

Merriam Cherry Street Elementary

1125 CHERRY ST, Panama City, FL 32401

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	80%

Alternative/ESE Center	Charter School	Minority
No	No	46%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Cherry Street prepares all students for a future of productivity by developing 21st century skills necessary for personal success.

Provide the school's vision statement

Cherry Street's Mantra is Cheetah PRIDE. We prepared our vision around the letters contained in PRIDE. We believe that all learners must become:

P-Productive workers who perform collaboratively and independently to create quality outcomes,
R-Resourceful thinkers who feel comfortable taking risks to creatively solve complex problems,
I-Inspired learners who are responsible for assessing their work and setting personal learning goals,
D-Dependable citizens who understand diversity and take initiative for improving the quality of their community with the help of all stakeholders including parents and community leaders,
E-Effective communicators who will use a variety of tools to locate, gather, and articulate information.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Surveys: Climate Survey, Title I Parent Survey, teacher-made surveys.

Classroom Surveys: Student Interest Inventories, Multiple Intelligence Surveys, Learning Style Surveys

Cooperative Learning Structures: Kagan Classbuilding and Team Building Activities

Parent Involvement Nights: Technology and Tacos, STEM Science Fair, SRA Night, Family Reading Night, Math Camp, etc.

A thriving after-school program and multiple business and community partnerships also assist us in building relationships between teachers and students. Premiering this year, we have partnered with a local pastor to start up our My Brother's Keeper After School Program. We also have Chess Club, GEMS (Girls Enjoying Engineering Math and Science) Cherry STEMs (Technology Club), Cheetah Harmony (Music Academy), Student Council, and other clubs.

Cherry Street uses social media extensively to communicate and celebrate the excellence occurring on campus. We use the Bay District Schools App, A Cherry Street Website with links to all teacher web pages and Blogs, 50% of our faculty use Twitter, several teachers use Remind and Dojo for parent communication with students, and we have a Cherry Street FaceBook page and an @MCherryStreet Twitter account. Our administration uses Remind for our faculty communication source, and our Principal has an educational BLOG, and both the Principal and the Administrative Assistant utilize Twitter.

We also complete home visits with teachers and administrators.

We maintain a Parent Liaison at the school who organizes parent volunteers and parent events.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Cherry Street has a safety committee that meets regularly to evaluate the safety needs of our school. We also have a PBS team that meets regularly for the same reason. The school has a Crisis Team that is trained in CPI protocols, and we also have a safety plan and a crisis plan with frequent drills. Safety patrol and extensive campus supervision in the mornings provide before-school safety.

For issues regarding students maintaining dignity and self-respect, we have multiple after-school clubs (see Item A); PBS is in full implementation campus-wide. As part of our PBS program, we have a bullying prevention program in place to support students and teachers.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Cherry Street is a PBS school. As part of the PBS program, every teacher submits a PBS Classroom Plan that outlines the behavioral expectations, sets up classroom rules with student participation, etc. During pre-service, teachers are trained on PBS and receive a notebook with all protocols for disciplinary incidents. Procedures and norms are initiated at beginning of the year and following winter break each year.

Approximately 90% of our faculty are Kagan trained, and we have approximately 1/3 who are Kagan Win Win Discipline trained. We plan to train the remaining faculty during this school year.

We also use an MTSS approach for identifying students in need of behavioral interventions and use a tiered approach for assisting these students with expectations and accommodations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We provide mentoring with our guidance counselor and also in our after-school programs, especially the My Brother's Keeper program.

As part of our PBS program we provide character education lessons, bullying prevention lessons, and citizenship lessons in our Social Studies curricula.

We have a Back Pack Buddies program in partnership with a local church that serves between 30-35 students. We also have a Shoes for Souls partnership with a local church that serves our students two or more times a year.

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

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

Students with extreme needs are supported via the school nurse, the Title I Social Worker (attendance issues), a Parent Liaison, and various district resources.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our FOCUS data system provides access to multiple Early Warning Systems statistics. It tracks data on: Attendance below 90 percent, students with one or more suspensions (both in-school and out-of-school) and

students in jeopardy of failure in core academic areas. We also have access to students and subgroups of students scoring Level 1 on the statewide, standardized assessments in ELA or Math. Also, as part of our MTSS process, the counselor, MTSS Staff Training Specialist, Inclusion Resource Teachers, ESE Resource Teacher, Speech Language Pathologist, and classroom teachers meet monthly to analyze Early Warning System data including grade reports, SRA data, Common Assessments, and RTI-B data in conjunction with progress-monitoring probes to review indicators on student progress.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	19	21	21	10	13	84
One or more suspensions	10	9	12	11	15	57
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	70	79	64	58	69	340

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	26	27	26	16	24	119

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Interventions Strategies are decided upon during the MTSS Meetings described above. Academic and Behavioral interventions are put in place at the core (Tier 1) and at Tiers 2 and 3. An Intervention Menu is provided by our district. Here are just a few of the items available for interventions: Horizons (K5) SRA Phonemic Awareness, Read, Write & Type (K4), Spell Read (K5), Spelling Mastery (15), Spelling Through Morphographs, Earobics Level 1, SRA Early Reading Tutor (K2), Early Interventions in Reading (13), *SRA Reading Mastery (K1), SRA Corrective Reading (35), SuccessMaker (K5), T.A.I.L.S. (K2), FCRR Activities paired with Empowering Teachers or readworks.org materials, FastForWord Language V2 (K5), FastForWord Reading Prep 30, FastForWord Reading Level 1 (K5), Wonders (K5), Voyager Passport (K5), Ticket to Read (K5), Phonobet (K2), Great Leaps (K5), and more. This list just represents page 1 of a 4 page Intervention Menu. Students also receive behavioral interventions in the same manner.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/231464>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Cherry Street keeps a running list of business and community partnerships and continually seeks to add more partnerships throughout the school year. Last year we added the Back Pack Buddies program (sponsored by a local Church), and this school year we are adding a partnership with a local chapter of the Kiwanas Club to kick off the BUGs (Bring Up Grades) program. We have also partnered with a second local Church to establish our "Shoes for Souls" program to support out students and families in need.

We have a strong grant-writing team that has been awarded over 10 grants each year for the past three years in partnership with the Bay Education Foundation.

Cherry Street utilizes a Parent Liaison to facilitate and foster a strong classroom volunteer program. At the conclusion of each year, we host a Volunteer Breakfast to celebrate this partnership.

Cherry Street has a strong PTO organization that connects us to multiple partnerships in and across the community.

We sustain these partnerships by open communication and celebration of our resources and support.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rine, Carol	Principal
Mulkusky, Kara	Assistant Principal
Hicks , Barbara	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Our School Leadership Team is made up of: Grade Chairs, The Writing Committee Chair, the Literacy Coach, the Principal, and the Assistant Principal.

Team Members:

Principal, Carol Rine

Assistant Principal, Kara Mulkusky

Literacy Coach, Barbara Hicks

KDG, Paula Clements

1st, Lynn Higgins

2nd, Casey Nelson

3rd, Nichole Linvill

4th & 5th, Valerie Jateff

Our grade chairs facilitate the grade level PLC's for our campus. We began working with chairs last year and developing capacity in them with a book study on the Monitoring: Keeping Your Finger on the Pulse of School Improvement. We have had Summer Leadership Retreats, and team members also read the book Learning by Doing. They are a decision-making body for the school. We have research-based conversations and review best practices frequently in our meetings. They mentor new teachers, and they bear the responsibility of the school while at the same time share in the celebrations.

Leadership members attend MTSS meetings, data chats, and district coaches meetings to ensure we are implementing all parts of MTSS effectively and that our curriculum and our practices are executed

with fidelity. Members assist with training, coaching, progress monitoring, and data driven dialogue for our school in multiple venues.

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

The School Leadership Team collaborates to plan, develop and monitor the implementation of school-wide systems that have been established to best meet the needs of all students.

Responsibilities and steps to this process include:

- Review/revise and finalize school goals, vision, and mission statements
 - Completing a needs assessment to identify critical areas of support for students
 - Creating a para-professional support schedule
 - Developing and implementing reading (SRA blocks across grade levels)
 - Analyzing student academic achievement data to support goals aimed toward student growth and proficiency
 - Participating in and presenting relevant Professional Development Opportunities for faculty & staff
 - Leading and Facilitating Professional Learning Community meetings (SMART Goals, Common Formative & Summative Assessments, instruction focused on student results, unpacking standards, making data driven decisions about instruction).
 - Positive and Proactive grading procedures
 - Consistent systems of communication with parents, guardians, and families (about student progress, achievement, behavior, citizenship and safety)
 - Collaborating and communicating with all faculty staff including non-core teachers: VPK, Art, STEM, and P.E.
 - Establishing and participating in committees that ensure student safety and success: Safety Committee, SAC, PBS Team, MTSS Committee, SIP Team, KAGAN Committee, Writing Committee, Math Committee, Science/STEM Committee, Social Studies Committee, Reading Committee, TAG Team, and SRA Team.
 - PLC meetings are held weekly
 - Committee Meetings are held (at least) monthly
 - Establishing and maintaining community partnerships in order to support students, parents, and families
 - Sponsoring extracurricular clubs/committees that meet after school: weekly & monthly
 - Establishing and maintaining community partnerships in order to support students, parents, and families
 - Collaborate with administration, SAC and parent liaison to make decisions about the spending of Title I Funds.
- Title I Funds have been used to support students in the following ways:
- *Additional Staff (teacher units & para-professionals)
 - *Professional Development for teachers/staff
 - *Supplemental Instructional materials
 - *Parent Involvement Activities
 - Provide students with interventions and remediation as mandated by the MTSS Process
 - *MTSS: Nicole Baker (MTSS Specialist) Carol Leigh McGuffin (Guidance Counselor)
 - *Teachers will review, implement and monitor students' MTSS plans for Reading, Math, and behavior

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carol Rine	Principal
Stefanie Barron	Teacher
Krissy Brown	Teacher
LeAnna Miller	Teacher
Ashley Christie	Teacher
Vikki Hall	Teacher
Donna Harkness	Education Support Employee
Carolyn Harris	Education Support Employee
Barbara Hicks	Teacher
Linda Kitner	Teacher
Sean Peters	Business/Community
Sandra Peters	Business/Community
Shannon Murray	Education Support Employee
Christy Blanchard	Parent
Angela Carroll	Parent
Brittany Holmes	Parent
Vanessa Taylor	Parent
Eddwina Garcia	Parent
Christopher Holmes	Parent
Tanesha King	Parent
Chasta Mack	Parent
Amerra McNeil	Parent
Patti Redington	Parent
Adrian Roulhac	Parent
Jennifer Siemiet	Parent
Vanessa Waddell	Parent
Shawntell World	Parent
Trinity Bonner	Parent
Jahaira Collier	Parent
Tiffany Everett	Parent
E'nisha Everett	Parent
Sara Griffith	Parent
Jessica Humphries	Parent
Susan Koch	Parent
Danielle Masters	Parent
Millie Montarvo	Parent
Dottie Reynolds	Parent
Deneika Roulhac	Parent

Name	Stakeholder Group
Isha Stewart	Parent
Sara Walker	Parent
Lynn York	Parent
Letitia Brown	Parent
Danielle Daniels	Parent
Tiffany Owens	Parent
Michelle Fields	Parent
Christina Griggs	Parent
Ida Johnson	Parent
Joseph Lubischer	Parent
Amanda McDonald	Parent
Nicole Munshower	Parent
Gregory Rhodes	Parent
Terra Runions	Parent
Christine Tice	Parent
Evelyn Washington	Parent
Amy Young	Parent
Virginia Brown	Parent
Erica Smith	Parent
Kennyonna Montgomery	Parent
Amy Flint	Parent
Karen Hild	Parent
Karen Hild	Parent
Angela Kelly	Parent
Karen Lundy	Parent
Nate McDonald	Parent
Katie Ontiveros	Parent
Naomi Rhodes	Parent
Blanche Shelmon	Parent
Jessica Tindall	Parent
Nakeisha White	Parent
Jessica Lee	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC met with SIP team to review last year's school improvement plan and provided input, feedback, and suggestions.

Development of this school improvement plan

The SAC chairperson provided key information during the preliminary summer planning. On September 10th, members of the SIP Team met with the SAC. At this meeting the SAC approved the SIP. The Fall meeting to be held this year will duplicate this same format.

Preparation of the school's annual budget and plan

The SAC collaborated with the SIP team to review the budget (both money from SAC and Title I funds) and provided suggestions on how the funds could be dispersed to best meet the needs of the goals of the School Improvement Plan. Additionally, at the Title I Annual Meeting, parents are informed about the use of Title I funds for the school.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

\$2,019.00 was provided to the SAC Team in the late spring last year prior to the end of the school year. The first meeting will occur in October, and the Team will vote on how to spend those sources. One item for discussion is the use of Write Source writing grading services. The district has offered to match the total fee for this service.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hicks , Barbara	Instructional Coach
Rine, Carol	Principal
Mulkusky, Kara	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will discuss and monitor the implementation of SRA Walk To Read and ELA instruction aligned to the grade level standards. The LLT will also support the Writing Committee's work in creating and administering school-wide writing assessments, calibrating the scoring of the assessments, analyzing the data from such assessments. Additionally, the LLT works with the Reading Committee for coordination of family reading nights and other literacy events such as the Literacy Parade, Battle of the Books, Accelerated Reader events and other motivational events to enhance student reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Cherry Street uses a PLC format for consensus decisions among teams of teachers. Norms and protocols are used in the PLC process to insure collaboration during planning and instruction. Further, our leadership uses a distributed leadership model where grade chairs facilitate grade level based meetings. Meetings generate topics of discussion that lead to consensus in campus decisions. Positive relationships are encouraged with our school theme each year. This year's theme is #SpeakLife, and our two days of summer in service were focused around the theme of relationship building with team members, parents and ultimately students. Also, we have several informal methods for generating positive relationships promoted by the Social Committee and the Leadership. They are PASSING THE TORCH and GETTING MUGGED.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Highly qualified, certified-in-field, effective teachers are recruited through content-driven interviews facilitated by Principal, Carol Rine and designated interview teams. As a Title I school, Cherry Street can not hire teachers who are not certified and in-field. As part of the interviewing process, teachers are prompted to analyze data and share potential strategies to address the data so that data-driven instruction is an expectation and a fundamental practice of all new teachers. Teachers are retained through mentoring partners facilitated by the Principal and the Assistant Principal, Kara Mulkusky, through the use of district-based Instructional coaching support. The school has developed an Onboarding Package and an Onboarding Training Schedule. The Onboarding Package utilizes Google Drive folders and documents to introduce new teachers to the practices and procedures to help them be successful.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The current beginning teachers are being coached by their grade level teams, advised by the Assistant Principal and trained by district-level contacts. Using the above described Onboarding Package and Training, necessary skills and best practices essential for success are delivered throughout the course of the year. The teachers involved in the mentor/mentee relationship are meeting weekly in a professional learning community to discuss highly effective practices particularly those related to analyzing student performance data to drive instructional decisions. Time is given for feedback, coaching and planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Using a Professional Learning Community format, teachers meet weekly to align instruction and assessments to grade level standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

DIFFERENTIATION:

SRA is a differentiated curriculum where all students are taught on their instructional level to reduce achievement gaps. Every student, including inclusion students, are taught using this curriculum. On-Grade Level instruction aligned to the standards is also provided. Students are retaught and retested following assessments.

Math curriculum is using a Common Assessment model. Students are retaught and or enriched based on their success with the assessments.

MODIFICATION and SUPPLEMENTS:

Reteaching and retesting as described above. Further, as a data-driven curriculum, SRA requires regrouping and deep practice and ultimately retesting occur with students until they reach mastery.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

CORE: One teacher hosts before and after school tutorial sessions on Tuesdays and Thursdays.
ENRICHMENT: Obtained in our Tuesday/Thursday after-school program with the following clubs:
Cherry STEMS
GEMS
Chess Club
Book Club
Cheetah Harmony
Bible Club
ENRICHMENT: All parent involvement events.
PLC's: Teacher collaboration, planning, and professional development.

Strategy Rationale

CORE: Increased instructional time will improve achievement.
ENRICHMENT: As a Title I school, students need the opportunity to build background knowledge. Providing a strong after-school program will give students these experiences.
PLC's: Teachers will grow from this action-based professional development.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rine, Carol, rineca@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

CORE: Student data will be analyzed.
ENRICHMENT: Student surveys and review of content at the close of the year. Pre-Assessment and Post-Assessment.
ENRICHMENT: Sign-in sheets and parent evaluation feedback forms are collected at the conclusion of the events and analyzed by the facilitators/presenters to determine effectiveness of strategy.
Adequate attendance would be 25% or more of the student population. Adequate parent evaluation feedback would be 80% or higher favorable reviews noting helpfulness in understanding the curriculum.
PLC's: Teacher surveys and the results analysis.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The WSS, DEA, SRA Placement Test, and the Number Sense Screener Assessments and teacher-made assessments are administered within the first thirty days of school to all kindergarten students

in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs.

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

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

Students enrolled in the Voluntary Pre-K Program will be provided with school newsletters throughout the year and they participate in a variety of school-wide functions.

We also hold end-of-year transition meetings for all students leaving our campus and enrolling at the local middle feeder school.

College and Career Readiness

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

STEM is our Science, Technology, Engineering, and Mathematics curriculum. Our instructor for this course makes career connections to all content for the course. This includes her after school program.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

STEM is our Science, Technology, Engineering, and Mathematics curriculum. Our instructor for this course makes career connections to all content for the course. This includes her after school program.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Using research based curriculum to provide differentiated instruction and continuous progress monitoring, teachers will work collaboratively to drive instruction and impact student achievement in reading. This will include on grade level instruction as well as remediation and enrichment.

- G2.** Using Professional Learning Communities, teachers will develop common assessments and use progress monitoring data from multiple sources to drive instruction and impact student achievement in mathematics.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Using research based curriculum to provide differentiated instruction and continuous progress monitoring, teachers will work collaboratively to drive instruction and impact student achievement in reading. This will include on grade level instruction as well as remediation and enrichment. 1a

G036194

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	55.0

Resources Available to Support the Goal 2

- SRA and standards aligned to LAFS grade level curriculum
- Wonders Curriculum - TAG
- Literacy Coach
- Inclusion Facilitators
- District Writing Plan

Targeted Barriers to Achieving the Goal 3

- Professional Development for faculty and para professional staff on SRA and LAFS

Plan to Monitor Progress Toward G1. 8

SRA: mastery test, fluency checks, data notebook, grade level assessments

Person Responsible

Barbara Hicks

Schedule

Monthly, from 10/7/2014 to 6/5/2015

Evidence of Completion

SRA mastery test data, data analysis evident in teacher SRA data notebooks and grade level assessments

G2. Using Professional Learning Communities, teachers will develop common assessments and use progress monitoring data from multiple sources to drive instruction and impact student achievement in mathematics. 1a

G035792

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0
Math Lowest 25% Gains	50.0
FSA - Mathematics - Proficiency Rate	40.0

Resources Available to Support the Goal 2

- Common assessments, MFAS, Fluency 5, STEM curriculum and resource teacher

Targeted Barriers to Achieving the Goal 3

- Time for common assessment development and analysis of common assessment data
- PD for MFAS and Common Assessments

Plan to Monitor Progress Toward G2. 8

Grade level chairs meet with grade level teams to analyze and interpret data monthly

Person Responsible

Kara Mulkusky

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Grade level team minutes, data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Using research based curriculum to provide differentiated instruction and continuous progress monitoring, teachers will work collaboratively to drive instruction and impact student achievement in reading. This will include on grade level instruction as well as remediation and enrichment. **1**

 G036194

G1.B1 Professional Development for faculty and para professional staff on SRA and LAFS **2**

 B086692

G1.B1.S1 Provide professional development in instruction and data analysis in SRA and new Florida standards. **4**

 S097390

Strategy Rationale

SRA curriculum must be used with fidelity to make desired impact on student achievement and progress monitoring is critical to ensure fidelity is achieved. New LAFS and FSA assessments were implemented in 2014 requiring PD.

Action Step 1 **5**

Teachers continue to implement SRA core reading program with side by side coaching from literacy coach and SRA consultant.

Person Responsible

Barbara Hicks

Schedule

On 6/5/2015

Evidence of Completion

SRA Mastery Test Data

Action Step 2 5

Teachers will analyze their class SRA mastery test results after each mastery test, which range from each day to every few days (ongoing).

Person Responsible

Barbara Hicks

Schedule

On 5/8/2015

Evidence of Completion

Data Chat Notes

Action Step 3 5

Analyze school-wide SRA mastery test data for the purpose of progress monitoring.

Person Responsible

Barbara Hicks

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

SRA mastery test data

Action Step 4 5

Staff will increase the level of proficiency in execution and delivery of SRA via professional development and coaching support.

Person Responsible

Barbara Hicks

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data notebooks, observations, classroom walk- thrus, classroom video examples

Action Step 5 5

Staff will increase their ability to teach and assess using LAFS by participating in PD on new FL standards and aligning assessments to those standards.

Person Responsible

Barbara Hicks

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Coach's log (PMRN), observations, lesson plans, assessment samples

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will meet with literacy coach to monitor coaching, consultant work, and PD completion by faculty and staff.

Person Responsible

Carol Rine

Schedule

Monthly, from 10/7/2014 to 6/5/2015

Evidence of Completion

SRA mastery test data, data analysis evident in teacher SRA data notebooks, monthly coaching notes from Barbara Hicks, literacy coach

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Literacy coach, administration and SRA consultant will conduct monthly data analysis meetings with teachers. Administration, literacy coach, and district support team will monitor school wide ELA data for student impact.

Person Responsible

Barbara Hicks

Schedule

Monthly, from 10/7/2014 to 6/5/2015

Evidence of Completion

SRA mastery test data, data analysis evident in teacher SRA data notebooks, monthly coaching notes from Barbara Hicks, literacy coach log, grade level data

G2. Using Professional Learning Communities, teachers will develop common assessments and use progress monitoring data from multiple sources to drive instruction and impact student achievement in mathematics. 1

G035792

G2.B1 Time for common assessment development and analysis of common assessment data 2

B085802

G2.B1.S1 Teachers will collaboratively develop common assessments in math to analyze data and align instruction to the standards. 4

S096495

Strategy Rationale

Teacher collaboration to develop common assessments is a research based high yield strategy proven to increase student achievement.

Action Step 1 5

Grade level PLC's will dedicate a weekly meeting to collaborate and develop common assessments aligned to Florida standards.

Person Responsible

Kara Mulkusky

Schedule

Weekly, from 8/13/2014 to 6/5/2015

Evidence of Completion

Minutes and common assessments

Action Step 2 5

Collect, analyze and interpret data regularly

Person Responsible

Kara Mulkusky

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Test item analysis, spreadsheets

Action Step 3 5

Make instructional decisions (reteach and enrich) based on data analysis to increase student achievement

Person Responsible

Kara Mulkusky

Schedule

Monthly, from 10/10/2014 to 6/5/2015

Evidence of Completion

Student self-assessment documents which may include exit slips, charts, and graphs

Action Step 4 5

Math coaches will meet with PLC's to provide training, guidance, and assistance in the creation of common assessments

Person Responsible

Kara Mulkusky

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Coaches notes, PLC Notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Meet with grade level teams to analyze and interpret data

Person Responsible

Kara Mulkusky

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Grade level meeting notes, common assessment samples, common assessment data, documentation of team data analysis and student samples.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration and grade level chairs will conduct monthly data analysis meetings with teachers. Administration and district support team will monitor school wide mathematics student achievement data.

Person Responsible

Carol Rine

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Common assessment data, DEA assessment data, individual student data notebooks.

G2.B2 PD for MFAS and Common Assessments 2

 B086948

G2.B2.S1 Teachers will receive training on MFAS and common assessments 4

 S121199

Strategy Rationale

Teachers will need training on new standards and common assessments in order to implement them with fidelity and achieve a high yield of student improvement in mathematics.

Action Step 1 5

Teachers will receive training on MFAS and Common Assessments in district trainings, PLC meetings, and faculty meetings

Person Responsible

Carol Rine

Schedule

Every 2 Months, from 8/6/2014 to 6/5/2015

Evidence of Completion

PLC Notes, Meeting, Math Coach notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will meet with math coaches to monitor coaching, consultant work, and PD completion by faculty and staff.

Person Responsible

Carol Rine

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Grade level meeting notes, common assessment data, and student samples

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administration and grade level chairs will conduct monthly data analysis meetings with teachers. Administration and district support team will monitor school wide mathematics student achievement data.

Person Responsible

Carol Rine

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Common assessment data, DEA assessment data, individual student samples

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Grade level PLC's will dedicate a weekly meeting to collaborate and develop common assessments aligned to Florida standards.	Mulkusky, Kara	8/13/2014	Minutes and common assessments	6/5/2015 weekly
G1.B1.S1.A1	Teachers continue to implement SRA core reading program with side by side coaching from literacy coach and SRA consultant.	Hicks , Barbara	8/12/2014	SRA Mastery Test Data	6/5/2015 one-time
G2.B2.S1.A1	Teachers will receive training on MFAS and Common Assessments in district trainings, PLC meetings, and faculty meetings	Rine, Carol	8/6/2014	PLC Notes, Meeting, Math Coach notes	6/5/2015 every-2-months

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Merriam Cherry Street Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2	Collect, analyze and interpret data regularly	Mulkusky, Kara	9/8/2014	Test item analysis, spreadsheets	6/5/2015 monthly
G1.B1.S1.A2	Teachers will analyze their class SRA mastery test results after each mastery test, which range from each day to every few days (ongoing).	Hicks , Barbara	8/12/2014	Data Chat Notes	5/8/2015 one-time
G2.B1.S1.A3	Make instructional decisions (reteach and enrich) based on data analysis to increase student achievement	Mulkusky, Kara	10/10/2014	Student self-assessment documents which may include exit slips, charts, and graphs	6/5/2015 monthly
G1.B1.S1.A3	Analyze school-wide SRA mastery test data for the purpose of progress monitoring.	Hicks , Barbara	10/1/2014	SRA mastery test data	6/5/2015 monthly
G1.B1.S1.A4	Staff will increase the level of proficiency in execution and delivery of SRA via professional development and coaching support.	Hicks , Barbara	9/1/2014	Data notebooks, observations, classroom walk- thrus, classroom video examples	6/5/2015 monthly
G2.B1.S1.A4	Math coaches will meet with PLC's to provide training, guidance, and assistance in the creation of common assessments	Mulkusky, Kara	9/8/2014	Coaches notes, PLC Notes	6/5/2015 monthly
G1.B1.S1.A5	Staff will increase their ability to teach and assess using LAFS by participating in PD on new FL standards and aligning assessments to those standards.	Hicks , Barbara	10/1/2014	Coach's log (PMRN), observations, lesson plans, assessment samples	6/5/2015 monthly
G1.MA1	SRA: mastery test, fluency checks, data notebook, grade level assessments	Hicks , Barbara	10/7/2014	SRA mastery test data, data analysis evident in teacher SRA data notebooks and grade level assessments	6/5/2015 monthly
G1.B1.S1.MA1	Literacy coach, administration and SRA consultant will conduct monthly data analysis meetings with teachers. Administration, literacy coach, and district support team will monitor school wide ELA data for student impact.	Hicks , Barbara	10/7/2014	SRA mastery test data, data analysis evident in teacher SRA data notebooks, monthly coaching notes from Barbara Hicks, literacy coach log, grade level data	6/5/2015 monthly
G1.B1.S1.MA1	Administration will meet with literacy coach to monitor coaching, consultant work, and PD completion by faculty and staff.	Rine, Carol	10/7/2014	SRA mastery test data, data analysis evident in teacher SRA data notebooks, monthly coaching notes from Barbara Hicks, literacy coach	6/5/2015 monthly
G2.MA1	Grade level chairs meet with grade level teams to analyze and interpret data monthly	Mulkusky, Kara	9/8/2014	Grade level team minutes, data	6/5/2015 monthly
G2.B1.S1.MA1	Administration and grade level chairs will conduct monthly data analysis meetings with teachers. Administration and district support team will monitor school wide mathematics student achievement data.	Rine, Carol	9/8/2014	Common assessment data, DEA assessment data, individual student data notebooks.	6/5/2015 monthly
G2.B1.S1.MA1	Meet with grade level teams to analyze and interpret data	Mulkusky, Kara	9/8/2014	Grade level meeting notes, common assessment samples, common assessment data, documentation of team data analysis and student samples.	6/5/2015 weekly
G2.B2.S1.MA1	Administration and grade level chairs will conduct monthly data analysis meetings with teachers. Administration and district support team will monitor school wide mathematics student achievement data.	Rine, Carol	9/8/2014	Common assessment data, DEA assessment data, individual student samples	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Administration will meet with math coaches to monitor coaching, consultant work, and PD completion by faculty and staff.	Rine, Carol	9/8/2014	Grade level meeting notes, common assessment data, and student samples	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Using research based curriculum to provide differentiated instruction and continuous progress monitoring, teachers will work collaboratively to drive instruction and impact student achievement in reading. This will include on grade level instruction as well as remediation and enrichment.

G1.B1 Professional Development for faculty and para professional staff on SRA and LAFS

G1.B1.S1 Provide professional development in instruction and data analysis in SRA and new Florida standards.

PD Opportunity 1

Teachers continue to implement SRA core reading program with side by side coaching from literacy coach and SRA consultant.

Facilitator

Hicks, Barbara

Participants

Teachers and paras

Schedule

On 6/5/2015

PD Opportunity 2

Teachers will analyze their class SRA mastery test results after each mastery test, which range from each day to every few days (ongoing).

Facilitator

Hicks, Barbara (hicksbb@bay.k12.fl.us)

Participants

Teachers , paras

Schedule

On 5/8/2015

PD Opportunity 3

Analyze school-wide SRA mastery test data for the purpose of progress monitoring.

Facilitator

Hicks, Barbara (hicksbb@bay.k12.fl.us)

Participants

Teachers, paras

Schedule

Monthly, from 10/1/2014 to 6/5/2015

PD Opportunity 4

Staff will increase the level of proficiency in execution and delivery of SRA via professional development and coaching support.

Facilitator

Hicks, Barbara (hicksbb@bay.k12.fl.us)

Participants

Teachers, paras

Schedule

Monthly, from 9/1/2014 to 6/5/2015

PD Opportunity 5

Staff will increase their ability to teach and assess using LAFS by participating in PD on new FL standards and aligning assessments to those standards.

Facilitator

Barbara Hicks (hicksbb@bay.k12.fl.us)

Participants

Teachers

Schedule

Monthly, from 10/1/2014 to 6/5/2015

G2. Using Professional Learning Communities, teachers will develop common assessments and use progress monitoring data from multiple sources to drive instruction and impact student achievement in mathematics.

G2.B1 Time for common assessment development and analysis of common assessment data

G2.B1.S1 Teachers will collaboratively develop common assessments in math to analyze data and align instruction to the standards.

PD Opportunity 1

Grade level PLC's will dedicate a weekly meeting to collaborate and develop common assessments aligned to Florida standards.

Facilitator

PLC's

Participants

Teachers, administrators, coaches

Schedule

Weekly, from 8/13/2014 to 6/5/2015

PD Opportunity 2

Math coaches will meet with PLC's to provide training, guidance, and assistance in the creation of common assessments

Facilitator

Math Coaches

Participants

Teachers

Schedule

Monthly, from 9/8/2014 to 6/5/2015

G2.B2 PD for MFAS and Common Assessments

G2.B2.S1 Teachers will receive training on MFAS and common assessments

PD Opportunity 1

Teachers will receive training on MFAS and Common Assessments in district trainings, PLC meetings, and faculty meetings

Facilitator

Math Coaches, Grade Chairs

Participants

PLCs

Schedule

Every 2 Months, from 8/6/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Using research based curriculum to provide differentiated instruction and continuous progress monitoring, teachers will work collaboratively to drive instruction and impact student achievement in reading. This will include on grade level instruction as well as remediation and enrichment.	2,110
Goal 2: Using Professional Learning Communities, teachers will develop common assessments and use progress monitoring data from multiple sources to drive instruction and impact student achievement in mathematics.	4,970
Grand Total	7,080

Goal 1: Using research based curriculum to provide differentiated instruction and continuous progress monitoring, teachers will work collaboratively to drive instruction and impact student achievement in reading. This will include on grade level instruction as well as remediation and enrichment.

Description	Source	Total
B1.S1.A1 - K, 1 & 2 SRA Night hosted by Grade Level Teachers; Money budgeted for curriculum development, planning, and supplies.	Title I Part A	393
B1.S1.A2 - Jane Fordham, SRA consultant	Title I Part A	1,500
B1.S1.A4 - Summer SRA planning and development of sample forms and data notebooks.	Title I Part A	103
B1.S1.A5 - Planning and preparation for 3rd and 4th grade "Parent Night" to provide parents with most recent information about new FL standards and assessments.	Title I Part A	114
Total Goal 1		2,110

Goal 2: Using Professional Learning Communities, teachers will develop common assessments and use progress monitoring data from multiple sources to drive instruction and impact student achievement in mathematics.

Description	Source	Total
B1.S1.A1 - Substitutes provided for teachers to spend Professional Development Time dedicated to designing common assessments and learning more about best practices for utilizing common assessments in their planning and instruction.	Title I Part A	2,100
B1.S1.A2 - Summer Professional Development provided for a team of 6 teachers to develop skills and best practices for developing common assessments, analyzing student achievement data, and making changes to instruction to improve student growth and success.	Title I Part A	2,470
B1.S1.A3 - Supplies, planning, and preparation for parent "Math Night" to provide parents/families with information about math common assessments, standards, student achievement data and strategies to help improve student success in math.	Title I Part A	400
Total Goal 2		4,970