

Brevard Public Schools

Mims Elementary School



2017-18 School Improvement Plan

Mims Elementary School

2582 US HIGHWAY 1, Mims, FL 32754

<http://www.mims.brevard.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-6	Yes	87%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	C

**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 Brevard 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	38

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 Mims Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The Mims Elementary family takes pride in providing opportunities for each member to reach their individual potential through knowledge, skills, and values in a respectful and safe learning environment.

b. Provide the school's vision statement

To serve every student with excellence as the standard.

2. School Environment

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

This year we are embarking on year two of the Leader in Me process. The staff will continue to work with the students to teach, model, and implement the 7 Healthy Habits for Kids. By teaching the students the importance of the 7 Habits, the entire school will have the same voice and vocabulary when it comes to expectations about behaviors. The 7 Habits instill in children the skills needed to handle challenges that they may be faced with both in school and at home. The students will develop lifelong skills to be a leader in their own life. Going into year two we set school-wide goals in academics, culture, and leadership. Our goal for school culture is as follows: 100% of Mims Elementary students will have the opportunity to participate in a leadership role by the end of May.

This year we are also implementing Positive Behavior Intervention & Support (PBIS) which will provide positive feedback for desired behaviors. The goal of implementing PBIS is to reduce the number of discipline referrals. Staff members were trained in PBIS and a PBIS Team was created at our school. The PBIS Team is in charge of overseeing the reward system, and monitoring behavior data monthly. This will be a shift in mindset for our teachers as they build relationships, model appropriate behavior and procedures, and focus on the positive rather than the negative.

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

Through the instruction, and modeling of the 7 Habits, as well as the implementation of Positive Behavior Intervention & Support (PBIS) our staff and students will all follow school-wide expectations. These expectations are presented in a simple acronym that is easy to remember. At Mims Elementary we want our staff and students to always LEAD. L = Love Myself and Others, E = Engaged Everyday, A = Always Responsible, D = Demonstrates Safety. Seeing these expectations modeled by adults and students alike assists with building relationships as well as creating a school-wide feeling of safety.

We will be teaming up with HOPE of North Brevard and some of our feeder chain schools, to start a mentoring program this school year with staff and community members. The goal of this program is to expose our students to more positive relationships with adults. The mentors will meet with their mentees once a week, and will provide a positive role model in their life. They will discuss academics, behavior, and students' interests.

We will also be implementing many school leadership roles for our students. Our goal is to have each

student participate in a leadership role by the end of the school year. These leadership opportunities ensure that they feel respected as students and are important members of the school community. Our leadership goal for Leader in Me is to host a minimum of five student-led leadership events during the school year.

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

The school-wide behavioral system that is put in place for this school year is the implementation of Positive Behavior Intervention Support (PBIS). A PBIS Team has been created and the entire staff has been trained. On-going training will be scheduled on certain professional development early release Wednesdays. At these trainings, current behavior data will be discussed and feedback will be collected from staff on how the implementation is going. The PBIS expectations and Leader in Me have provided teachers a common language and school-wide consistency.

For this school year we are also aligning our PBIS expectations to the new Brevard County Discipline Plan. Our staff was trained on the plan during pre-planning and instructed on the appropriate strategies in dealing with the various levels of discipline offenses.

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

A core belief that Mims Elementary values is that all staff are responsible for all students. This means that even if a student is not in a teacher's class or grade level, he/she is still responsible for that student's behavior and achievement.

As mentioned above this year we will be teaming up with HOPE of North Brevard and some of our feeder chain schools, to start a mentoring program with staff and community members. The goal of this program is to expose our students to more positive relationships with adults. The mentors will meet with their mentees once a week, and will provide a positive role model in their life. They will discuss academics, behavior, and interests that the students might have.

We will also be implementing many school leadership roles for our students. Our goal is to have each student participate in a leadership role by the end of the school year. These leadership opportunities ensure that they feel respected as students and are important members of the school community. It aims to instill a feeling of self-worth in students who otherwise may not feel needed at school or at home.

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

Our attendance is tracked by our office clerk and guidance counselor to identify students below 90% regardless of whether absence is excused or a result of an out-of-school suspension. When students are identified as having 90% or below attendance rate, parent meetings are scheduled and facilitated by school guidance counselor to discuss absences and tardies and develop a plan for improved attendance.

Administration and school secretary will notify guidance counselor of all in and out-of-school suspensions to be cross checked for accuracy. The Individual Problem Solving Team (IPST), made

up of administration, Title I Teachers, guidance counselor and Exceptional Student Support Specialist reviews data points consisting of level 1 scores. If a data point demonstrates the need for a meeting, the guidance counselor, the teacher, an administrator, and usually the parent meet to discuss the issue and problem solve to create a plan for improvement.

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	33	39	23	28	21	30	21	0	0	0	0	0	0	195
One or more suspensions	2	11	4	8	7	13	6	0	0	0	0	0	0	51
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	39	34	30	0	0	0	0	0	0	139

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	2	5	2	18	10	26	13	0	0	0	0	0	0	76

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

Attendance below 90 percent: To improve academics students must be present for instruction. Attendance will be tracked and meetings will be scheduled with parents/guardians as needed. An attendance contract will be drafted and signed, and reward incentives will be provided through Positive Behavior Intervention & Support (PBIS).

One or more suspensions: Our school is heading into our second year of the Leader in Me process. Our Lighthouse Team identified three goals regarding academics, culture and leadership. Teachers signed up for action teams to make sure the three goals are accomplished. We will also continue to implement more student leadership roles in the classrooms and throughout the school. In addition to The Leader in Me we will also be implementing PBIS. We plan to use positive feedback for targeted behaviors to reduce the number of referrals.

Level 1 on statewide assessment: All students will receive an hour of intervention daily. Interventions will be provided by classroom teachers, Title 1 teachers, ESE teachers, and instructional assistants. Data will be collected and used to identify students in need of further support in the Multi-Tiered System of Support (MTSS).

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

See Title 1 parent involvement plan.

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

At Mims Elementary we have two Partners in Education Coordinators. These coordinators seek community members who want to become business partners with our school. We work with these business partners to obtain necessary materials needed for our students and teachers. We have community members who serve on our School Advisory Council (SAC). These members have shown interest in the decision making process at Mims and want to be a part of it.

This year we will be adding a mentoring program on campus. This program will build relationships with new community members and provide our students with additional adult role models. We will also be partnering with the Harry T. Moore Center in Mims to begin a drama club for our 6th grade students. These students will put on a production at some point during the school year.

We host many events each school year and will be extending the invitations to our community stakeholders and business partners. These events include but are not limited to: Our 100th Year Celebration, Literacy Week, Science Fair, and Leadership Day.

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
Haskins, Sheryl	Principal
Copeland, Allyssa	Teacher, K-12
Beck, Tracy	Teacher, K-12
Tabor, Karen	Assistant Principal
Hanson, Heather	Teacher, K-12
Shinske, Kim	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 Leadership Team is composed of administration, our literacy coach, and three Title 1 teachers. The team's focus this year will be strengthening Tier 1 instruction, and the implementation of the extended day intervention hour. Administration will create a master schedule, conduct grade level data meetings, schedule frequent classroom walk-throughs and provide immediate feedback to

teachers on what is observed. Staff development will be scheduled based on the needs of our teachers. The literacy coach will also conduct walk-throughs and provide support for Tier 1 instruction.

The Title 1 team will utilize the LLI program in a Tier 2 and 3 setting during the intervention hours. They will meet weekly to analyze data and evaluate the intervention hours. Decisions will be made regarding student placement and progress based on the data that has been collected up to that point. Meetings will be scheduled with classroom teachers and the Individual Problem Solving Team (IPST) if it is identified that a student needs further movement in the Multi-Tiered System of Support (MTSS) process.

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

The Leadership Team meets at the beginning of the school year to design a plan for our intervention hour. Our number of Title 1 personnel has increased this year to three teachers and two assistants to meet the needs of our population. The Title 1 funds are being used to pay the salaries of the Title 1 teachers, assistants, and half of our literacy coach. Title 1 funds were allocated in previous years to purchase the components of the Leveled Literacy Intervention (LLI) program for grades K-4th. Additional teachers' editions for LLI will be purchased this year if any remaining Title 1 funds are available. The LLI system is documented on the Title 1 Subsidiary Inventory which is reviewed yearly by the Title 1 team.

For the intervention hour the Title 1 team will utilize the LLI program in a Tier 2 and 3 setting to improve student reading proficiency in all grade levels. If it is identified that a student needs further movement in the Multi-Tiered Support System (MTSS), then the MTSS team, as well as the Leadership Team will identify the area of need, and a more targeted intervention will be put in place for that student (eg: If there is a phonics deficiency, then the student will be placed in an intervention group where 95% Group lessons are used to close learning gaps). The Leadership Team will then designate one day per month to meet and evaluate the intervention hour and make decisions regarding student placement and progress based on the data that has been collected up to that point.

An instructional coach, Jennifer Cockrell, from the district has been assigned to our school for the 2017-2018 school year. We will be meeting monthly with our coach to discuss student progress and any barriers that have developed. We will then problem solve and develop an action plan to address the barriers.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Allyssa Copeland	Teacher
Tracy Beck	Teacher
Ira Lightsey	Education Support Employee
Jayne Howell	Education Support Employee
Rebecca Kegley	Parent
Denise Lamb	Parent
Sheryl Haskins	Principal

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

During the first SAC meeting of the year, members are provided copies of the previous year's school improvement plan (SIP). The group discusses the goals that were set for last year and whether the school achieved them. There is also discussion about the areas where improvement is needed. Assessment data is shared and the group brainstorms the current school year's goals, rationale, and action steps to achieving those goals.

b. Development of this school improvement plan

At the first SAC meeting, a rough draft our current school improvement plan (SIP) will be given to members and presented by administration. Our approach for implementation will be explained and members will be given the chance to discuss together and offer edits as needed.

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

We present the budget and plan at a SAC meeting. Our SAC members are guided through the budget and explanations are given for certain sections (strings) and the funds used for various programs, personnel, etc. SAC members are able to ask questions and give input on how they feel the budget should be spent.

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

At the end of the 2016-2017 school year, Mims Elementary was given \$2,561.20 for School Improvement funds. These funds were used to purchase take-home folders for students in grades Kindergarten through 6th grade at a total cost of \$809.

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
Shinske, Kim	Instructional Coach
Tabor, Karen	Assistant Principal
Copeland, Allyssa	Teacher, Adult
Beck, Tracy	Teacher, Adult
Haskins, Sheryl	Principal
Hanson, Heather	Teacher, K-12

b. Duties

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

The Literacy Leadership Team is also our school Leadership Team. Throughout the year we work to promote literacy through various parent involvement events, grade level curriculum nights, hosting a Book Fair twice a year, etc. This year we will also be using the Reading Counts program to promote independent reading at the child's level. The online program myOn will be used as a resource of online books as well as the media center collection. We also participate in Literacy Week every January and create spirit days around literacy (eg: Favorite Book Character Day).

The media center specialist will be sponsoring the the Book Bash team at our school this year. They will read the Sunshine State Readers throughout the school year, and then compete against other schools in the district during the second semester of school.

A representative from our school attends Quality Literature Day every Spring at the District. This year each class will publish a minimum of two books to submit for Quality Literature Day.

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

Based on the Insight Survey given during the 2016-2017 school year, it was determined that teachers did not feel supported by administration. During pre-planning this was addressed during a snowball activity to determine exactly how staff members were feeling, and what being unsupported looks like to them. A list was created and administration held a meeting one day after school where teachers chose the top three from the list. The teachers were then offered the chance to join action teams to address these top three issues.

The area of need where the teachers feel most unsupported is in regards to dealing with discipline. This year our school will be implementing the new Brevard County Discipline Plan and will be focusing on developing relationships with students at level zero. By being proactive, teachers and administrators will work together to establish a plan for early intervention with students.

Teachers will continue to utilize their common planning time amongst their grade level teams, but will also work in vertical planning teams this year as well. A professional development training will be scheduled to facilitate the implementation of vertical planning.

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

Mims Elementary is a Title I school and all teachers must be highly qualified. Mims ensures that references will always be checked prior to offering any position. Only the most qualified applicants are interviewed even if re-advertising is necessary. When possible, multiple stakeholders make up the interview team allowing varied perspectives and input. Mims Elementary strictly adheres to the hiring policies and procedures of Brevard County Public Schools.

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

Mims Elementary follows Brevard County's Induction Program pairing all beginning teachers in years 0 through 2 with a mentor teacher who is certified in CET. Mentors observe new teachers providing feedback in pre- and post-conferences and utilize district created tools to both document supportive strategies used and track mentees progress. Beginning teachers are required to observe a minimum of two highly effective teachers and provide written summaries on the observations. Teachers are also required to attend 6 hours of Professional Development, Brevard's Effective Strategies of Teaching (BEST), classroom management, and/or the New Teacher Academy.

A district Peer Mentor is given the names of 0-2 year teachers and schedules regular observations and feedback opportunities each month to supportive teacher/student success.

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

Collaborative planning is scheduled in which standards-based, district-created pacing documents are used to plan instruction and pacing for all grade levels. These documents establish focus standards for each quarter and relate to Quarterly Literacy Assessments (QLA) and Mathematics Assessments that have been created by the district. Major portions of district professional development days will be dedicated to enhancing teacher understanding of the Florida Standards and how these are best implemented in the classroom to ensure instruction that meets the full intent of the standards. In addition, district staff will provide training either on-site or at the district office in relation to standards-based instruction in core subjects. Full time instructional coaches for literacy, mathematics and science have been included in the staffing plan to support standards-based instruction in these subject areas. Professional development will be available to teachers in large group, small group, or individual settings, as needed, for both traditional learning experiences and modeling/coaching provided by instructional coaches or district staff. Early-release days will allow additional time for focus on prioritizing ELA standards, creating learning scales, and developing common assessments to monitor student progress. Input from district content experts will be used in selecting and implementing aligned materials for ELA and mathematics instruction. School administration and instructional coaches will review lesson plans regularly to ensure that planning is focused around the Florida Standards. In addition, regular walk-throughs by school administrators and district staff will assist in monitoring implementation of the standards-based plans.

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

Progress monitoring data will be gathered from state, district, and school assessments such as FSA, FAIR-FS, Quarterly Literacy Assessments (QLA), District Mathematics Assessments, iReady, and SRI. Review of this data will take place at the beginning of the year for initial placement in differentiated instructional and intervention groups. Following initial review, new data will be used in regularly-scheduled collaborative planning meetings and data meetings (once per month) to progress monitor and regroup students appropriately. iReady data is available weekly. FAIR and SRI data are available three times per year. District assessment data is available quarterly. Data meetings will consist of data review, sharing of successful strategies for teach and reteach, and identifying students in need of further support through the MTSS process. Common classroom assessments will be reviewed during weekly Professional Learning Communities to identify students in need of scaffolded support in intervention groups. Instruction will be modified through sharing of successful strategies for teach and reteach and flexible grouping. LLI will be used as a supplemental instructional program for struggling students (Tier 2 and 3) in grades 1-6 during the intervention block (power hour). All other students will be assigned to differentiated common-needs instruction, based on assessment data, during the intervention block. Data boards will be created for each grade level to monitor success of core and supplemental instruction. Students will participate in goal-setting conferences.

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: Extended School Day

Minutes added to school year: 3,600

Classroom teachers, Title One teachers and Instructional Assistants, and ESE teachers and Instructional Assistants will provide intervention instruction/enrichment instruction to all students during the designated power hour for the grade level.

Strategy Rationale

Intensive reading instruction will be provided to increase learning gains and reduce the number of students who score a level 1 on the FSA ELA portion.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shinske, Kim, shinske.kimberly@brevardschools.org

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

District BELAA assessment, state FAIR assessment, running records and DIBELS NEXT grade level goals will be used to measure a students' progress. The school will be looking for more than a year's growth to advance the student's up to grade level.

Strategy: Extended School Day

Minutes added to school year: 10,800

Power Hour

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Haskins, Sheryl, haskins.sheryl@brevardschools.org

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

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

Our population is very transient so when we have new students enroll throughout the year they are given a "New Student Packet." These packets are differentiated by grade level and contain school-wide documents, as well as documents specific to the grade level the student is entering into. An administrator or member of the Leadership Team meets with the family to learn a little about them, and to present the packet.

Mims Elementary hosts a Kindergarten Round-Up each Spring. We invite all of our current Pre-K families and we extend that invitation to all of the Preschools and Daycares in the community. During the Kindergarten Round-Up families are able to meet the current Kindergarten teachers, visit classrooms, and take a campus tour. A presentation is also given to inform the parents about Mims Elementary and its various components.

For our 6th grade students transitioning to Middle School, we have personnel from Madison Middle School come and go through the registration process with our students. On another date, our 6th graders take a field trip to Madison Middle School to tour the campus. Our Literacy Coach meets with the Madison Middle School Literacy Coach to review all reading data for possible intensive reading placement. Finally, a representative from Madison Middle School comes and administers a Math Placement Assessment to our 6th graders to determine the appropriate course placement.

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

N/A

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

NA

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

NA

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

NA

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.

Mims earned a school grade of D rating based on our Spring FSA scores. We are now one of five Brevard County elementary schools on the state list of the lowest 300 performing schools in the area of English/Language Arts. As a result, the school is required by law to provide an additional hour of instruction beyond the normal school day for each day of the entire school year for intensive reading instruction for all students.

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.

Based on our current needs assessment and data collected it has been identified that there is a Tier 1 instruction problem. This problem combined with our students' lack of social and emotional skills, high level of mobility, and high percentage of absences have been identified as root causes for the areas of need identified by the data.

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.** If Mims Elementary is supported in meeting the social-emotional and mental health needs of students by providing additional social and or guidance services while supporting family and community engagement then student achievement results in our D school will improve.

- G2.** Strengthen literacy instruction to increase the number of students reaching proficiency and making learning gains in English Language Arts (ELA).

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. If Mims Elementary is supported in meeting the social-emotional and mental health needs of students by providing additional social and or guidance services while supporting family and community engagement then student achievement results in our D school will improve. 1a

G094482

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	41.0

Targeted Barriers to Achieving the Goal 3

- Lack of adequate support for students with significant social-emotional needs
- Students engage in behaviors that disrupt their learning, reducing the available time for classroom instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G1. 8

Referral data as entered into AS400 along with PBIS data tracking of student response to additional social- emotional and mental health supports being provided.

Person Responsible

Sheryl Haskins

Schedule

On 8/31/2018

Evidence of Completion

Referral data and PBIS data will show a decrease in both the number of student disruptions as well as the level of disruptions being referred reducing the amount of time students are distracted from work or out of the classroom

G2. Strengthen literacy instruction to increase the number of students reaching proficiency and making learning gains in English Language Arts (ELA). 1a

G089684

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
ELA/Reading Gains	49.0

Targeted Barriers to Achieving the Goal 3

- Teachers need support in planning and delivering standards aligned curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve the Core
- District Instructional Coaches
- School Based Literacy Coach
- District Resources

Plan to Monitor Progress Toward G2. 8

Monthly data chat meetings with Title I team and classroom teachers to disaggregate OPM data collection during intervention hours. Leveled Literacy Intervention (LLI) OPM, i-Ready pass rate reports, 95% Group OPM data, FAIR data, SRI data, QLA data by individual student. Intervention groups will be reassessed at the student level to provide accurate skill based interventions.

Person Responsible

Sheryl Haskins

Schedule

On 5/1/2018

Evidence of Completion

Data collection charts from intervention groups, i-Ready reports, FAIR reports, SRI reports, QLA breakdown reports

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. If Mims Elementary is supported in meeting the social-emotional and mental health needs of students by providing additional social and or guidance services while supporting family and community engagement then student achievement results in our D school will improve. 1

G094482

G1.B1 Lack of adequate support for students with significant social-emotional needs 2

B253779

G1.B1.S1 Providing schools with additional personnel who can focus solely on the social-emotional and mental health needs of students and improve efforts to engage families and the community will lead to improved student achievement. 4

S268061

Strategy Rationale

Early Warning System indicators and input from stakeholders reveal a need for social-emotional and mental health support as well as improved family and community engagement.

Action Step 1 5

Utilize grant funds to hire a school social worker or guidance counselor to support students and families, especially those with significant social/emotional and well-being needs

Person Responsible

Sheryl Haskins

Schedule

On 8/31/2018

Evidence of Completion

Personnel records, school social worker/guidance schedule, contact log

Action Step 2 5

School Administration, social worker and guidance professionals will monitor Early Warning System data and provide support to students and teachers as needed

Person Responsible

Sheryl Haskins

Schedule

On 8/31/2018

Evidence of Completion

Early warning system data: reduction in unexcused absences, tardies, and discipline consequences resulting in out of classroom referrals.

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

Administration will meet with leadership team to include social worker/guidance counselor bi-weekly to determine progress, needs and monitor student referral data

Person Responsible

Sheryl Haskins

Schedule

Biweekly, from 10/30/2017 to 8/31/2018

Evidence of Completion

EWS data, classroom data, observations, meeting notes

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

Hire a social worker or guidance counselor

Person Responsible

Sheryl Haskins

Schedule

On 8/31/2018

Evidence of Completion

Reduction of referrals, phone contact log, increase student attendance, and improved student achievement

G1.B2 Students engage in behaviors that disrupt their learning, reducing the available time for classroom instruction **2**

 B253784

G1.B2.S1 Mims needs assistance implementing positive behavior support strategies on a consistent basis. **4**

 S268855

Strategy Rationale

Mims' behavior data reveal a need for implementation of a seamless positive behavior support coach will assure implementation of PBIS with fidelity.

Action Step 1 **5**

Mims' Teacher on Assignment will work with school guidance counselor to support implementation of positive behavior support for students reducing the amount of class time lost due to disruptive behaviors

Person Responsible

Karen Tabor

Schedule

Weekly, from 11/6/2017 to 5/23/2018

Evidence of Completion

Meeting notes, behavior data

G2. Strengthen literacy instruction to increase the number of students reaching proficiency and making learning gains in English Language Arts (ELA). 1

G089684

G2.B1 Teachers need support in planning and delivering standards aligned curriculum. 2

B239039

G2.B1.S1 Increase the quality of instruction during the 90-minute block. 4

S251892

Strategy Rationale

Classroom walk-through data shows that teachers were not consistently teaching standards-aligned instruction (small group instruction with complex texts).

Action Step 1 5

Develop non-negotiable look fors with teachers for the 90-minute ELA block.

Person Responsible

Sheryl Haskins

Schedule

On 9/29/2017

Evidence of Completion

Observable checklist and teacher self-assessment/goal sheet

Action Step 2 5

Kindergarten through 2nd Grade teachers will participate and understand the coaching cycle using the IPG tool.

Person Responsible

Kim Shinske

Schedule

On 5/23/2018

Evidence of Completion

Breakout Session Agenda and Exit Slip

Action Step 3 5

All teachers will participate in ATU Professional development and Florida State Standards "Shifts" in ELA

Person Responsible

Kim Shinske

Schedule

On 5/23/2018

Evidence of Completion

A minimum of 1 planned ATU lesson and documented implementation by grade level teachers

Action Step 4 5

Teachers in grades 3rd-6th will participate and understand the use of data to drive instruction

Person Responsible

Karen Tabor

Schedule

Monthly, from 9/18/2017 to 5/23/2018

Evidence of Completion

Agenda and Exit Slip

Action Step 5 5

All teachers will participate in professional development on accurate student data collection: Running Records, i-Ready, SRI, FAIR, QLA

Person Responsible

Sheryl Haskins

Schedule

On 2/2/2018

Evidence of Completion

PD agendas for Running Records, i-Ready data chats and diagnostic results with student growth/interventions documented, student growth as measured by SRI, student growth as measured by FAIR, student growth as measured by i-Ready and District QLA

Action Step 6 5

Collaborative planning to improve teacher scaffolding comprehension utilizing complex text sets in small group instruction

Person Responsible

Kim Shinske

Schedule

On 4/3/2018

Evidence of Completion

Grade level lesson plans with documented implementation of scaffolded small groups utilizing complex text sets

Action Step 7 5

Hire additional personnel to support specific instructional and intervention needs of students

Person Responsible

Sheryl Haskins

Schedule

On 8/31/2018

Evidence of Completion

Additional support personnel will be hired and utilize instructional and intervention strategies with students

Action Step 8 5

Hire math/science instructional coach to provide routine instructional coaching for classroom teachers.

Person Responsible

Sheryl Haskins

Schedule

On 8/31/2018

Evidence of Completion

Math/Science instructional coach will provide coaching as evidenced by coaching log and student achievement

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

Classroom walk throughs, grade level meetings, data chats

Person Responsible

Sheryl Haskins

Schedule

Weekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Classroom walk through data, sign-ins, agenda, and minutes from grade level meetings, formal and informal observations

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

Student State, District, and class assessment results

Person Responsible

Sheryl Haskins

Schedule

On 5/24/2018

Evidence of Completion

Increase in grade level proficiency and learning gains

G2.B1.S2 Improve the quality of small group instruction during the intervention hour(s). 4

S259146

Strategy Rationale

Spring 2017 FSA results show that the percentage of students who achieved a level 3 or above decreased.

Action Step 1 5

Teachers will work collaboratively within their grade level to use data to drive intervention instruction.

Person Responsible

Sheryl Haskins

Schedule

Monthly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Agendas and sign-in sheets for the September and February PD days, and Wednesday early release PD days

Action Step 2 5

Title I Team will be trained on the implementation of the Leveled Literacy Instruction (LLI) program.

Person Responsible

Allyssa Copeland

Schedule

On 8/22/2017

Evidence of Completion

On progress monitoring results and monthly data chats (sign-in, agenda, minutes)

Action Step 3 5

Teachers in grades K-6th will work with administration to develop non-negotiables for the intervention hour.

Person Responsible

Sheryl Haskins

Schedule

Monthly, from 9/5/2017 to 9/5/2017

Evidence of Completion

Sign-in sheets, agenda, minutes from grade level meetings and data chats, walk through data, OPM results

Action Step 4 5

The 95% Group Lesson Library will be updated for utilization during intervention hour.

Person Responsible

Allyssa Copeland

Schedule

On 9/29/2017

Evidence of Completion

4-5 folders per skill will be created and available for teachers to use, and one master set will be located in the Title I Room

Action Step 5 5

Teachers in grades K-6th will work together to plan collaboratively targeted intervention instruction for the intervention hour.

Person Responsible

Sheryl Haskins

Schedule

Weekly, from 8/31/2017 to 5/24/2018

Evidence of Completion

Lesson plans and walk through data

Action Step 6 5

Ongoing progress monitoring will be implemented

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Student attendance for the intervention hour will be documented on the Form 7.

Person Responsible

Sheryl Haskins

Schedule

Daily, from 9/19/2017 to 5/24/2018

Evidence of Completion

Collection of Form 7

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

On going progress monitoring will be documented on the Form 7.

Person Responsible

Sheryl Haskins

Schedule

Weekly, from 9/19/2017 to 5/24/2018

Evidence of Completion

Form 7 will be collected

G2.B1.S3 Increase the amount and access to independent reading resources. 4

S259148

Strategy Rationale

Students have difficulty maintaining stamina during independent reading assignments.

Action Step 1 5

Students will use the myOn online reading library to read independent books on their level.

Person Responsible

Kim Shinske

Schedule

Weekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Student hours will be logged and reports printed to track usage

Action Step 2 5

Students will use the Reading Counts program to read independently on their level.

Person Responsible

Kim Shinske

Schedule

Weekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Program assessment result reports

Action Step 3 5

Incentives will be given during media to encourage and motivate independent reading.

Person Responsible

Kim Shinske

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Monthly Reading Counts, myOn, and i-Ready celebrations

Action Step 4 5

Classroom libraries will be assessed and areas of need will be determined.

Person Responsible

Kim Shinske

Schedule

Evidence of Completion

Teacher needs assessment, inventory increase

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Reports will be pulled from the online reading programs to monitor usage.

Person Responsible

Sheryl Haskins

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Usage reports from the reading program

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Reports will be pulled from the online reading programs to monitor student progress.

Person Responsible

Sheryl Haskins

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Student progress reports from the reading program

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					
G2.B1.S3.A4 A344466	Classroom libraries will be assessed and areas of need will be determined.	Shinske, Kim	9/1/2017	Teacher needs assessment, inventory increase	No End Date one-time
G2.B1.S2.A6 A357040	Ongoing progress monitoring will be implemented		No Start Date		No End Date one-time
G2.B1.S2.A2 A344422	Title I Team will be trained on the implementation of the Leveled Literacy Instruction (LLI)...	Copeland, Allyssa	8/22/2017	On progress monitoring results and monthly data chats (sign-in, agenda, minutes)	8/22/2017 one-time
G2.B1.S2.A3 A344424	Teachers in grades K-6th will work with administration to develop non-negotiables for the...	Haskins, Sheryl	9/5/2017	Sign-in sheets, agenda, minutes from grade level meetings and data chats, walk through data, OPM results	9/5/2017 monthly
G2.B1.S2.A4 A344431	The 95% Group Lesson Library will be updated for utilization during intervention hour.	Copeland, Allyssa	8/17/2017	4-5 folders per skill will be created and available for teachers to use, and one master set will be located in the Title I Room	9/29/2017 one-time
G2.B1.S1.A1 A329118	Develop non-negotiable look fors with teachers for the 90-minute ELA block.	Haskins, Sheryl	8/28/2017	Observable checklist and teacher self-assessment/goal sheet	9/29/2017 one-time
G2.B1.S1.A5 A329124	All teachers will participate in professional development on accurate student data collection:...	Haskins, Sheryl	8/22/2017	PD agendas for Running Records, i-Ready data chats and diagnostic results with student growth/interventions documented, student growth as measured by SRI, student growth as measured by FAIR, student growth as measured by i-Ready and District QLA	2/2/2018 one-time
G2.B1.S1.A6 A329125	Collaborative planning to improve teacher scaffolding comprehension utilizing complex text sets in...	Shinske, Kim	9/26/2017	Grade level lesson plans with documented implementation of scaffolded small groups utilizing complex text sets	4/3/2018 one-time
G2.MA1 M361142	Monthly data chat meetings with Title I team and classroom teachers to disaggregate OPM data...	Haskins, Sheryl	9/19/2017	Data collection charts from intervention groups, i-Ready reports, FAIR reports, SRI reports, QLA breakdown reports	5/1/2018 one-time
G2.B1.S1.A4 A329123	Teachers in grades 3rd-6th will participate and understand the use of data to drive instruction	Tabor, Karen	9/18/2017	Agenda and Exit Slip	5/23/2018 monthly
G2.B1.S1.A2 A329121	Kindergarten through 2nd Grade teachers will participate and understand the coaching cycle using...	Shinske, Kim	9/18/2017	Breakout Session Agenda and Exit Slip	5/23/2018 one-time
G1.B2.S1.A1 A361823	Mims' Teacher on Assignment will work with school guidance counselor to support implementation of...	Tabor, Karen	11/6/2017	Meeting notes, behavior data	5/23/2018 weekly
G2.B1.S1.A3 A329122	All teachers will participate in ATU Professional development and Florida State Standards "Shifts"...	Shinske, Kim	9/18/2017	A minimum of 1 planned ATU lesson and documented implementation by grade level teachers	5/23/2018 one-time
G2.B1.S3.A1 A344454	Students will use the myOn online reading library to read independent books on their level.	Shinske, Kim	9/1/2017	Student hours will be logged and reports printed to track usage	5/24/2018 weekly
G2.B1.S3.MA1 M365450	Reports will be pulled from the online reading programs to monitor student progress.	Haskins, Sheryl	9/1/2017	Student progress reports from the reading program	5/24/2018 monthly
G2.B1.S3.MA1 M365449	Reports will be pulled from the online reading programs to monitor usage.	Haskins, Sheryl	9/1/2017	Usage reports from the reading program	5/24/2018 monthly
G2.B1.S3.A2 A344462	Students will use the Reading Counts program to read independently on their level.	Shinske, Kim	9/1/2017	Program assessment result reports	5/24/2018 weekly

Brevard - 0101 - Mims Elementary School - 2017-18 SIP
Mims Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M365457	On going progress monitoring will be documented on the Form 7.	Haskins, Sheryl	9/19/2017	Form 7 will be collected	5/24/2018 weekly
G2.B1.S2.MA1 M365424	Student attendance for the intervention hour will be documented on the Form 7.	Haskins, Sheryl	9/19/2017	Collection of Form 7	5/24/2018 daily
G2.B1.S2.A1 A344421	Teachers will work collaboratively within their grade level to use data to drive intervention...	Haskins, Sheryl	9/18/2017	Agendas and sign-in sheets for the September and February PD days, and Wednesday early release PD days	5/24/2018 monthly
G2.B1.S3.A3 A344465	Incentives will be given during media to encourage and motivate independent reading.	Shinske, Kim	9/1/2017	Monthly Reading Counts, myOn, and i-Ready celebrations	5/24/2018 monthly
G2.B1.S1.MA1 M361140	Classroom walk throughs, grade level meetings, data chats	Haskins, Sheryl	9/5/2017	Classroom walk through data, sign-ins, agenda, and minutes from grade level meetings, formal and informal observations	5/24/2018 weekly
G2.B1.S1.MA1 M361141	Student State, District, and class assessment results	Haskins, Sheryl	9/5/2017	Increase in grade level proficiency and learning gains	5/24/2018 one-time
G2.B1.S2.A5 A344437	Teachers in grades K-6th will work together to plan collaboratively targeted intervention...	Haskins, Sheryl	8/31/2017	Lesson plans and walk through data	5/24/2018 weekly
G1.B1.S1.A2 A356748	School Administration, social worker and guidance professionals will monitor Early Warning System...	Haskins, Sheryl	10/30/2017	Early warning system data: reduction in unexcused absences, tardies, and discipline consequences resulting in out of classroom referrals.	8/31/2018 one-time
G1.B1.S1.A1 A356747	Utilize grant funds to hire a school social worker or guidance counselor to support students and...	Haskins, Sheryl	10/30/2017	Personnel records, school social worker/guidance schedule, contact log	8/31/2018 one-time
G1.B1.S1.MA1 M381064	Administration will meet with leadership team to include social worker/guidance counselor bi-weekly...	Haskins, Sheryl	10/30/2017	EWS data, classroom data, observations, meeting notes	8/31/2018 biweekly
G1.B1.S1.MA1 M387766	Hire a social worker or guidance counselor	Haskins, Sheryl	10/31/2017	Reduction of referrals, phone contact log, increase student attendance, and improved student achievement	8/31/2018 one-time
G2.B1.S1.A8 A356731	Hire math/science instructional coach to provide routine instructional coaching for classroom...	Haskins, Sheryl	10/30/2017	Math/Science instructional coach will provide coaching as evidenced by coaching log and student achievement	8/31/2018 one-time
G2.B1.S1.A7 A356729	Hire additional personnel to support specific instructional and intervention needs of students	Haskins, Sheryl	10/30/2017	Additional support personnel will be hired and utilize instructional and intervention strategies with students	8/31/2018 one-time
G1.MA1 M381052	Referral data as entered into AS400 along with PBIS data tracking of student response to additional...	Haskins, Sheryl	10/30/2017	Referral data and PBIS data will show a decrease in both the number of student disruptions as well as the level of disruptions being referred reducing the amount of time students are distracted from work or out of the classroom	8/31/2018 one-time

V. Professional Development Opportunities

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

G2. Strengthen literacy instruction to increase the number of students reaching proficiency and making learning gains in English Language Arts (ELA).

G2.B1 Teachers need support in planning and delivering standards aligned curriculum.

G2.B1.S1 Increase the quality of instruction during the 90-minute block.

PD Opportunity 1

Kindergarten through 2nd Grade teachers will participate and understand the coaching cycle using the IPG tool.

Facilitator

Karen Tabor

Participants

Staff

Schedule

On 5/23/2018

PD Opportunity 2

All teachers will participate in ATU Professional development and Florida State Standards "Shifts" in ELA

Facilitator

Kim Shinskie

Participants

Teachers

Schedule

On 5/23/2018

PD Opportunity 3

Teachers in grades 3rd-6th will participate and understand the use of data to drive instruction

Facilitator

Karen Tabor

Participants

3rd - 6th grade teachers

Schedule

Monthly, from 9/18/2017 to 5/23/2018

PD Opportunity 4

All teachers will participate in professional development on accurate student data collection: Running Records, i-Ready, SRI, FAIR, QLA

Facilitator

Administration and Title I Team

Participants

Teachers

Schedule

On 2/2/2018

G2.B1.S2 Improve the quality of small group instruction during the intervention hour(s).

PD Opportunity 1

Teachers will work collaboratively within their grade level to use data to drive intervention instruction.

Facilitator

Administration, Title I Team, Literacy Coach, other district personnel

Participants

Teachers

Schedule

Monthly, from 9/18/2017 to 5/24/2018

PD Opportunity 2

Title I Team will be trained on the implementation of the Leveled Literacy Instruction (LLI) program.

Facilitator

Anne Skinner and Courtney Nobili

Participants

Title I Team and Literacy Coach

Schedule

On 8/22/2017

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	Utilize grant funds to hire a school social worker or guidance counselor to support students and families, especially those with significant social/emotional and well-being needs				\$59,049.78
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	130-Other Certified Instructional Personnel	0101 - Mims Elementary School	UniSIG	1.0	\$44,375.00
<i>Notes: Notes DIAP G2.B1.S1.A3 Social worker base salary</i>						
	6110	210-Retirement	0101 - Mims Elementary School	UniSIG	1.0	\$3,270.00
<i>Notes: Notes DIAP G2.B1.S.1.A3 SOCIAL WORKER RETIREMENT (7.92%)</i>						
	6110	220-Social Security	0101 - Mims Elementary School	UniSIG	1.0	\$3,425.00
<i>Notes: Notes DIAP G2.B1.S.1.A3 Social Worker Retirement (7.92%)</i>						
	6110	230-Group Insurance	0101 - Mims Elementary School	UniSIG	1.0	\$7,371.00
<i>Notes: Notes DIAP G2.B1.S.1.A3 Social Worker Health and Hospitalization</i>						
	6110	230-Group Insurance	0101 - Mims Elementary School	UniSIG	1.0	\$362.78
<i>Notes: Notes DIAP G2.B1.S.1.A3 Social Worker Life Insurance (0.083%)</i>						
	6110	240-Workers Compensation	0101 - Mims Elementary School	UniSIG	1.0	\$246.00
<i>Notes: Notes DIAP G2.B1.S.1.A3 Social Worker-Worker's Comp (0.5580%)</i>						
2	G1.B1.S1.A2	School Administration, social worker and guidance professionals will monitor Early Warning System data and provide support to students and teachers as needed				\$2,675.22
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	110-Administrators	0101 - Mims Elementary School	UniSIG		\$2,675.22
<i>Notes: Hourly pay for assistant principal to work on school improvement initiatives during summer.</i>						
3	G1.B2.S1.A1	Mims' Teacher on Assignment will work with school guidance counselor to support implementation of positive behavior support for students reducing the amount of class time lost due to disruptive behaviors				\$0.00
4	G2.B1.S1.A1	Develop non-negotiable look fors with teachers for the 90-minute ELA block.				\$0.00
5	G2.B1.S1.A2	Kindergarten through 2nd Grade teachers will participate and understand the coaching cycle using the IPG tool.				\$0.00

Brevard - 0101 - Mims Elementary School - 2017-18 SIP
Mims Elementary School

6	G2.B1.S1.A3	All teachers will participate in ATU Professional development and Florida State Standards "Shifts" in ELA				\$0.00
7	G2.B1.S1.A4	Teachers in grades 3rd-6th will participate and understand the use of data to drive instruction				\$0.00
8	G2.B1.S1.A5	All teachers will participate in professional development on accurate student data collection: Running Records, i-Ready, SRI, FAIR, QLA				\$0.00
9	G2.B1.S1.A6	Collaborative planning to improve teacher scaffolding comprehension utilizing complex text sets in small group instruction				\$0.00
10	G2.B1.S1.A7	Hire additional personnel to support specific instructional and intervention needs of students				\$42,534.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	232-Life Insurance	0101 - Mims Elementary School		2.0	\$132.00
<i>Notes: Instructional assistant Life Insurance</i>						
	5100	150-Aides	0101 - Mims Elementary School	UniSIG	2.0	\$23,820.00
<i>Notes: Notes DIAP G1.B3.S2.A1 Instructional assistant base salary - Hire two instructional assistants to support specific instructional and intervention needs of students</i>						
	5100	210-Retirement	0101 - Mims Elementary School	UniSIG	2.0	\$1,886.00
<i>Notes: Notes DIAP G1.B3.S2.A1 Instructional assistant retirement (7.92%)</i>						
	5100	220-Social Security	0101 - Mims Elementary School	UniSIG	2.0	\$1,822.00
<i>Notes: Notes DIAP G1.B3.S2.A1 Instructional Assistant Social Security (FICA @ 7.65)</i>						
	5100	230-Group Insurance	0101 - Mims Elementary School	UniSIG	2.0	\$14,742.00
<i>Notes: Notes DIAP G1.B3.S2.A1 Instructional Assistant Health and Hospitalization</i>						
	5100	240-Workers Compensation	0101 - Mims Elementary School	UniSIG	2.0	\$132.00
<i>Notes: Notes DIAP G1.B3.S2.A1 Instructional Assistant Worker's comp (0.005580%)</i>						
11	G2.B1.S1.A8	Hire math/science instructional coach to provide routine instructional coaching for classroom teachers.				\$73,052.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0101 - Mims Elementary School	UniSIG	1.0	\$56,158.00
<i>Notes: Notes: DIAP G1.B2.S1.A8 Instructional Coach Base Salary</i>						
	6300	210-Retirement	0101 - Mims Elementary School	UniSIG	1.0	\$4,448.00
<i>Notes: Notes: DIAP G1.B2.S1.A8 Instructional Coach Retirement (7.92%)</i>						
	6300	220-Social Security	0101 - Mims Elementary School	UniSIG	1.0	\$4,296.00

Brevard - 0101 - Mims Elementary School - 2017-18 SIP
Mims Elementary School

						<i>Notes: Notes: DIAP G1.B2.S1.A8 Instructional Coach Social Security (FICA @ 7.65%)</i>
	6300	230-Group Insurance	0101 - Mims Elementary School	UniSIG	1.0	\$7,371.00
						<i>Notes: Notes: DIAP G1.B2.S1.A8 Instructional Coach Health and Hospitalization</i>
	6300	232-Life Insurance	0101 - Mims Elementary School	UniSIG	1.0	\$466.00
						<i>Notes: Notes: DIAP G1.B2.S1.A8 Instructional Coach Life Insurance (0.083%)</i>
	6300	240-Workers Compensation	0101 - Mims Elementary School	UniSIG	1.0	\$313.00
						<i>Notes: Notes: DIAP G1.B2.S1.A8 Instructional Coach Worker's Comp (0.005580%)</i>
12	G2.B1.S2.A1	Teachers will work collaboratively within their grade level to use data to drive intervention instruction.				\$0.00
13	G2.B1.S2.A2	Title I Team will be trained on the implementation of the Leveled Literacy Instruction (LLI) program.				\$0.00
14	G2.B1.S2.A3	Teachers in grades K-6th will work with administration to develop non-negotiables for the intervention hour.				\$0.00
15	G2.B1.S2.A4	The 95% Group Lesson Library will be updated for utilization during intervention hour.				\$0.00
16	G2.B1.S2.A5	Teachers in grades K-6th will work together to plan collaboratively targeted intervention instruction for the intervention hour.				\$0.00
17	G2.B1.S2.A6	Ongoing progress monitoring will be implemented				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0101 - Mims Elementary School	UniSIG		\$2,500.00
						<i>Notes: Notes DIAP G1.B3.S2.A2 Odysseyware purchase 10 licenses @ \$250 each to support course make up course possible</i>
	6400	311-Subagreements up to \$25,000	0101 - Mims Elementary School	UniSIG		\$2,500.00
						<i>Notes: NOTES DIAP G1.B3.S2.A2 Professional Consultant - Odyessyware - \$2500 per day</i>
18	G2.B1.S3.A1	Students will use the myOn online reading library to read independent books on their level.				\$0.00
19	G2.B1.S3.A2	Students will use the Reading Counts program to read independently on their level.				\$0.00
20	G2.B1.S3.A3	Incentives will be given during media to encourage and motivate independent reading.				\$0.00
21	G2.B1.S3.A4	Classroom libraries will be assessed and areas of need will be determined.				\$0.00
					Total:	\$182,311.00