Middleburg Elementary School

2014-15 School Improvement Plan

Middleburg Elementary School

3958 MAIN ST, Middleburg, FL 32068

http://mbe.oneclay.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	67%

Alternative/ESE Center	Charter School	Minority
No	No	15%

School Grades History

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

School Board Approval

This plan is pending approval by the Clay 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.

Table of Contents

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
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

Our school year begins with many "ice breaker" activities such as the creation of mobiles and the decorating of t-shirts and paper bags. Students share their family traditions and favorite activities. They bring in items that are important to them and share why they are special. Teachers and other students get to know each other and build relationships through these presentations, games and activities. An annual art day is held where many of our family members share special talents such as painting, carving, and dance. Teachers enjoy learning about their students and value the differences that make them all unique.

Throughout the year in our ELA classes, students read at their individual reading level. They are encouraged to read books that interests them. Teachers conference with students weekly and are informed of their students interests. This allows them to have conversations and build trusting relationships. Teachers are informed and add to class libraries to meet the desires of their students. Teachers in all subject areas listen as students have conversations with their classmates regarding their learning and their background knowledge regarding the subject. Through this process teachers are informed of the cultures of our students and their experiences.

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

The first week of our school year is dedicated to learning the policies and procedures of Middleburg Elementary. Faculty, staff, and administrators clearly explain the rules and expectations of every class and area of the school. This includes explicit bathroom, cafeteria, and hallway rules. These rituals and routines are modeled and practiced daily. Students are recognized and rewarded for excellent behavior and positive character traits. Parent and bus drop-off areas are supervised by school personnel. Kindergarten students are escorted to class and hallways are monitored until the bell rings. At this time the gates are locked. During class student behaviors are monitored with some type of behavior system. Students are recognized and rewarded for positive behaviors. When students struggle in this area to make appropriate decisions regarding their actions teachers conference with students and discuss better choices. All safety drills are practiced frequently. After school students are escorted to the appropriate dismissal location where they are supervised until leaving the campus.

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

Middleburg Elementary's Code of Conduct is available on our school's website and in every student planner. Parents are asked to read and sign an acknowledgement of this document during the first week of school.

Rules are posted in every area. Policies, procedures, rituals, and routines are clearly explained and demonstrated at the beginning of and throughout the school year. Student behaviors are monitored in every class through the use of behavioral systems. Rules and consequences are clearly explained and enforced. Students are encouraged to "go for the G-O-L-D". Through this positive behavior system, students are recognized for giving respect, opting for a positive attitude, leading with integrity, and being dedicated to excellence.

To maximize participation and motivation all teachers were trained in Kagan strategies which promote collaboration and engagement. These activities are monitored by administration through walk-throughs and reviews of lesson plans. Students are encouraged to discuss their learning with partners and in small groups. They problem solve using dry erase boards and real life situations in small groups. Our fifth grade students are engaged in learning through the use of technology provided with Ipads. Many teachers have attended the BUILD model training and have implemented these center activities. Instruction is provided in small groups. Students practice math concepts individually and skills are drilled using games. Remediation is provided through center activities such as games and computer programs.

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

All teachers have been trained in the Being A Writer and Making Meaning programs that are being used in our ELA classes. Both of these programs contain a behavioral component. Students are encouraged to collaborate in learning and share their ideas. Appropriate behaviors for social activities are discussed and explicitly modeled. Students are required to share their partners' thoughts and ideas which require them to truly listen to one another. Prompts are taught to students to promote appropriate interactions among classmates.

When students struggle behaviorally, teachers initiate behavioral interventions. Appropriate behaviors are clearly defined and monitored. Students receive marks on behavioral charts for making good choices and following school rules. They are rewarded in many different ways for filling their chart.

Our guidance counselor is available to provide support to our students who are dealing with an array of social and emotional issues. These students are listened to and strategies are discussed for handling these difficult situations. Our social worker communicates often with teachers and administrators regarding struggling students. She communicates and problem solves with our families to meet the social and emotional needs of our students.

New to Middleburg Elementary is our Child and Youth Behavioral Military and Family Life Counselor Program. This program is available at no cost to provide children, parents, and family members with short-term, non-medical counseling. These counselors engage in activities with our children, provide behavioral interventions in classrooms, and model behavioral techniques. They communicate their findings with our staff to help us meet the needs of our students. Our counselor is also available to parents and staff to discuss interactions with children and other concerns. They provide our school and families with support when faced with issues such as deployment, separation, fear, grief, and loss.

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

The early warning system will include the following early warning indicators:
a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
b. One or more suspensions, whether in or out of school.
c. Course failure in English Language Arts or Mathematics.
d. A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.
When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

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 6	Total
Attendance below 90 percent	2	2
One or more suspensions	3	3
Course failure in ELA or Math	0	
Level 1 on statewide assessment	2	2

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

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	2	2

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

Interventions of Attendance: Attendance contract, doctor's note, social worker reference
Interventions of Grades: Before and after school tutoring, remediation in small groups, study hall during recess, parents will check parent portal once a week to be informed of grades, parents will sign planner
Interventions of Discipline: Behavior contract, school service work, detention, reduce distractions
Interventions of Testing: After school tutoring, participation in the Early Bird Club to practice math in our Success Maker lab

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/49620.

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

Our school year begins with an open house where families are invited to visit our school and meet our teachers. Many of our programs are described. Parents are encouraged to complete required documents to be approved to volunteer in our classrooms. We also ask that parents register for parent portal to be able to access their child's school information. An orientation is held to review the rights and responsibilities of our volunteers. They are made to feel welcome at our school and are encouraged to provide support to our students, teachers and office staff. Volunteers are encouraged to be trained to serve as Parent Academic Tutors to provide reading and math support. Through this program, students practice fluency, reading comprehension and math facts. Approved volunteers assist with class parties and chaperone many field trips during the year and provide support to teachers off campus. A Volunteer Breakfast is held at the end of the year to show appreciation for the support they have provided to our students.

Muffins with Mom, Doughnuts for Dad, Family Math Night, and Publix Literacy Night are special events for our families which allow us to share strategies and activities to promote reading and math at home. During 6th Grade Science Fair Night, teachers guide students and their families through the process of completing a science project. They review the required documentation and activities. Teachers share what we provide to support them through the completion of their study such as open labs, required materials, and access to printers. Parents are informed that teachers will review and make suggestions to improve their student's project.

Families are encouraged to celebrate special events at our school. A fall festival is held every year. Families enjoy playing games, winning prizes, and refreshments. The funds raised support our school in many ways including allowing us to purchase incentives and rewards to motivate students academically and behaviorally. Families enjoy a special breakfast and a visit from Santa every December. They shop in our Christmas store to support the activities of our school. Chorus concerts are held throughout the year to share the special musical talents of our students. Promotion ceremonies celebrate the achievements of our Kindergarten and Sixth grade students as they advance to the next grade. Award assemblies are held every nine weeks to recognize and reward excellence in the classroom. Students receive incentives for meeting reading goals.

SAC meetings are held at least four times a year. The purpose of this council is to promote communication, involvement, and understanding within the school and the community. The council is composed of administration, teachers, support personnel, parents, and other citizens who are representative of the ethnic, racial, and economic community served by the school.

Parents attend the Parent Advisory Council (PAC) meetings where guest speakers share information and strategies that can be used at home to promote academic success. Take home materials are provided. Information regarding curriculum and assessments are shared.

Community resources are utilized to support our school. The Clay County Fire Department offers fire safety training to our students. Officers from the Clay County Sheriff's Department present information to discourage bullying. They make students aware of the dangers of drug abuse. Both of these departments work alongside the school to ensure a safe learning environment. Many health workers assist in health screenings and teach children proper dental hygiene techniques.

Agendas, websites, and newsletters are used to communicate with parents regarding academics, behavior, and upcoming events.

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
Wilkerson, Becky	Principal
Winkler, Tammy	Assistant Principal
Duke , Jessica	Teacher, ESE
Lawson, Jackie	Instructional Coach
Robinson, Richard	Guidance Counselor
Rodrigues , Brandy	Instructional Coach
Salt, Betsy	Instructional Coach
Western, Courtney	Psychologist

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.
Title 1 dollars purchased Being a Writer materials for grades K- 6th, writing journals, Kagan Structures foldables, and substitutes to cover classrooms for PLCs, Professional Development and model lessons. Title 1 funded salaries for Title 1 coaches and assistants who will help with

implementation of these strategies. Local dollars provide substitutes for PLC Meetings, model lessons, and Data meetings.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Courtney Schumacher	Teacher
Stacey Gay	Education Support Employee
Veronica Amato	Parent
Karrie Forrester	Parent
Mary Ann Roguski	Parent
Jackie Lawson	Teacher
Curtis Chitty	Business/Community
Michelle Cochrane	Education Support Employee
Catherine Wardlaw	Parent
Becky Wilkerson	Principal
Lakesha Hubert	Parent

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

Our SAC committee reviewed and approved our goals. Data was shared throughout the year regarding our progress toward these educational goals. Members were delighted with our progress in reading. 87% of our fourth grade students scored proficient or higher on the FCAT writing test. Our school's writing percentage was the highest in the district. They understood that engagement strategies have been implemented in every class. Our students discuss their learning and collaborate on assignments. Games are used to drill math and reading skills. Our teachers met weekly to review and discuss the standards, plan lessons, review data, and discuss interventions to provide remediation to struggling students.

Development of this school improvement plan

At our first SAC meeting, school improvement goals were shared with the members. They were given the opportunity to provide input and feedback regarding these goals. At our second meeting we will present our SIP. More information will be given regarding specific strategies that will be implemented to allow us to meet these goals. Our progress toward meeting these goals will be shared. Each month, a section of the SIP is published in our monthly school newsletter with a space for parents to provide input regarding the SIP and return to the school.

Preparation of the school's annual budget and plan

The school budget is prepared by Mrs.Wilkerson and presented to the SAC committee. Members are given the opportunity to share their thoughts and make suggestions regarding our budget.

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

Middleburg Elementary had a budget of $3,223.12 for School Improvement. $2,155 was spent to purchase agendas for school-parent communication.

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
Beason, Linda	Teacher, K-12
Brown, Leslie	Teacher, K-12
Colon, Beth	Teacher, K-12
Courtney, Erica	Teacher, K-12
Duke , Jessica	Teacher, ESE
Fillingane, Elizabeth	Teacher, K-12
Hazouri , Eileen	Teacher, K-12
Jones, Brittany	Teacher, K-12
Lawson, Jackie	Instructional Coach
Little, Mallory	Teacher, ESE
Peters, Nina	Teacher, K-12
Romano, Deirdre	Teacher, K-12
Wray, Kathy	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major areas of focus for the LLT are text complexity, increasing the reading of non-fiction text to 50%, writing in response to reading across all content areas, engagement strategies, and PLCs. Students will read more complex text and site text evidence when writing in response.
For the first time, summer reading lists were provided and students were recognized and rewarded for participating in summer reading. More difficult A.R. goals were established over the summer to promote more reading at home. Students are recognized in classrooms and at award assemblies. They receive lanyards and buttons to wear all year. The top A.R. reader eats lunch with administrators each nine weeks. Teachers have worked to create inviting classroom libraries where readers can choose books based on their interests. Teachers conference individually with students during IDR time to understand the students' interests, strengths, and weaknesses. Middleburg Elementary celebrates literacy week. Special events are planned to create excitement regarding reading. Students are "caught" reading and are given a ticket to be placed in buckets on our stage. Drawings are held during lunch and students choose books to take home and add to their personal libraries. Our culminating activity is a literacy parade where every class/group celebrates a book. Family reading nights are held during the year. Teachers share activities and strategies to use at home to support reading skills. Publix Literacy Night is an event where we share how reading is a part

of everyday life. Parents learn how to engage their children in reading with activities such as cooking and grocery shopping. Muffins for Moms and Doughnuts for Dads are held during the year. Once again, activities are shared to promote reading at home, empowering parents to be active participants in their child's education. Our book fair is open allowing students and families to explore new books and make purchases to add to their personal libraries. Battle of the Books is held yearly. Teams of students read books from the Battle of the Books list and compete to earn their spot on Middleburg Elementary's team. This team represents our school at the county's Battle of the Books competition.

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

Our master schedule allows grade groups to have common planning daily. Teachers participate in weekly Professional Learning Communities (PLCs). Both of these times allow teachers to discuss standards and plan highly effective lessons. They collaborate on rigorous assessments and review data often. Struggling students are identified and teachers discuss activities to use for remediation. Through this process trusting relationships are built. Resource teachers, ESE teachers, instructional coaches and administrators also serve on these PLCs to support teachers in meeting the needs of their students. Instructional coaches model effective lessons for teachers to improve instruction. Teachers also visit other classrooms to make improvements.Throughout the year teacher's gather together to share meals and snacks for special occasions. A praise board is located in our teachers' workroom allowing faculty and staff to recognize each other for making positive contributions to learning. These positive notes are displayed for a month, encouraging everyone to help and support each other.

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

The school principal attends college job recruiting fairs, as well as the Great Florida Teach-In, to recruit highly qualified, in-field teachers. The principal solicits input regarding the best and brightest candidates from current teachers, fellow administrators, and college professors. Beginning and struggling teachers are partnered with one of our instructional coaches to serve as a mentor for support. These coaches collaborate on planning lessons and model lessons for teachers. When teachers have an ESOL student placed in their room they are informed of the requirements they must meet and trainings are offered throughout the year. Teachers are given common planning time and meet weekly with PLCs. They are supported as they review standards, plan lessons, including engagement activities. Assessment data is reviewed often and strategies for remediation are discussed. Teachers support each other through this process.

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

Beginning teachers are partnered with a mentor teacher to assist with lesson plans, rituals and routines, assistance with parent conferencing, and any other area of concern. They meet weekly to plan lessons. The mentor teacher models effective teaching strategies, classroom management techniques, effective conferencing methods, and any other area. Engagement activities are shared. Data is reviewed often to identify struggling learners. Remediation strategies are discussed and modeled.
End of the year data is reviewed during the summer by administration and instructional coaches are placed with struggling teachers.

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

The approved state adopted textbook list is reviewed by the county office and teachers. Samples are sent to our school for teachers to review. An approved curriculum is adopted and implemented in our school. Curriculum maps are created to guide teachers in covering all state standards. Teachers review standards in grade group and PLC meetings. They plan and implement effective lessons. Instruction is provided through the Framework for Intentional Teaching. Chapter/Unit assessments, progress monitoring assessments and Success Maker reports allow teachers to target struggling students for remediation.

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

A plethora of assessments are administered. The data is reviewed often to target struggling students. Teachers collaborate on effective ways to provide remediation. Students work in small groups to improve skills. Teachers work to fill the gaps by modeling their thinking and allowing students to discuss their learning. Visual aids are provided and students are guided in problem solving, step by step. Students work in small groups to discuss their learning and collaborate on problem solving. Students who continue to struggle receive more intensive help through the MTSS. Additional resources are purchased to support struggling learners. During IDR time students read at their own level. Teachers conference with students and provide support. Before and after school opportunities are available for students to receive additional support.

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: Before School Program

Minutes added to school year: 2,250

Early Bird Club and Night Owl Club- Students are selected based on prior year's FCAT scores in Math to attend a before or after school tutoring program in the Success Maker Lab. Students attend 2 days a week for 45 minutes each session for the entire school year.

Strategy Rationale

Success Maker allows students to practice appropriate math standards. Students' progress is monitored weekly through reports.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gay, Stacey, sagay@oneclay.net

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

Reports from Success Maker are run weekly and provided to the classroom teacher. The reports indicate the amount of time spent in the program, the percentage of questions answered correctly, the amount of growth the student made and indicates the particular areas the student is struggling in.

Strategy: After School Program

Minutes added to school year: 2,610

Instructional Title 1 coaches and teachers will provide tutoring two days per week. Readers' theater will help build fluency and reading comprehension skills through various plays and dramas based on different cultures. The reading and the math clubs will incorporate learning games, engagements activities and writing across the curriculum. Science club will consist of experiments and labs using the scientific method.

Strategy Rationale

Assessment data indicates that these students are struggling in specific areas and are in need of remediation.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lawson, Jackie, jglawson@oneclay.net

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

FCAT, FSA, Performance Matters, Success Maker, OneClay Writes, and grades will be monitored to ensure progress towards standards.

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 local Head Start program takes a field trip to MBE at the end of the school year to prepare them for transition to Kindergarten the following year. During the summer, the Kindergarten teachers conduct screenings of our students entering Kindergarten to determine their readiness for Kindergarten. An orientation is held for the parents of our entering Kindergarten students prior to the start of school to prepare the parents for the Kindergarten year and to answer their questions. Sixth grade students attend an orientation led by administrators and guidance counselors at Wilkinson Junior High. Scheduling opportunities, including various electives, are discussed. Rules and consequences are presented. Sixth grade students visit the school and tour the campus at the end of the school year.

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

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

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

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

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.   Teachers and Administration will participate in Professional Learning Communities to improve instruction.

G2.   Teachers will implement engagement strategies in all lessons.

G3.   Students will cite evidence to support their thinking while writing across all content areas.

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. Teachers and Administration will participate in Professional Learning Communities to improve instruction. `1a`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	58.0

Resources Available to Support the Goal `2`

- Title1 model teachers

- Weekly PLC meetings collaborate on lesson planning, standards review, data analysis and evaluation of student work

Targeted Barriers to Achieving the Goal `3`

- Teacher expertise on the components of the framework.

Plan to Monitor Progress Toward G1. `8`

Teachers will participate in PLCs to improve instruction and ensure that the Framework for Intentional Teaching is followed.

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Formative assessments Data analysis in PLCs Lowest Quartile Data on local and district assessments Student work samples scored by rubrics Success Maker reports Student Grades Writing samples across the curriculum

G2. Teachers will implement engagement strategies in all lessons. `1a`

Targets Supported `1b`

G045938

Indicator	Annual Target
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal `2`

- Schedule allows for common planning time to incorporate engagement strategies in every lesson
- Provide substitutes to allow teachers time to meet with PLCs and /or observe model lessons
- Walk through data
- Instructional materials as needed (For example, video clips, dry-erase boards, manipulatives, games) Whole Brain Teaching for Challenging Kids, IPads in fourth, fifth and sixth grades.
- Kagan Strategy foldables
- Discovery Education Videos, Brainpop videos

Targeted Barriers to Achieving the Goal `3`

- Teacher knowledge and regular use of collaborative activities including academic games, peer review situations, and hands-on, real life labs and experiments .

Plan to Monitor Progress Toward G2. `8`

Unit science tests, science journals and the FCAT science test

Person Responsible

Becky Wilkerson

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Data meetings and weekly PLC meetings will allow teachers to review science data. Lesson plans with the components of the Instructional Framework.

G3. Students will cite evidence to support their thinking while writing across all content areas. `1a`

`G045939`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	76.0

Resources Available to Support the Goal `2`

- Journals- in every subject area

- Being a Writer Training and Materials

- Title 1 Coaches

- Exemplars

- PLCs - the goal for every PLC is to cite evidence. Data will be included in notebooks

Targeted Barriers to Achieving the Goal `3`

- Students' ability to cite text evidence when writing in response to reading.

Plan to Monitor Progress Toward G3. `8`

Data will be collected on citing evidence. This data will be included in PLC notebooks. Progress monitoring data on the One Clay Writes and in math journals using the Problem-Algorithm-Write-Share (PAWS) format will be provided in PLC notebooks.

Person Responsible

Tammy Winkler

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Progress monitoring data regarding citing evidence will be collected and monitored throughout the year.

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. Teachers and Administration will participate in Professional Learning Communities to improve instruction. 1

🔑 G045937

G1.B1 Teacher expertise on the components of the framework. 2

🔑 B113602

G1.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using framework components for implementation. 4

🔑 S125023

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both intentionally, teaching practices improve. The framework for intentional teaching provides educators with the structure needed to do incorporate techniques in the classroom to support student engagement, learning, and growth.

Action Step 1 5

Weekly PLCs focused around the Framework for Intentional Teaching.

Person Responsible

Becky Wilkerson

Schedule

On 5/30/2015

Evidence of Completion

Walk through and observation data Review of PLC notebook Formal observations Lesson plans

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

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team. Log notebooks are due weekly.

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the Framework. Administrators will provide feedback to PLC groups and provide assistance when needed. Walk throughs will ensure that the Framework is being implemented.

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

Classroom walk-throughs, formative assessment data analyzed at the PLC meetings

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Classroom walk-throughs on the Framework and the principles of the collaborative classroom will be completed biweekly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles. Data reviews in PLCs. Our members of PLCs will review data and samples of student work.

G2. Teachers will implement engagement strategies in all lessons. 1

G045938

G2.B1 Teacher knowledge and regular use of collaborative activities including academic games, peer review situations, and hands-on, real life labs and experiments . 2

B113603

G2.B1.S1 Title 1 math and science coach will model effective lessons incorporating highly effective engagements. 4

S125024

Strategy Rationale

Teachers learn and feel more confident about using these engagement strategies after observing successful lessons.

Action Step 1 5

Standards will be reviewed and the Title 1 coach will model hands-on learning activities.

Person Responsible

Brandy Rodrigues

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Science lesson plans and walk throughs

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

Review of lesson plans and PLC notebooks, Walk-throughs

Person Responsible

Becky Wilkerson

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

lesson plans, walk-through data, PLC notebooks, student science journals

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

Change in instructional methods using more hands-on, real life situations.

Person Responsible

Becky Wilkerson

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Classroom walk-throughs, lesson plan reviews, PLC notebooks

G3. Students will cite evidence to support their thinking while writing across all content areas. `1`

G045939

G3.B1 Students' ability to cite text evidence when writing in response to reading. `2`

B113604

G3.B1.S1 Students are practicing citing text evidence in every grade level and in content area beginning in Kindergarten. `4`

S125026

Strategy Rationale

Students ability to cite evidence will improve as they practice.

Action Step 1 `5`

Students will be given opportunities to provide text evidence in response to reading.

Person Responsible

Tammy Winkler

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

PLC logs, walk-throughs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Teachers will collaborate on scoring student writing using rubrics.

Person Responsible

Tammy Winkler

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

PLC logs, data collection sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Teachers will collect and monitor writing data.

Person Responsible

Tammy Winkler

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

PLC logs, Student Journals

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
G1.B1.S1.A1	Weekly PLCs focused around the Framework for Intentional Teaching.	Wilkerson, Becky	10/6/2014	Walk through and observation data Review of PLC notebook Formal observations Lesson plans	5/30/2015 one-time
G2.B1.S1.A1	Standards will be reviewed and the Title 1 coach will model hands-on learning activities.	Rodrigues , Brandy	9/8/2014	Science lesson plans and walk throughs	5/29/2015 weekly
G3.B1.S1.A1	Students will be given opportunities to provide text evidence in response to reading.	Winkler, Tammy	10/6/2014	PLC logs, walk-throughs	5/29/2015 monthly
G1.MA1	Teachers will participate in PLCs to improve instruction and ensure that the Framework for Intentional Teaching is followed.	Wilkerson, Becky	10/6/2014	Formative assessments Data analysis in PLCs Lowest Quartile Data on local and district assessments Student work samples scored by rubrics Success Maker reports Student Grades Writing samples across the curriculum	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom walk-throughs, formative assessment data analyzed at the PLC meetings	Wilkerson, Becky	10/6/2014	Classroom walk-throughs on the Framework and the principles of the collaborative classroom will be completed biweekly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles. Data reviews in PLCs. Our members of PLCs will review data and samples of student work.	5/29/2015 weekly
G1.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team. Log notebooks are due weekly.	Wilkerson, Becky	10/6/2014	Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the Framework. Administrators will provide feedback to PLC groups and provide assistance when needed. Walk throughs will ensure that the Framework is being implemented.	5/29/2015 weekly
G2.MA1	Unit science tests, science journals and the FCAT science test	Wilkerson, Becky	10/6/2014	Data meetings and weekly PLC meetings will allow teachers to review science data. Lesson plans with the components of the Instructional Framework.	5/29/2015 monthly
G2.B1.S1.MA1	Change in instructional methods using more hands-on, real life situations.	Wilkerson, Becky	10/6/2014	Classroom walk-throughs, lesson plan reviews, PLC notebooks	5/29/2015 monthly
G2.B1.S1.MA1	Review of lesson plans and PLC notebooks, Walk-throughs	Wilkerson, Becky	10/6/2014	lesson plans, walk-through data, PLC notebooks, student science journals	5/29/2015 weekly
G3.MA1	Data will be collected on citing evidence. This data will be included in PLC notebooks. Progress monitoring data on the One Clay Writes and in math journals using the Problem-Algorithm-Write-Share (PAWS) format will be provided in PLC notebooks.	Winkler, Tammy	10/6/2014	Progress monitoring data regarding citing evidence will be collected and monitored throughout the year.	5/29/2015 monthly
G3.B1.S1.MA1	Teachers will collect and monitor writing data.	Winkler, Tammy	10/6/2014	PLC logs, Student Journals	5/29/2015 monthly
G3.B1.S1.MA1	Teachers will collaborate on scoring student writing using rubrics.	Winkler, Tammy	10/6/2014	PLC logs, data collection sheets	5/29/2015 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 Opportuntities

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

G1. Teachers and Administration will participate in Professional Learning Communities to improve instruction.

G1.B1 Teacher expertise on the components of the framework.

G1.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using framework components for implementation.

PD Opportunity 1

Weekly PLCs focused around the Framework for Intentional Teaching.

Facilitator

Administrators and teachers

Participants

All teachers and administration.

Schedule

On 5/30/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**