

Putnam County School District

Middleton Burney Elementary School



2018-19 School Improvement Plan

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Middleton Burney Elementary School

1020 HUNTINGTON RD, Crescent City, FL 32112

<http://mbes.putnamschools.org/>

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

100%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

76%

School Grades History

Year Grade

2017-18
 C

2016-17
 D

2015-16
 C

2014-15
 D*

School Board Approval

This plan was approved by the Putnam County School Board on 11/6/2018.

SIP Authority

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 that has a school grade of D or F.

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Middleton-Burney Elementary School will ensure high levels of learning for all students.

Provide the school's vision statement

Middleton-Burney Elementary will work with families and the community to ensure that all students are provided a high level, equitable education that promotes life-long, collaborative learners. Our students will succeed in the 21st century using innovative skills in a goal oriented technology rich environment. (Innovative skills: communication, creativity, critical thinking, collaboration)

In order for all students at Middleton-Burney to learn at high levels we will:

Build positive relationships with families and students.

Commit to being a Professional Learning Community.

Create goals and hold everyone accountable to the achievement of these goals.

Differentiate to fit the enrichment and intervention needs of all students. (there is always room for improvement)

Celebrate all perseverance and hard work.

School Leadership Team

Membership

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

Name	Title
Theobold, Joe	Principal
Brady, Yolanda	Assistant Principal
Wilde, Nancy	Instructional Coach
Knowles, Michele	Instructional Coach

Duties

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

Joe Theobold- Principal: Develop and implement, with support and input from members of the leadership team and other stakeholders, the school improvement plan including an instructional vision, improvement priorities, and follow-up development of all teachers, staff, and students.

Yolanda Brady- Assistant Principal: Support the principal and faculty in the development and implementation of this plan.

Nancy Wilde, Instructional ELA Coach: Coach teachers and staff in implementing the instructional vision, improvement plans, and professional development plans.

Michele Knowles, Instructional Math and Science Coach: Coach teachers and staff in implementing the instructional vision, improvement plans, and professional development plans.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	32	39	30	22	37	0	0	0	0	0	0	0	188
One or more suspensions	1	5	3	5	6	11	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	1	2	19	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	16	43	81	0	0	0	0	0	0	0	140

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	1	3	12	29	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	6	8	16	1	0	0	0	0	0	0	0	0	34
Retained Students: Previous Year(s)	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	14	38	26	30	30	23	0	0	0	0	0	0	0	161
One or more suspensions	1	7	4	9	6	4	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	26	61	61	0	0	0	0	0	0	0	148
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	4	3	6	17	19	0	0	0	0	0	0	0	50

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	14	38	26	30	30	23	0	0	0	0	0	0	0	161
One or more suspensions	1	7	4	9	6	4	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	26	61	61	0	0	0	0	0	0	0	148
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	4	3	6	17	19	0	0	0	0	0	0	0	50

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Mastery performed the lowest and this has been a consistent trend.

Which data component showed the greatest decline from prior year?

12 Point drop in ELA Bottom Quartile Growth

Which data component had the biggest gap when compared to the state average?

ELA Achievement

Which data component showed the most improvement? Is this a trend?

22 Points in Math Growth was our highest jump. This is not a consistent trend.

Describe the actions or changes that led to the improvement in this area

Differentiated instructional practices, intervention time in math, and collaboration of the teachers.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	33%	43%	56%	30%	43%	55%
ELA Learning Gains	42%	45%	55%	41%	50%	57%
ELA Lowest 25th Percentile	40%	40%	48%	52%	50%	52%
Math Achievement	47%	52%	62%	37%	52%	61%
Math Learning Gains	52%	55%	59%	40%	56%	61%
Math Lowest 25th Percentile	46%	44%	47%	29%	42%	51%
Science Achievement	40%	46%	55%	24%	37%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28 (14)	32 (38)	39 (26)	30 (30)	22 (30)	37 (23)	188 (161)
One or more suspensions	1 (1)	5 (7)	3 (4)	5 (9)	6 (6)	11 (4)	31 (31)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	2 (0)	19 (5)	22 (5)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (26)	43 (61)	81 (61)	140 (148)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	32%	40%	-8%	57%	-25%
	2017	29%	42%	-13%	58%	-29%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	26%	38%	-12%	56%	-30%
	2017	36%	42%	-6%	56%	-20%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				
05	2018	37%	39%	-2%	55%	-18%
	2017	26%	38%	-12%	53%	-27%
Same Grade Comparison		11%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	51%	48%	3%	62%	-11%
	2017	35%	48%	-13%	62%	-27%
Same Grade Comparison		16%				
Cohort Comparison						
04	2018	39%	50%	-11%	62%	-23%
	2017	46%	53%	-7%	64%	-18%
Same Grade Comparison		-7%				
Cohort Comparison		4%				
05	2018	47%	48%	-1%	61%	-14%
	2017	32%	45%	-13%	57%	-25%
Same Grade Comparison		15%				
Cohort Comparison		1%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	45	42		55	50		67				
BLK	20	35	27	31	52		19				
HSP	30	42	40	47	54	50	33				
MUL	40	47		55	40						
SWD	19	36	34	25	37	43	13				
FRL	32	43	42	47	51	45	39				
ELL	22	36	40	40	51	47	27				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	36	37	46	45	45	30	34				
BLK	27	61	82	27	58	64	12				
HSP	26	38	47	35	35	22	19				
MUL	45	67		50	67						
SWD	12	31	36	16	30	26	13				
FRL	29	41	51	37	40	29	23				
ELL	16	34	46	28	30	24	6				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA Growth

Rationale With a 13 point difference between State and School percentages in ELA growth, we must improve the percentage of students making learning gains in ELA on FSA.

Intended Outcome We will increase from 42% on grade level to 50% on FSA ELA assessments.

Point Person Joe Theobald (j2theobald@my.putnamschools.org)

Action Step

Description Train, support, and monitor reading intervention and instruction in K-5th grades. LLI in K-3, ACT in 4-5.

Person Responsible Nancy Wilde (nwilde@my.putnamschools.org)

Plan to Monitor Effectiveness

Description Observation and data collection three times in the school year, as described by the intervention programs.

Person Responsible Nancy Wilde (nwilde@my.putnamschools.org)

Activity #2

Title	ELA Achievement
Rationale	We currently have a 23 point gap between our students' proficiency rates and that of the state. At 32%, we clearly need to move the literacy rates of our school much more quickly.
Intended Outcome	By improving our instruction we will increase our percentage of students showing mastery in ELA on FSA from 32% to 40%.
Point Person	Joe Theobald (j2theobald@my.putnamschools.org)

Action Step

Description	We will continue to use a PLC model for planning and differentiating small group instruction. We will incorporate Balanced Literacy into our practices.
Person Responsible	Nancy Wilde (nwilde@my.putnamschools.org)

Plan to Monitor Effectiveness

Description	Observation and data analysis three times a year with iReady diagnostic assessments.
Person Responsible	[no one identified]

Activity #3

Title	Math Mastery
Rationale	We currently have a 15 point gap between our mastery percentage and that of the State.
Intended Outcome	We intend to improve student mastery in Math scores on FSA from 47% to 55%.
Point Person	Joe Theobald (j2theobald@my.putnamschools.org)

Action Step

Description	We will continue to use the PLC process and Engage New York framework to differentiate math instruction and improve mastery of grade level standards.
Person Responsible	Michele Knowles (mknowles@my.putnamschools.org)

Plan to Monitor Effectiveness

Description	Observation and Data Analysis through three iReady diagnostic assessments.
Person Responsible	Michele Knowles (mknowles@my.putnamschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Due to our high Hispanic and migrant population, many of our parent involvement events focus on meeting the needs of these families. All communication that goes home to parents is written in English and Spanish. The first parent night is Hispanic Parent Night where information about their child's education is provided in English and Spanish. Cella Meetings have been held during the day; however, this year we will hold meetings 9 a.m. and into the evening, as late as 9 p.m. This will allow parents who work in the fields to participate in the meetings without missing work. An emphasis will be placed on celebrating the culture of our students through the types of food that is served with possibly having a cook-off to show off the varieties and types of foods eaten in their homes. With the music program returning to the school, the children will have an opportunity to perform at parent nights to encourage them to attend to watch their children.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Teachers are encouraged to meet with the parent or guardian of students with social-emotional problems or issues. Students identified by the guidance counselor that need extra attention are given a schedule to meet with her consistently. Students identified as needing assistance with Tier 2 or Tier 3 behavior are given positive behavior support through our M&M program: Monitoring and Mentoring. Students are given a mentor and weekly goals for behavior to try and meet. If goals are met, then rewards are earned. Once students gain control of their desired behaviors consistently, students are either dismissed from the program or given new goals. We will also implement CAMP Osprey, College Awareness Mentoring Program from the University of North Florida, for aspiring college attendees from MBES.

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

District wide, all elementary schools invite Pre-K students to a Kindergarten Round-up in the Spring. This event is well-advertised and well attended. Additional information is sent through Child Find, so that parents of non-school age children can better prepare and any special needs can be identified and addressed prior to starting school. We also have Pre-K classes at each school There is also outreach to the community to VPK providers via invitation to trainings and informational meetings at the district level. These initiatives are overseen by a District Pre-K Coordinator. The Pre-K Coordinator will ensure close articulation between Pre-K and Kindergarten.

Outgoing students visit the middle school to take a tour of the facilities and are welcomed by the middle school teachers.

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 U.S. Department of Education released proposed regulations to implement the requirements related to Federal spending in the Elementary and Secondary Education Act (ESEA), as recently revised by the Every Student Succeeds Act (ESSA) which states, Federal funds must supplement and may not supplant state and local funds. Regulations ensure that Federal funds are additive and do not take the place of state and local funds in low-income schools in keeping with the longstanding commitment under Title I that the nation's highest need students receive the additional financial resources necessary to help them succeed.

In accordance with ESSA Section 118 (b) (2), the methodology used to allocate State and local funds to each school receiving assistance under this part (Title I, Part A) ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. For the past several years, grades Kindergarten, first, second, and third grades have been allocated 1 teacher per 17 students. Grades four, five, six, seven, and eight are allocated 1 teacher per 21 students. Though the specific ratio may change year to year, this formula provides teachers for these grade levels at slightly below the ratio required to meet Florida's class size regulations.

Expenditures of titled funds at the school level are then monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are monitored both in the CNA and district school data report-outs conducted quarterly.

Federal funding projects are monitored for auditing purposes by the Office of Federal

Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

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

We partner with the University of North Florida through a mentoring program called CAMP Osprey which includes visits to their Jacksonville campus, virtual mentoring, and a book study.