

Putnam County School District

# Middleton Burney Elementary School



2016-17 School Improvement Plan

## Middleton Burney Elementary School

1020 HUNTINGTON RD, Crescent City, FL 32112

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

### School Grades History

<b>Year</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	C	D*

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Putnam 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Middleton Burney Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Dustin Sims</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

We will inspire every student to think, to learn, to achieve, to care and to become a successful and responsible citizen.

##### b. Provide the school's vision statement

MBES will use Florida standards and student data to drive the planning process in order to provide rigorous instruction, allowing all students to grow academically.

#### 2. School Environment

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

We build relationships with our students and their families in various ways. Some events we hold to bring students and their families to the school are Meet the Teacher, Annual Title 1 Meeting, Open House, Fall Carnival, student reward programs, and student musical performances. Teachers stay in contact with parents on a regular basis through the use of planners, emails, phone calls, and face-to-face conferences. We have two parent educators on staff to support our communication with our Hispanic population. They serve to translate conferences, translate events, and translate a newsletter that goes home every Wednesday in English and Spanish for our parents/guardians. They also help to communicate our parents' wishes for the school.

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

Before school, students are only allowed in their designated grade level holding area until time for teacher pickup. All of our instructional assistants are on duty in holding areas or access points throughout campus for student supervision and to ensure adults only enter through the front office. All adults are required to have a Florida ID and are checked against the FDLE Florida Sexual Offender and Predator registry before entering campus. Only Pre-K parents are allowed to walk their children to the door of their class. Breakfast is in the classroom with the homeroom teacher.

During school, all classroom doors are locked throughout the day. This creates an environment of safety because no one is able to enter a classroom unless the door is opened for them. We also have adequate supervision in the cafeteria during lunch that allows students the freedom to talk with their peers while enjoying their lunch.

After school, we have a dismissal procedure in place to ensure the safety of the students. Our buses are labeled by animals (elephant, horse, lion, etc.) so that students can easily recognize their bus animal vs a bus number. Students are called for buses in groups of 4-5 so that the hallways do not become overcrowded. Parent pick up students have a separate release area for the cars to pull through and only 2 cars at a time are loaded, while the rest of the students wait in the hallway inside the building. This is to ensure that no students accidentally run out in front of a vehicle. Our walking students are released from the same area as parent pickup, but only after all cars are gone to again ensure that no students run out in front of a car.

We practice fire drills monthly and bus evacuations each semester. Each month we also practice a second drill from the following list: lock down, shelter-in-place, missing person, and severe weather.

**c. 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**

MBES is a Character Counts school. The Character Pledge is recited over the morning announcements daily. Lessons are taught on the monthly character trait as selected by the District PBS Team. Positive Behavior Support (PBS) system is implemented school-wide. Teachers explicitly teach, model and practice school-wide rules/expectations during the first 21 days of school. To support our teachers with teaching social skills, we use a school-wide character coin system. Classes can earn character coins in three ways: 1) showing proper behavior in the hallways 2) showing proper behavior in the cafeteria, and 3) showing proper behavior at specials. An end-of-year Water Day is held for students with good behavior. Teachers communicate with parents through planners, parent conferences and Behavior Intervention Forms regarding behavior and/or academic concerns. Pre-planning and the staff handbook outlined expectations and procedures for dealing with behavior.

**d. 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.

**3. 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).

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

We used the four that are listed above.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	38	26	32	25	20	0	0	0	0	0	0	0	0	141
One or more suspensions	6	5	9	7	2	0	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	0	35	0	0	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	68	42	0	0	0	0	0	0	0	0	110
	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	1	2	7	4	0	0	0	0	0	0	0	0	15

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

If students accumulate 5 or more absences in 30 days, then a letter is sent home notifying parents of the absences and the need for documentation to excuse the absences. If absences continue, then a meeting is called with the parents to explain the importance of attending school and develop strategies to help get the child to school consistently.

If negative behavior resulting in suspensions is the cause for poor academic performance, then a meeting is established with the school based team to develop strategies at school to help improve behavior and improve academics.

Students performing poorly in academics that do not have attendance or behavior issues are placed in front of the school based team to identify instructional interventions to improve academics.

Progress monitoring takes place for six to eight weeks to determine if the interventions are having a positive effect. If the student is improving, then interventions are maintained. If the student is not improving, then interventions are revised.

**B. Family and Community Engagement**

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).

**1. 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).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

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

**2. Description**

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.

**2. 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**

The Crescent City Rotary Club and Winn Dixie Supermarket provide food and beverages for parent events and school carnival. The Azalea City Kiwanis Club sponsors the Terrific Kid program that recognizes students for outstanding achievement every quarter. Several businesses partner with MBES



to provide incentives and recognition for students and staff that promote a positive learning and behavior environment. People from the community are at MBES every Wednesday to prepare bags of food to go home with some of our neediest students for the weekend so they and their families have food to eat. Several members of these organizations and businesses have decided to become more involved by volunteering in the school in a variety of ways.

### C. 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).

#### 1. School Leadership Team

##### a. Membership

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

Name	Title
Stout, James	Principal
Bender, Susannah	Guidance Counselor
Clayton, Ramonda	Instructional Coach
Brady, Yolanda	Other
Perry, Beverly	Assistant Principal
Wilde, Nancy	Instructional Coach

##### b. Duties

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

The Principal, Assistant Principal and Reading Coach collaborate in reviewing data, curriculum, unpacking the standards and creating scales aligned to the standards. The result of this collaboration drives PLCs, Professional Development, grade level meetings and decision making for MBES, The ESOL Coach monitors the instruction given to our ELL students, tutors ELL students, oversees the assessment and communication with parents regarding a student's ELL status. The TOSA schedules the MTSS meetings and oversees the implementation of the interventions. The Reading Coach provides the academic interventions and Guidance Counselors provide the behavior interventions for the students in MTSS.

###### **2. 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**

Grade level teams meet bi-weekly to review student data and identify students who are not proficient to brainstorm strategies for intervention, remediation, PMPs, and iii. The MTSS process is started by the teacher, selecting a skill to work on and recording student progress. The teacher will also initiate a PMP for the individual student that is targeted. Students who are not demonstrating growth towards proficiency are referred to the SBT team. SBT meetings are held every Thursday to discuss in detail learning modalities, variety of interventions that have been used and student progress or lack thereof. The team determines what the next steps should be to remediate the student and the next meeting is scheduled 6-12 weeks later to follow-up. Quarterly Data Review meetings are held with the Principal or Assistant Principal, Guidance Counselor, Teacher, Reading Coach and Resource Teachers if needed to review class data and discuss in detail struggling students, particularly those in the MTSS

process.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) Schools in DA participate in an Instructional Review to identify individual school needs and desired support; schools not in this group may request an IR;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Ramonda Clayton	Teacher
Amber Fitzgerald	Parent
David Shull	Business/Community

### b. Duties

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

##### a. Evaluation of last year's school improvement plan

MBES Leadership Team members reviewed last year's SIP during the summer of 2016. Because of student growth during SY2016, the team decided to keep the focus on Reading instruction and interventions.

##### b. Development of this school improvement plan

MBES Leadership Team met with Mr. Hinke and other district personnel to work through the 8-step Planning and Problem Solving Process. This group of educators continued to work together on a regular basis to write the remainder of the plan. This team used data and examined the current curriculums and standards to determine the needs to be addressed.

##### c. Preparation of the school's annual budget and plan

The Principal and Assistant Principal prepare the school's annual budget and share that at a SAC meeting. The Principal, Assistant Principal, Reading Coach, ESOL Coach, along with a group of teachers prepared the SIP.

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

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

Yes

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

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Stout, James	Principal
Clayton, Ramonda	Instructional Coach
Pugh, Cindy	Teacher, K-12
Wilde, Nancy	Instructional Coach
Perry, Beverly	Assistant Principal
Fitzgerald, Amber	Teacher, K-12

#### b. Duties

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

Instruction is planned around Florida Standards and individual needs. Literacy is an integral part of all curricular areas. Balanced literacy is practiced through the cycle of effective instruction within collaborative learning environments. Instruction is data driven and technology/multi-media formats are integrated to support literacy learning. Grade level teams, SBT, and support personnel provide assistance and help one another brainstorm ideas to meet the unique needs of all students. Teachers and paraprofessionals provide remediation and interventions. The CRT provides a variety of resources and utilizes the targeted feedback cycle to support teachers. Translators bridge the communication gap between parents and staff, as well as provide strategies and materials for parents, so they can work on literacy learning with their child. A "Got Caught Reading" program is implemented school wide. Literacy week is celebrated annually.

### D. 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).

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

Instruction is planned around Florida Standards. Grade level PLCs are held weekly to review data, conduct book studies, provide support and help one another brainstorm ideas to meet the learning modalities of each student. Teachers and Para-professionals provide remediation and interventions with the teacher graphing the students progress. The SBT provides feedback and support to teachers for

interventions and student needs. Reading Coach provides a variety of curriculum and strategies for remediation.

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

The recruitment of highly qualified teachers will begin with establishing a climate at the school in which highly qualified teachers want to teach. A professional attitude is displayed by everyone at the school with respect and high expectations of all students. The instructional decisions and programs will reflect a commitment of excellence. Beyond the school climate, all postings of teaching vacancies will reflect the requirement of highly qualified applicants and no one will be hired who does not meet this criteria. The Principal attended a teacher recruitment fair in March of 2016 at Grand Valley State University in Allendale, MI. MBES also hosts interns from St. Leo University and St. Johns River State College as a way to recruit highly qualified teachers.

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

New teachers are mentored by their peers, who have a strong understanding of academic standards, curriculum and instructional practices along with excellent classroom management. The peer teacher visits the new teacher's room and meets with them regularly to coach, encourage and answer questions.

# **E. Ambitious Instruction and Learning**

## **1. Instructional Programs and Strategies**

### **a. Instructional Programs**

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

Professional Development is provided to unpack the standards to assist teachers in understanding the standards. We have implemented a new lesson plan framework in Math for this school year. It helps teachers plan activities to teach each level of a scale for each standard. Teachers were provided a paper copy of the Florida Standards along with the Test Item Specs. PLCs and Team Meetings are centered around instruction that is based on the standard or skill for that lesson. Teachers collaborate with team members, coaches and administration to create scales that are a progression of learning based on the standard. Students are expected to be able to evaluate their understanding of the standard after it is taught and to rate themselves on their understanding based on the rigorous scale that was created.

### **b. Instructional Strategies**

#### ***1. 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***

Instruction is planned around Florida Standards. Balanced literacy is the focus through center-based instruction using the Daily 5 with CAFE, FCRR centers or teacher created centers determined by student needs. Instruction will be data driven using formative assessments to determine areas that need to be remediated, taught whole class or provide enrichment. Grade level PLCs are held weekly to review data, conduct book studies, provide support and help one another brainstorm ideas to meet the learning modalities of each student. Teachers and Para-professionals provide remediation and interventions with the teacher graphing the students progress. The SBT provides feedback and

support to teachers for interventions and student needs. Reading Coach provides a variety of curriculum and strategies for remediation.

**2. 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:** Summer Program

**Minutes added to school year:** 1,350

Summer Reading Camp is provided for those 3rd grade students that scored in the Bottom Quintile on the FSA.

**Strategy Rationale**

This intensive reading instruction will give students another opportunity to show mastery of reading standards through blue folder assessments or passing the SAT10 assessment.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Stout, James, [jstout@my.putnamschools.org](mailto:jstout@my.putnamschools.org)

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

The number of students successfully passing all of their blue folder assessments or passing the SAT10 assessment is recorded to determine if the program was successful. The number of students from each teacher that pass the summer reading camp is also documented for teacher effectiveness for future participation in the summer reading camp.



**Strategy:** Summer Program

**Minutes added to school year:** 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

### **Strategy Rationale**

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Stout, James, jstout@my.putnamschools.org

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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

## **2. Student Transition and Readiness**

### **a. 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).

#### **1. 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.

### **b. College and Career Readiness**

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

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

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



**4. 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**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

MBES chose to focus on instruction in ELA and Math to increase student achievement across Mathematics and Reading. With the new standards and curriculum these continue to be areas of needed growth for our school.

### C. Strategic Goals

## 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.** Administrative team will implement and support intervention structures so that teachers will be able to move students toward grade-level proficiency in Reading.

## Strategic Goals Detail

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

**G1. Administrative team will implement and support intervention structures so that teachers will be able to move students toward grade-level proficiency in Reading. 1a**

G084658

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains District Assessment	65.0

**Targeted Barriers to Achieving the Goal 3**

- Lack of knowledge of standards and assessments.
- New teachers to our school have a lack of knowledge of how to teach reading and reading resources for instruction and differentiation.
- The number of students below grade level in Phonics increases as students progress through each grade. 2015-2016 K - 57%, 1st - 54%, 2nd - 73%, 3rd - 78%, 4th - 81%
- Based on iReady end of year diagnostic for 2015-2016, 77% of ELL students are not on grade level in reading.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Language for Learning/Language for Thinking
- iReady
- Daily 5/Balanced Literacy
- Reading Coach
- ELL Coach
- Instructional Assistants pulling small groups for interventions
- Early Childhood class at local high school working with primary students
- iPads/iPod touches/Chromebooks
- LLI Intervention program
- "Phonics Dance" Intervention program
- One-to-One chromebooks in Grades 3-5
- ELL pullout reading classes based on WIDA and iReady data.

**Plan to Monitor Progress Toward G1. 8**

Analysis of FSA English Language Arts, iReady data, and LLI progress monitoring and post test.

**Person Responsible**

James Stout

**Schedule**

Monthly, from 9/19/2016 to 6/30/2017

**Evidence of Completion**

Meeting notes from analysis discussion

## 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.** Administrative team will implement and support intervention structures so that teachers will be able to move students toward grade-level proficiency in Reading. **1**

 G084658

**G1.B1** Lack of knowledge of standards and assessments. **2**

 B225039

**G1.B1.S1** Unpacking Standards on Grade Level Teams to create rubrics/scales. **4**

 S237418

#### Strategy Rationale

Teachers need extra help with developing scales using the standards.

#### Action Step 1 **5**

The teachers will unpack the standards in grade level teams to create rubrics/scales.

#### Person Responsible

James Stout

#### Schedule

Monthly, from 8/2/2016 to 5/26/2017

#### Evidence of Completion

A scale incorporating standards in all ELA classes.

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

We will conduct observations of teachers and look for the use of rubrics/scales.

**Person Responsible**

James Stout

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

iObservation

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

Check in with the coaches for coaching progress

**Person Responsible**

James Stout

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Daily chats with coaches and coach logs

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

Walkthroughs

**Person Responsible**

James Stout

**Schedule**

Daily, from 8/29/2016 to 5/26/2017

**Evidence of Completion**

Rubric and scale is posted and used during instruction

**G1.B2** New teachers to our school have a lack of knowledge of how to teach reading and reading resources for instruction and differentiation. 2

 B225040

**G1.B2.S1** Provide professional learning and coaching support to our newest teachers. 4

 S237419

### **Strategy Rationale**

Our newest teachers need additional support for teaching reading beyond what they get with their grade levels.

### **Action Step 1** 5

Provide professional development on understanding Marzano framework and how it applies to the classroom.

#### **Person Responsible**

James Stout

#### **Schedule**

Biweekly, from 9/19/2016 to 5/26/2017

#### **Evidence of Completion**

Meeting agendas and notes, lesson plans

### **Action Step 2** 5

Provide mentors for new teachers

#### **Person Responsible**

James Stout

#### **Schedule**

Weekly, from 8/2/2016 to 5/26/2017

#### **Evidence of Completion**

Mentor session notes

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Communication with school leaders

**Person Responsible**

James Stout

**Schedule**

Weekly, from 9/19/2016 to 5/26/2017

***Evidence of Completion***

Mentor log, PCSD paperwork and discussions with administrators

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Observation data

**Person Responsible**

James Stout

**Schedule**


Daily, from 8/22/2016 to 5/26/2017

***Evidence of Completion***

iObservation data



**G1.B3** The number of students below grade level in Phonics increases as students progress through each grade. 2015-2016 K - 57%, 1st - 54%, 2nd - 73%, 3rd - 78%, 4th - 81% **2**

 B225041

**G1.B3.S1** A school wide focus on Phonics intervention will be implemented daily. This intervention is called "Phonics Dance". **4**

 S237420

### Strategy Rationale

If students are not able to correctly use phonics, then students cannot read and comprehend grade level text. This is evident in the 2015-2016 end of year iReady diagnostic for reading. Percent of students on grade level: K - 50%, 1st - 41%, 2nd - 31%, 3rd - 29%, 4th - 81%.

### Action Step 1 **5**

Phonics Dance implementation for daily phonics instruction.

#### Person Responsible

Nancy Wilde

#### Schedule

Daily, from 8/29/2016 to 5/26/2017

#### Evidence of Completion

EOY iReady data will show that the number of students below grade level in phonics has decreased in every grade level. Journey's diagnostic for phonics will also show the number of students on grade level for phonics has increased throughout the school year.

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Daily visits to classrooms to observe Phonics Dance in action.

#### Person Responsible

James Stout

#### Schedule

Daily, from 8/29/2016 to 5/26/2017

#### Evidence of Completion

Observation notes will show that teachers are implementing phonics dance.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Activities in phonics dance that show students how to apply phonics rules will be completed during the phonics dance time.

**Person Responsible**

Nancy Wilde

**Schedule**

Daily, from 8/29/2016 to 5/26/2017

***Evidence of Completion***

Coaches notes on phonics dance activity implementation.

**G1.B4** Based on iReady end of year diagnostic for 2015-2016, 77% of ELL students are not on grade level in reading. **2**

 B225042

**G1.B4.S1** Implement ELL pullout reading classes with highly qualified teachers. These classes will involve on grade level instruction coupled with a Fountas and Pinell LLI reading intervention program. Students are identified using data from WIDA, iReady and FSA. **4**

 S237421

### **Strategy Rationale**

If the number of ELL students reading on grade level increases, then this will increase the number of proficient students overall on FSA and iReady.

### **Action Step 1** **5**

We will identify ELL students that need the most assistance in reading for 1st, 2nd and 3rd grade.

#### **Person Responsible**

Ramonda Clayton

#### **Schedule**

On 8/10/2016

#### **Evidence of Completion**

Scores from the 2016 WIDA will be used to identify these students. Schedules will show that the students are scheduled with the assigned ELL pullout teachers.

### **Action Step 2** **5**

ELL students will receive immediate intensive intervention daily through SRA Corrective Reading (3-5) and Language for Learning (K-2) based on their individual levels of performance.

#### **Person Responsible**

Nancy Wilde

#### **Schedule**

Daily, from 9/1/2016 to 5/31/2017

#### **Evidence of Completion**

Student progress will be monitored by their progression through the remedial levels of SRA Corrective Reading (3-5) and Language for Learning (K-2).

**Action Step 3** 5

All ELL students who are not in the pull-out Reading classes will receive high impact ELL strategies in their homeroom classes.

**Person Responsible**

Ramonda Clayton

**Schedule**

Daily, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

ELL student scores on iReady- Standards Mastery & Diagnostics will improve throughout the school year.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Observations in the ELL pullout classrooms to observe reading instruction and LLI implementation.

**Person Responsible**

James Stout

**Schedule**

Weekly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

iObservation notes will show effective reading instruction with coaching feedback. Students receiving LLI instruction will progress through the levels of the program.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

ELL coach will monitor data from LLI progress, biweekly assessments and standards mastery on iReady.

**Person Responsible**

Ramonda Clayton

**Schedule**

Biweekly, from 9/23/2016 to 5/26/2017

***Evidence of Completion***

Reports from iReady will show that the chosen ELL students are making progress toward grade level performance. LLI data will show that students are progressing through the levels of the intervention program, which is also moving them toward grade level performance in reading.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.MA1 M313110	We will conduct observations of teachers and look for the use of rubrics/scales.	Stout, James	8/24/2015	iObservation	6/3/2016 monthly
G1.B1.S1.MA3 M313111	Check in with the coaches for coaching progress	Stout, James	8/24/2015	Daily chats with coaches and coach logs	6/3/2016 daily
G1.B4.S1.A1 A306886	We will identify ELL students that need the most assistance in reading for 1st, 2nd and 3rd grade.	Clayton, Ramonda	8/10/2016	Scores from the 2016 WIDA will be used to identify these students. Schedules will show that the students are scheduled with the assigned ELL pullout teachers.	8/10/2016 one-time
G1.B1.S1.MA1 M313109	Walkthroughs	Stout, James	8/29/2016	Rubric and scale is posted and used during instruction	5/26/2017 daily
G1.B1.S1.A1 A306882	The teachers will unpack the standards in grade level teams to create rubrics/scales.	Stout, James	8/2/2016	A scale incorporating standards in all ELA classes.	5/26/2017 monthly
G1.B2.S1.MA1 M313112	Observation data	Stout, James	8/22/2016	iObservation data	5/26/2017 daily
G1.B2.S1.MA1 M313113	Communication with school leaders	Stout, James	9/19/2016	Mentor log, PCSD paperwork and discussions with administrators	5/26/2017 weekly
G1.B2.S1.A1 A306883	Provide professional development on understanding Marzano framework and how it applies to the...	Stout, James	9/19/2016	Meeting agendas and notes, lesson plans	5/26/2017 biweekly
G1.B2.S1.A2 A306884	Provide mentors for new teachers	Stout, James	8/2/2016	Mentor session notes	5/26/2017 weekly
G1.B3.S1.MA1 M313114	Activities in phonics dance that show students how to apply phonics rules will be completed during...	Wilde, Nancy	8/29/2016	Coaches notes on phonics dance activity implementation.	5/26/2017 daily
G1.B3.S1.MA1 M313115	Daily visits to classrooms to observe Phonics Dance in action.	Stout, James	8/29/2016	Observation notes will show that teachers are implementing phonics dance.	5/26/2017 daily
G1.B3.S1.A1 A306885	Phonics Dance implementation for daily phonics instruction.	Wilde, Nancy	8/29/2016	EOY iReady data will show that the number of students below grade level in phonics has decreased in every grade level. Journey's diagnostic for phonics will also show the number of students on grade level for phonics has increased throughout the school year.	5/26/2017 daily
G1.B4.S1.MA1 M313116	ELL coach will monitor data from LLI progress, biweekly assessments and standards mastery on iReady.	Clayton, Ramonda	9/23/2016	Reports from iReady will show that the chosen ELL students are making progress toward grade level performance. LLI data will show that students are progressing through the levels of the intervention program, which is also moving them toward grade level performance in reading.	5/26/2017 biweekly
G1.B4.S1.MA1 M313117	Observations in the ELL pullout classrooms to observe reading instruction and LLI implementation.	Stout, James	9/6/2016	iObservation notes will show effective reading instruction with coaching feedback. Students receiving LLI instruction will progress through the levels of the program.	5/26/2017 weekly
G1.B4.S1.A2 A306887	ELL students will receive immediate intensive intervention daily through SRA Corrective Reading...	Wilde, Nancy	9/1/2016	Student progress will be monitored by their progression through the remedial levels of SRA Corrective Reading (3-5) and Language for Learning (K-2).	5/31/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A3 A306888	All ELL students who are not in the pull-out Reading classes will receive high impact ELL...	Clayton, Ramonda	8/10/2016	ELL student scores on iReady-Standards Mastery & Diagnostics will improve throughout the school year.	5/31/2017 daily
G1.MA1 M313118	Analysis of FSA English Language Arts, iReady data, and LLI progress monitoring and post test.	Stout, James	9/19/2016	Meeting notes from analysis discussion	6/30/2017 monthly



## V. Professional Development Opportunities

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

**G1.** Administrative team will implement and support intervention structures so that teachers will be able to move students toward grade-level proficiency in Reading.

**G1.B1** Lack of knowledge of standards and assessments.

**G1.B1.S1** Unpacking Standards on Grade Level Teams to create rubrics/scales.

### **PD Opportunity 1**

The teachers will unpack the standards in grade level teams to create rubrics/scales.

#### **Facilitator**

Mrs. Wilde/Mrs. Clayton

#### **Participants**

Grade level Teams

#### **Schedule**

Monthly, from 8/2/2016 to 5/26/2017

**G1.B2** New teachers to our school have a lack of knowledge of how to teach reading and reading resources for instruction and differentiation.

**G1.B2.S1** Provide professional learning and coaching support to our newest teachers.

### **PD Opportunity 1**

Provide professional development on understanding Marzano framework and how it applies to the classroom.

#### **Facilitator**

James Stout

#### **Participants**

New teachers to Middleton Burney

#### **Schedule**

Biweekly, from 9/19/2016 to 5/26/2017

**G1.B4** Based on iReady end of year diagnostic for 2015-2016, 77% of ELL students are not on grade level in reading.

**G1.B4.S1** Implement ELL pullout reading classes with highly qualified teachers. These classes will involve on grade level instruction coupled with a Fountas and Pinell LLI reading intervention program. Students are identified using data from WIDA, iReady and FSA.

### **PD Opportunity 1**

ELL students will receive immediate intensive intervention daily through SRA Corrective Reading (3-5) and Language for Learning (K-2) based on their individual levels of performance.

#### **Facilitator**

Nancy Wilde, Cynthia Pugh, Kim Smith

#### **Participants**

All teachers and instructional assistants who are leading iii groups.

#### **Schedule**

Daily, from 9/1/2016 to 5/31/2017

### **PD Opportunity 2**

All ELL students who are not in the pull-out Reading classes will receive high impact ELL strategies in their homeroom classes.

#### **Facilitator**

Ramonda Clayton

#### **Participants**

All homeroom teachers

#### **Schedule**

Daily, from 8/10/2016 to 5/31/2017

## VI. Technical Assistance Items

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