 4-6 through the Multi Tiered Supports System, Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading as adopted by the district, Small group instruction will be implemented in all ELA classrooms as a fixed portion of their daily ELA block, and Progress Monitoring will be supported and analyzed frequently in all grade levels.
Rationale for Evidence-based Strategy: Explain the rationale for	Science of Reading research shows students must have a solid foundation in phonological and phonemic awareness in order to manipulate phonemes to read. Explicit and systematic instruction in these areas and others in the Science of Reading ensures all students receive this instruction. Small group instruction allows teachers to provide students with specific skill gaps intensive and focused intervention to close the gaps before they widen. Progress Monitoring allows us to see mastery as students close

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	gaps and highlight what areas students still lack mastery in. Based on this data, we can formulate appropriate next steps for each student.

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.

All teachers will implement evidence based reading strategies (activate prior knowledge, question generation, monitoring comprehension, identifying the main idea, paraphrasing and summarizing) as evidenced in lesson plans, classroom walkthroughs and student work analysis in PLC's.

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

Teachers will implement Lexia in grades K-2 and as needed for students in grades 3-6.

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

All teachers will develop small groups based on individual student needs to fill gaps or excel students that are on or above grade level. Classroom assistants will help teacher and support students by pulling additional small groups to fill gaps for students that are below grade level. As well as Teacher Salaries that are paid out of Title 1 funds.

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

Chromebooks will be used to help students and teachers with online progress monitoring.

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

Provide a parent after hours event to teach parents how to implement evidence based reading strategies at home and build an at home library for students.

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

All teachers will keep progress monitoring data notebooks and use this data to guide their whole group instruction and develop small groups As a team we will review this data once every quarter for each grade level. Subs will need to be provided for teachers to attend the data meeting and to update and share the progress of their students. Teachers will need supplies in order to update their data binders at these meetings.

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

#2. 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.	According to FSA data trends, our Math proficiency is increasing while our cohort comparisons show a decrease in all grade levels. When the 2022 data is further analyzed, we found the lowest domain to be Number Sense & Operations at 66.5% proficiency with 6th grade scoring the lower at 56%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on FSA data, we have an opportunity for growth in Math. By using the strategies and action plan described below, we will increase our overall proficiency in Number Sense & Operations from 66.50% to 73.00% by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All grade level progress will be monitored with the new Florida Assessment of Student Thinking. Grade levels will also use the benchmark assessments available in district provided curriculum and programs to monitor progress. These include, but are not limited to iReady and Eureka Math.
Person responsible for monitoring outcome:	Becky Wilkerson (becky.wilkerson@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small group instruction will be implemented in all Math classrooms and Progress Monitoring will be supported and analyzed frequently in all grade levels. Use of visual representations will be a featured strategy in all Math classrooms to assist students with developing a concrete understanding of mathematical processes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Small group instruction allows teachers to provide students with specific skill gaps intensive and focused intervention to close the gaps before they widen. Progress Monitoring allows us to see mastery as students close gaps and highlight what areas students still lack mastery in. Based on this data, we can formulate appropriate next steps for each student. Visual Representations in the Math classroom allow students to better understand the relationship between math representations and their abstract symbols.

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.

Teachers will provide targeted assistance to students whose needs extend beyond what they can receive in the whole group instruction. Classroom Assistants will pull additional small groups to support students in their learning gaps. Teacher salaries that are paid out of Title 1 will also support students by pulling small groups to meet students in their specific learning gaps, or to excel students in their learning.

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

Teachers will provide visual models to help students grasp the relationship between math representations and abstract symbols. Reflex Math is a tech- related resource that will assist students in their visual learning of math facts fluency which will support the growth in Number sense and operations.

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

Teachers will continually monitor a child's progress to match lessons to the individuals knowledge level.

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

#3. Positive Culture and Environment specifically relating to Student Self-Awareness	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Each year, faculty and students are asked to complete a Culture and Climate Survey. The 2021-2022 survey results indicated our lowest scoring area shows only 42.70% of students in grades 3-6 are aware of how their feelings and reactions are connected.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on Climate & Culture Survey data, we have an opportunity for growth to increase our students' and teacher's self-awareness of how their feelings and reactions are connected. By using the strategies and action plan described below, we will increase this area from a 42.70% positive response to 50.00% by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor progress in this area through behavior referrals, attendance reports, over all morale and presence of positive communications and relationships, and the end of year Climate and Culture Survey.
Person responsible for monitoring outcome:	Becky Wilkerson (becky.wilkerson@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will help families with their parenting skills by providing information on children's developmental stages so they can better understand and support their students at home. Teachers will also Engage Families in Constructing Goals-Monitoring Progress-Supporting Learning Together. We will invest in systems, like 7 Mindsets, to support high fidelity implementation across time.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Parenting: Help families with their parenting skills by providing information on children's developmental stages (PFE) Teachers Engage Families in Constructing Goals-Monitoring Progress-Supporting Learning Together(PFE) Investing in evidence based programs school-wide, such as 7 Mindsets, will support educators' professional and personal wellness while simultaneously giving the tools they need to develop more positive relatiohsips with students and coworkers.

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.

Teachers will also complete 7 mindsets lessons every day to teach students age specific character education goals.

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

Guidance Counselor will do 7 mindsets lessons during Resource time for specific character education goals.

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

Communication with parents will be shared using a S'mores newsletter conveying a deescalation strategy that can be used at home to help communication between parents and students which will allow the students to use the strategies learned in school, also at home.

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

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.

Each year our stakeholders complete a culture and climate survey to give us data about how we are doing in this area. A committee consisting of at least one teacher from each grade level, support person, administrator and parent analyzed our survey data and determined that we have an opportunity for growth in increasing our students' and teacher's self-awareness of how their feelings and reactions are connected.

Our committee has determined we will implement 7 Mindsets curriculum school-wide and has established a PBIS committee who meets monthly to lead our school in implementing positive school-wide expectations, communication between school and home and incentives for meeting behavioral and academic expectations.

Our school has established a positive culture and environment by creating a new teacher or new to MBE support team which provides a tour of the school and orientation during pre-planning and then meetings and updates through email and/or newsletters to provide support for upcoming deadlines, instructional/planning support and classroom management support as well as other areas teachers indicate are areas of need.

We have established a Positive Praise journal and MIndset Mondays to build school morale.

As a Title I school, we have developed a parent involvement plan to encourage and solicit parent support and involvement in school events, volunteering and partnering with our school for student success and satisfaction with the school. Based on our Climate and Culture Survey that is given through the county, we take the scores from that survey to drive our PFE events to target areas on the survey that students show needing growth.

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

Our PBIS committee is comprised of at least one teacher from each team and is led by our Assistant Principal. The stakeholders on this committee develop school-wide expectations, incentives and help communicate and publicize in school and with parents.

Our new teacher support team is comprised of lead teachers, Title I teachers, the Principal and Assistant

Principal and is led by the Principal. The stakeholders on this committee develop plans of support for our new teachers, walk-through schedules and communicate these plans with our new to MBE teachers.

The parent involvement plan is developed with input from teachers on every team, the Title I lead, SAC committee, Principal and Assistant Principal with information collected through parent surveys. The title I team and administration are responsible for communicating the plan with teachers, staff, parents and the community, monitoring the effectiveness of the plan and making adjustments based on feedback.