

Putnam County School District

Middleton Burney Elementary School



2017-18 School Improvement Plan

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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2016-17	2015-16	2014-15
Grade	D	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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Middleton Burney Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. 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.

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. We will also implement CAMP Osprey, College Awareness Mentoring Program from the University of North Florida, for aspiring college attendees from MBES.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	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

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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. Our music programs engage families who come to see their children perform and stay for information and help presented by our school support personnel.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Theobold, Joe	Principal
Clayton, Ramonda	Instructional Coach
Brady, Yolanda	Other
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, Reading Coach, and Math Coach collaborate and facilitate teachers 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 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, Math 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
Sandra Dean	Teacher
Tami Phoulom	Teacher
Barbara Shull	Business/Community
Duwanna Jordan	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

MBES Leadership Team members reviewed last year's SIP during the summer of 2017. Because of student growth during SY2017, the team decided to move toward a focus on differentiation during instruction and teacher competence for SY2017-18.

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, Math 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
Theobold, Joe	Principal
Clayton, Ramonda	Instructional Coach
Pugh, Cindy	Teacher, K-12
Wilde, Nancy	Instructional Coach
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. Reading intervention is carried out daily through LLI and ACT. Literacy week is celebrated annually.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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 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 and Math Coach provide a variety of curriculum and strategies for remediation. Several grade leaders attended the 2017 PLC Summer Institute to better implement Professional Learning Community meetings and general culture at MBES. Monthly meetings with this team, called the Guiding Coalition, occur to review best practices in PLC and to reflect upon the implementation of this process, ensuring empowered and knowledgeable teachers making strong data-based decisions when planning for the instruction of Florida Standards.

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. 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

Theobold, Joe, j2theobold@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

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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.** Middleton-Burney will improve the quality of classroom instruction, increase student achievement, and maximize our return on investment if we leverage all available resources to strategically support the needs of students and teachers.

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. Middleton-Burney will improve the quality of classroom instruction, increase student achievement, and maximize our return on investment if we leverage all available resources to strategically support the needs of students and teachers. 1a

G098001

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	45.0
ELA/Reading Gains	47.0
Math Gains	42.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of standards and assessments.
- Teachers have a lack of knowledge of how to teach reading and math, using reading resources for instruction and differentiation, and using math resources to build the conceptual understanding required for the students to further their mastery of the mathematical skills.
- There is limited funding to provide wrap around services for students, families, and employees.
- There is limited funding to purchase supplemental resources and personnel for academic intervention and acceleration.
- There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards.
- Many students come to school without the necessary background knowledge and experiences to fully access the curriculum.
- There are challenges retaining effective and highly effective teachers to work in turn around schools.

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
- iPads/iPod touches/Chromebooks
- LLI Intervention program
- "Phonics Dance" Intervention program
- One-to-One chromebooks in some classrooms
- ACT Close Reading Intervention
- Math Coach

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Joe Theobald

Schedule

Quarterly, from 9/11/2017 to 6/20/2018

Evidence of Completion

Hard data from the tests which will show marked improvement meeting the goal of 44%

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. Middleton-Burney will improve the quality of classroom instruction, increase student achievement, and maximize our return on investment if we leverage all available resources to strategically support the needs of students and teachers. 1

G098001

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

B263521

G1.B1.S1 We will use Dufour model PLC to improve collaborative work: developing lesson plans based on standards, creating assessments based on item specs, and creating remediation plans based on data gained from these lessons and plans. 4

S279077

Strategy Rationale

With a collaborative approach we will be able to increase content knowledge in teachers, present more effective lessons, assess them in relevant ways, and immediately respond to misunderstandings in our students.

Action Step 1 5

Teachers will participate in two weekly collaboration meetings where they will unpack standards, create valid assessments, and share data from those assessments to respond to student learning needs and differentiation requirements in the classroom.

Person Responsible

Nancy Wilde

Schedule

Weekly, from 8/15/2017 to 5/22/2018

Evidence of Completion

A scale incorporating standards in all classes, lesson plans developed, assessments developed, and data shared at several points in the process.

Action Step 2 5

Teachers will participate in monthly 1/2 day institute days to reflect on the PLC process, determine areas of opportunity and need, receive PD on areas identified as barriers, problem solve collaboratively, plan for intervention/remediation/enrichment, and create formative and summative assessments.

Person Responsible

Joe Theobald

Schedule

Monthly, from 9/12/2017 to 5/17/2018

Evidence of Completion

Notes from the meetings.

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 which are to be used for differentiation, formative data collection, and appropriate response to the formative data.

Person Responsible

Joe Theobald

Schedule

Monthly, from 8/15/2017 to 5/15/2018

Evidence of Completion

iObservation

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

Participate in the PLC process with teachers to ensure fidelity to the process, product creation, and implementation in the classrooms.

Person Responsible

Joe Theobald

Schedule

Monthly, from 8/15/2017 to 5/22/2018

Evidence of Completion

PLC Notes

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

Walkthroughs focusing on the content for rigor, alignment to the standards, and providing feedback to improve practice in class. Reviewing learning goals and scales to ensure students are using them to determine their own performance of the task and grasp of the skill.

Person Responsible

Joe Theobald

Schedule

Monthly, from 8/15/2017 to 5/22/2018

Evidence of Completion

Rubric and scale is posted and used during instruction to differentiate based on student performance.

G1.B1.S2 Apply for approval to offer stipends for teachers to work non-contracted days over the 2017 winter break and at the end of summer break prior to the 2018-19 school year to receive and plan for the implementation of professional development. 4

 S279078

Strategy Rationale

By using time when students are on vacation to work on improving professional practices we will further the efficiency of the time we have.

Action Step 1 5

Provide increased time beyond the contract day for teachers at MBES to participate in professional development on standards, assessments, and instructional practice.

Person Responsible

Joe Theobald

Schedule

Every 2 Months, from 10/1/2017 to 8/31/2018

Evidence of Completion

Schedule of dates, board approval to pay stipends

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

We will have sign in sheets for the days that are not covered in the contracted time.

Person Responsible

Joe Theobold

Schedule

On 8/31/2018

Evidence of Completion

Sign in sheets filled out by the participants.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review the planning and outcomes of the additional days for training and professional learning.

Person Responsible

Joe Theobold

Schedule

Quarterly, from 11/1/2017 to 8/31/2018

Evidence of Completion

Planning documents, walkthrough notes regarding implementation

G1.B3 There is limited funding to provide wrap around services for students, families, and employees. 2

B263523

G1.B3.S1 Purchase Social Emotional Learning curriculum and train teachers in its use. 4

S279079

Strategy Rationale

By improving the SEL opportunities for our students we will see higher attendance rates, more engagement in class learning, and improved student behaviors.

Action Step 1 5

Purchase and implement the social-emotional learning data platform from Panorama Education to use as a resource for Tier 1 instruction.

Person Responsible

Yolanda Brady

Schedule

On 11/1/2017

Evidence of Completion

Purchase order and license agreement

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

Observations will be conducted for fidelity to the program

Person Responsible

Yolanda Brady

Schedule

Monthly, from 11/6/2017 to 5/28/2018

Evidence of Completion

By recording in iObservation the lessons observed, Mrs. Brady will be able to record the implementation

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

End of year behavior and attendance data

Person Responsible

Yolanda Brady

Schedule

On 6/1/2018

Evidence of Completion

We will use data from Skyward to compare our implementation of the program and its effects on student behavior and engagement in school.

G1.B4 There is limited funding to purchase supplemental resources and personnel for academic intervention and acceleration. 2

 B263524

G1.B4.S1 We will hire additional non-instructional staff who will deliver intervention in reading. 4

 S279080

Strategy Rationale

While finding and hiring certified teachers has been a struggle, we will have the opportunity to hire many motivated and qualified non-instructional personnel who can be trained in intervention programs to deliver instruction to students in a setting allowing for small group instruction for the classroom teacher.

Action Step 1 5

Post and hire three additional paraprofessional positions to support small group interventions.

Person Responsible

Joe Theobald

Schedule

On 8/31/2018

Evidence of Completion

Changes in allocation sheet from the board. Personnel by Position sheets

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

We will hire qualified people, train them in the intervention program, and review the quality of their implementation of the program for effectiveness.

Person Responsible

Nancy Wilde

Schedule

Monthly, from 10/26/2017 to 5/31/2018

Evidence of Completion

Personnel by position sheets, professional development sign in sheets.

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

Effectiveness of the strategy will be monitored through assessment data from the intervention program.

Person Responsible

Nancy Wilde

Schedule

Quarterly, from 12/22/2017 to 6/1/2018

Evidence of Completion

A comparison of the data from the initial placement assessments compared to the summative data from the program assessments will be used to determine the effect this has on the students.

G1.B4.S2 We will purchase supplemental math manipulatives and science kits to create concrete models and science labs for students to support their conceptual understanding of grade level standards.

4

S279081

Strategy Rationale

By using concrete examples of the concepts students will more fully understand the material presented in class, overcoming the language gap of ELL students and those living in poverty.

Action Step 1 5

Purchase supplemental math manipulatives and science kits to create concrete models and science labs for students to support their conceptual understanding of grade level standards.

Person Responsible

Joe Theobald

Schedule

On 10/27/2017

Evidence of Completion

P/O for the purchased materials.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Review of the purchased materials

Person Responsible

Yolanda Brady

Schedule

On 11/16/2017

Evidence of Completion

Using the packing slip, Mrs. Brady will ensure all materials are delivered.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

During observations, the materials will be used by math and science teachers.

Person Responsible

Joe Theobald

Schedule

Monthly, from 11/17/2017 to 5/25/2018

Evidence of Completion

Photos of the science labs will be taken and recorded.

G1.B5 There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards. 2

 B263525

G1.B5.S1 Provide on-site support from Solution Tree to implement PLC at Work. 4

 S279082

Strategy Rationale

A group of teachers and leaders from MBES attended the PLC at Work Summer Institute in 2017 and are working to implement their learning school-wide. The on-site consultant support will provide guidance for the team.

Action Step 1 5

Partner with Solution Tree for contracted professional services to provide teachers and leaders at MBES with on-site support for PLC at Work implementation.

Person Responsible

Joe Theobald

Schedule

Every 6 Weeks, from 11/1/2017 to 8/31/2018

Evidence of Completion

Professional contract with Solution Tree

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

We will create action steps to continue our implementation of the PLC process after the on-site support days.

Person Responsible

Joe Theobald

Schedule

Every 6 Weeks, from 11/1/2017 to 8/31/2018

Evidence of Completion

Agendas, PLC Notes

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Action plan implementation will be measured by monthly meetings of the school lead team which will review the targets laid out in the action plan and our progress on accomplishing them.

Person Responsible

Joe Theobald

Schedule

Monthly, from 11/1/2017 to 8/31/2018

Evidence of Completion

Evidence will be gathered from observations, notes generated, and reflective practice of teachers.

G1.B6 Many students come to school without the necessary background knowledge and experiences to fully access the curriculum. 2

 B263526

G1.B6.S1 Provide opportunities for our students to explore art and music and enrich their school experiences in the fine arts. 4

 S279083

Strategy Rationale

Music and art education engages students and allows for cognitive challenges not provided in the standard required curriculum.

Action Step 1 5

Provide opportunities for students to explore art and music and enrich their experiences in the fine arts by purchasing art and music supplies/materials/instruments.

Person Responsible

Yolanda Brady

Schedule

On 8/31/2018

Evidence of Completion

Purchase orders for art and music supplies/materials/instruments

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Purchased items will be used in art and music education.

Person Responsible

Joe Theobald

Schedule

Monthly, from 11/1/2017 to 5/31/2018

Evidence of Completion

Marzano observations

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Students will perform and display the art and report their learning in writing.

Person Responsible

Joe Theobald

Schedule

On 3/30/2018

Evidence of Completion

Evidence will be in the form of performance and writing.

G1.B7 There are challenges retaining effective and highly effective teachers to work in turn around schools.

2

 B263527

G1.B7.S1 Provide bonuses for instructional and non-instructional personnel for remaining at the school, achieving effective or highly effective ratings, and committing to the process of collaboration and professional development required in this plan. The first bonus will be paid this school year in November 2017 and another in August 2018. 4

 S279084

Strategy Rationale

If we can keep highly-motivated teachers at the school and working to improve their practices year-to-year, the cumulative improvement in instructional practices will mitigate the prevalence of poverty-related performance issues.

Action Step 1 5

Negotiate a memorandum of understanding with the PFT-U for Middleton-Burney Elementary to provide contractual language outlining bonuses within the grant period.

Person Responsible

Joe Theobald

Schedule

Semiannually, from 11/1/2017 to 8/31/2018

Evidence of Completion

A retention report would include evidence that employees were retained at the school from this year and next.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Fidelity will come from reviewing the personnel by position sheet from the start of the year to the end and again at the start of the following year.

Person Responsible

Joe Theobald

Schedule

Annually, from 10/1/2017 to 8/31/2018

Evidence of Completion

Personnel by position

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Teacher observation scores will reflect an improvement in effective use of strategies.

Person Responsible

Joe Theobald

Schedule

Monthly, from 10/31/2017 to 9/30/2018

Evidence of Completion

Using iObservation, we will see a growth in effective strategy use by teachers, proving that their competency is improving and retention of these teachers will be a key strategy.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B4.S2.A1 A376023	Purchase supplemental math manipulatives and science kits to create concrete models and science...	Theobold, Joe	10/26/2017	P/O for the purchased materials.	10/27/2017 one-time
G1.B3.S1.A1 A376021	Purchase and implement the social-emotional learning data platform from Panorama Education to use...	Brady, Yolanda	11/1/2017	Purchase order and license agreement	11/1/2017 one-time
G1.B4.S2.MA1 M406583	Review of the purchased materials	Brady, Yolanda	11/15/2017	Using the packing slip, Mrs. Brady will ensure all materials are delivered.	11/16/2017 one-time
G1.B6.S1.MA1 M406586	Students will perform and display the art and report their learning in writing.	Theobold, Joe	3/30/2018	Evidence will be in the form of performance and writing.	3/30/2018 one-time
G1.B1.S1.MA1 M406574	We will conduct observations of teachers and look for the use of rubrics/scales which are to be...	Theobold, Joe	8/15/2017	iObservation	5/15/2018 monthly
G1.B1.S1.A2 A376019	Teachers will participate in monthly 1/2 day institute days to reflect on the PLC process,...	Theobold, Joe	9/12/2017	Notes from the meetings.	5/17/2018 monthly
G1.B1.S1.MA1 M406573	Walkthroughs focusing on the content for rigor, alignment to the standards, and providing feedback...	Theobold, Joe	8/15/2017	Rubric and scale is posted and used during instruction to differentiate based on student performance.	5/22/2018 monthly
G1.B1.S1.MA3 M406575	Participate in the PLC process with teachers to ensure fidelity to the process, product creation,...	Theobold, Joe	8/15/2017	PLC Notes	5/22/2018 monthly
G1.B1.S1.A1 A376018	Teachers will participate in two weekly collaboration meetings where they will unpack standards,...	Wilde, Nancy	8/15/2017	A scale incorporating standards in all classes, lesson plans developed, assessments developed, and data shared at several points in the process.	5/22/2018 weekly
G1.B4.S2.MA1 M406582	During observations, the materials will be used by math and science teachers.	Theobold, Joe	11/17/2017	Photos of the science labs will be taken and recorded.	5/25/2018 monthly
G1.B3.S1.MA1 M406579	Observations will be conducted for fidelity to the program	Brady, Yolanda	11/6/2017	By recording in iObservation the lessons observed, Mrs. Brady will be able to record the implementation	5/28/2018 monthly
G1.B4.S1.MA1 M406581	We will hire qualified people, train them in the intervention program, and review the quality of...	Wilde, Nancy	10/26/2017	Personnel by position sheets, professional development sign in sheets.	5/31/2018 monthly
G1.B6.S1.MA1 M406587	Purchased items will be used in art and music education.	Theobold, Joe	11/1/2017	Marzano observations	5/31/2018 monthly
G1.B3.S1.MA1 M406578	End of year behavior and attendance data	Brady, Yolanda	6/1/2018	We will use data from Skyward to compare our implementation of the program and its effects on student behavior and engagement in school.	6/1/2018 one-time
G1.B4.S1.MA1 M406580	Effectiveness of the strategy will be monitored through assessment data from the intervention...	Wilde, Nancy	12/22/2017	A comparison of the data from the initial placement assessments compared to the summative data from the program assessments will be used to determine the effect this has on the students.	6/1/2018 quarterly
G1.MA1 M406590	Analysis of FSA English Language Arts, iReady data, and LLI progress monitoring and post test.	Theobold, Joe	9/11/2017	Hard data from the tests which will show marked improvement meeting the goal of 44%	6/20/2018 quarterly
G1.B4.S1.A1 A376022	Post and hire three additional paraprofessional positions to support small group interventions.	Theobold, Joe	10/16/2017	Changes in allocation sheet from the board. Personnel by Position sheets	8/31/2018 one-time

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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.B5.S1.MA1 M406584	Action plan implementation will be measured by monthly meetings of the school lead team which will...	Theobold, Joe	11/1/2017	Evidence will be gathered from observations, notes generated, and reflective practice of teachers.	8/31/2018 monthly
G1.B5.S1.MA1 M406585	We will create action steps to continue our implementation of the PLC process after the on-site...	Theobold, Joe	11/1/2017	Agendas, PLC Notes	8/31/2018 every-6-weeks
G1.B5.S1.A1 A376024	Partner with Solution Tree for contracted professional services to provide teachers and leaders at...	Theobold, Joe	11/1/2017	Professional contract with Solution Tree	8/31/2018 every-6-weeks
G1.B6.S1.A1 A376025	Provide opportunities for students to explore art and music and enrich their experiences in the...	Brady, Yolanda	10/1/2017	Purchase orders for art and music supplies/materials/instruments	8/31/2018 one-time
G1.B7.S1.MA1 M406589	Fidelity will come from reviewing the personnel by position sheet from the start of the year to the...	Theobold, Joe	10/1/2017	Personnel by position	8/31/2018 annually
G1.B7.S1.A1 A376026	Negotiate a memorandum of understanding with the PFT-U for Middleton-Burney Elementary to provide...	Theobold, Joe	11/1/2017	A retention report would include evidence that employees were retained at the school from this year and next.	8/31/2018 semiannually
G1.B1.S2.MA1 M406576	Review the planning and outcomes of the additional days for training and professional learning.	Theobold, Joe	11/1/2017	Planning documents, walkthrough notes regarding implementation	8/31/2018 quarterly
G1.B1.S2.MA1 M406577	We will have sign in sheets for the days that are not covered in the contracted time.	Theobold, Joe	10/1/2017	Sign in sheets filled out by the participants.	8/31/2018 one-time
G1.B1.S2.A1 A376020	Provide increased time beyond the contract day for teachers at MBES to participate in professional...	Theobold, Joe	10/1/2017	Schedule of dates, board approval to pay stipends	8/31/2018 every-2-months
G1.B7.S1.MA1 M406588	Teacher observation scores will reflect an improvement in effective use of strategies.	Theobold, Joe	10/31/2017	Using iObservation, we will see a growth in effective strategy use by teachers, proving that their competency is improving and retention of these teachers will be a key strategy.	9/30/2018 monthly

V. Professional Development Opportunities

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

G1. Middleton-Burney will improve the quality of classroom instruction, increase student achievement, and maximize our return on investment if we leverage all available resources to strategically support the needs of students and teachers.

G1.B1 Lack of knowledge of standards and assessments.

G1.B1.S1 We will use Dufour model PLC to improve collaborative work: developing lesson plans based on standards, creating assessments based on item specs, and creating remediation plans based on data gained from these lessons and plans.

PD Opportunity 1

Teachers will participate in monthly 1/2 day institute days to reflect on the PLC process, determine areas of opportunity and need, receive PD on areas identified as barriers, problem solve collaboratively, plan for intervention/remediation/enrichment, and create formative and summative assessments.

Facilitator

Nancy Wilde

Participants

Grade level teachers

Schedule

Monthly, from 9/12/2017 to 5/17/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in two weekly collaboration meetings where they will unpack standards, create valid assessments, and share data from those assessments to respond to student learning needs and differentiation requirements in the classroom.				\$0.00
2	G1.B1.S1.A2	Teachers will participate in monthly 1/2 day institute days to reflect on the PLC process, determine areas of opportunity and need, receive PD on areas identified as barriers, problem solve collaboratively, plan for intervention/remediation/enrichment, and create formative and summative assessments.				\$22,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0251 - Middleton Burney Elementary	UniSIG		\$22,000.00
			<i>Notes: Substitute teachers to cover classrooms during staff training days. There are 7 teachers in each grade level plus supplemental instructional personnel who will meet for 1/2 days at least 10 times during the grant period.</i>			
3	G1.B1.S2.A1	Provide increased time beyond the contract day for teachers at MBES to participate in professional development on standards, assessments, and instructional practice.				\$19,377.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0251 - Middleton Burney Elementary	UniSIG		\$18,000.00
			<i>Notes: Stipends for up to 60 teachers at MBES to attend professional development beyond the contract day. Teachers will be paid \$100 per day of attendance.</i>			
	6400	220-Social Security	0251 - Middleton Burney Elementary	UniSIG		\$1,377.00
			<i>Notes: Social Security/Medicare for teachers at MBES to attend professional development beyond the contract day. Benefit rate is 7.65%.</i>			
4	G1.B3.S1.A1	Purchase and implement the social-emotional learning data platform from Panorama Education to use as a resource for Tier 1 instruction.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0251 - Middleton Burney Elementary	UniSIG		\$2,500.00
			<i>Notes: Expenditure to purchase a site license for the social-emotional learning data/resource platform from Panorama Education.</i>			
	6400	310-Professional and Technical Services	0251 - Middleton Burney Elementary	UniSIG		\$500.00
			<i>Notes: Expenditure to provide professional development for the social-emotional learning data/resource platform from Panorama Education.</i>			
5	G1.B4.S1.A1	Post and hire three additional paraprofessional positions to support small group interventions.				\$100,330.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0251 - Middleton Burney Elementary	UniSIG	3.0	\$75,000.00
<i>Notes: Salaries to hire three paraprofessionals to implement small group intervention.</i>						
	5100	210-Retirement	0251 - Middleton Burney Elementary	UniSIG		\$5,940.00
<i>Notes: Retirement for three paraprofessionals to implement small group intervention. Retirement rate is 7.92%.</i>						
	5100	220-Social Security	0251 - Middleton Burney Elementary	UniSIG		\$5,738.00
<i>Notes: Social Security/Medicare for three paraprofessionals to implement small group intervention. Benefit rate is 7.65%.</i>						
	5100	230-Group Insurance	0251 - Middleton Burney Elementary	UniSIG		\$13,500.00
<i>Notes: Group insurance for three paraprofessionals to implement small group intervention. District share is \$4500 per employee.</i>						
	5100	232-Life Insurance	0251 - Middleton Burney Elementary	UniSIG		\$152.00
<i>Notes: Life insurance for three paraprofessionals to implement small group intervention. Rate is \$0.203 per thousand, up to \$50,000.</i>						
6	G1.B4.S2.A1	Purchase supplemental math manipulatives and science kits to create concrete models and science labs for students to support their conceptual understanding of grade level standards.				\$10,713.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0251 - Middleton Burney Elementary	UniSIG		\$10,713.00
<i>Notes: Expenditures at Middleton-Burney Elementary for non-consumable supplies and materials including math manipulatives and science kits.</i>						
7	G1.B5.S1.A1	Partner with Solution Tree for contracted professional services to provide teachers and leaders at MBES with on-site support for PLC at Work implementation.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0251 - Middleton Burney Elementary	UniSIG		\$20,000.00
<i>Notes: Expenditures for contracted professional services with Solution Tree to provide MBES with on-site support for PLC at Work implementation.</i>						
8	G1.B6.S1.A1	Provide opportunities for students to explore art and music and enrich their experiences in the fine arts by purchasing art and music supplies/materials/instruments.				\$37,913.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0251 - Middleton Burney Elementary	UniSIG		\$4,000.00
<i>Notes: Expenditures for consumable supplies for art including paint, chalk, drawing paper, drawing pencils, paintbrushes, construction paper, glue, and clay.</i>						

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	5100	590-Other Materials and Supplies	0251 - Middleton Burney Elementary	UniSIG		\$6,000.00
			<i>Notes: Expenditures for other supplies and materials for a music classroom including classroom and ethnic instruments, children's literature for sing alongs, hand-held manipulatives/props for musical movement, and notation markerboards.</i>			
	7200	790-Miscellaneous Expenses	0251 - Middleton Burney Elementary	UniSIG		\$27,913.00
			<i>Notes: Indirect cost rate is 7.28%</i>			
9	G1.B7.S1.A1	Negotiate a memorandum of understanding with the PFT-U for Middleton-Burney Elementary to provide contractual language outlining bonuses within the grant period.				\$170,087.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0251 - Middleton Burney Elementary	UniSIG		\$120,000.00
			<i>Notes: Provide a \$1000 retention bonus paid in November 2017 for up to 60 effective and highly effective teachers who are at the school for the 2017-18 school year and are participating in the professional development and collaborative efforts of the school. Provide another \$1000 bonus paid in August 2018 for effective and highly effective teachers who remain at the school for the 2018-19 school year.</i>			
	5100	150-Aides	0251 - Middleton Burney Elementary	UniSIG		\$30,000.00
			<i>Notes: Provide a \$500 retention bonus paid in November 2017 for up to 30 paraprofessionals who are at the school for the 2017-18 school year and are participating in the professional development and collaborative efforts of the school. Provide another \$500 bonus paid in August 2018 for paraprofessionals who remain at the school for the 2018-19 school year.</i>			
	5100	160-Other Support Personnel	0251 - Middleton Burney Elementary	UniSIG		\$4,000.00
			<i>Notes: Provide a \$500 retention bonus paid in November 2017 for up to 4 other support personnel who are at the school for the 2017-18 school year and are participating in the professional development and collaborative efforts of the school. Provide another \$500 bonus paid in August 2018 for other support personnel who remain at the school for the 2018-19 school year.</i>			
	5100	110-Administrators	0251 - Middleton Burney Elementary	UniSIG		\$4,000.00
			<i>Notes: Provide a \$1000 retention bonus paid in November 2017 for up to 2 school administrators who are at the school for the 2017-18 school year and are participating in the professional development and collaborative efforts of the school. Provide another \$1000 bonus paid in August 2018 for school administrators who remain at the school for the 2018-19 school year.</i>			
	5100	220-Social Security	0251 - Middleton Burney Elementary	UniSIG		\$12,087.00
			<i>Notes: Social Security/Medicare for the November 2017 and August 2018 bonuses for teachers, paraprofessionals, administrators, and other support personnel. Benefit rate is 7.65%.</i>			
					Total:	\$383,420.00