

Lucille Moore Elementary School



2015-16 School Improvement Plan

Lucille Moore Elementary School

1900 MICHIGAN AVE, Panama City, FL 32405

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	64%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	F	D	C

**Preliminary 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 Bay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lucille Moore Patriots are lifelong learners who do their best every day to achieve academic excellence.

Provide the school's vision statement

At Lucille Moore, We are All Learners.

School Environment

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

Knowing the students' culture involves establishing relationships with the student, parents and the community in which they live. Lucille Moore staff go to great lengths to involve parents on the school campus. We engage in activities that attempt to promote high parent attendance such as Hispanic Heritage Night, Family Fun Nights infused with at-home academic strategies and a plethora of parent conferences. These events have become very important to the parents and has aided in trust and relationship building. Many home visits are conducted that bring school staff into the community of our students. Lucille Moore partners with community agencies that serve our students. In building relationships with students, Lucille Moore strives to create a welcoming and engaging learning environment in which students feel safe to be on campus and in their classrooms. Teachers engage students in highly motivating activities in which interaction and communication is greatly encouraged. Social activities and social time are infused in learning activities to increase teacher-student relationships as well as creating community with all students

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

Lucille Moore utilizes PBS. One of our 3 expectations is Lucille Moore Patriots are respectful. These expectations apply to everyone on campus, child or adult. Classes hold discussions, read stories and teach lessons about what respect is and how to demonstrate it. Adults serve as role models for students by acting respectfully towards each other, students and visitors on campus. School begins at 7:30am. In order to provide students with a safe environment before school the cafeteria opens at 7:05am serving breakfast. The cafeteria is supervised by paraprofessionals from 7:15 to 7:45 when teachers arrive to take their children to class. The media center and computer lab open at 7:30am for students who have finished breakfast and would like to read, play board games, work on computer skills, or talk with friends. In addition, several teachers including the art teacher open their classrooms for students to come in before school starts. After school teachers escort students and wait with them until their transportation arrives and they are safely on their way home. At least one teacher from each grade level is present in the parent pick up line, the bus loop and walking with student who go to the Boys and Girls Club. In addition we have teachers who volunteer their time to stay after school to tutor students that are interested in improving their skills.

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

Lucille Moore Elementary is a PBS school. We have 3 school wide expectations; Patriots are respectful, responsible and ready to learn. Student demonstrating these expectations earn Patriot Pennies which can then be spent at the Patriot Pride Store or for special events or treats. Each year at our back to school inservice the PBS plan is reviewed, suggestions for classroom implementation are given, examples of successful use are shared and teachers are required to write up their personal PBS classroom plan and turn it in to administration. PBS is our tier 1 behavior plan to meet the needs of the student body as a whole.

Students for whom the tier 1 plan is not enough are referred for MTSS. At this time a plan is put into place based on the individual student's needs and behaviors. The most commonly used course of action is a check in/check out system. With this plan, the student checks in with the guidance counselor or other assigned adult each morning. They discuss expectations and set goals for the day. The student is given a point sheet to take to class. Throughout the day the teacher marks the point sheet as appropriate. Students return to the appointed adult at the end of the day with their point sheet to discuss the day and receive a treat if enough points have been earned. Teachers and guidance counselors meet monthly to monitor and discuss student progress.

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

Our school currently has two guidance counselors. These counselors over see the MTSS check in/check out system to monitor student behavior and meet with students daily to discuss behavior and social skills. In addition this year we are receiving a mental health counselor to work with students and families.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Lucille Moore Elementary School Warning Systems:

Attendance below 90%- 29.58 including PreK

One or more suspensions-29 includes bus suspensions9 bus suspensions are not calculated in the table below.

Course failure in English Language Arts or math- 0

A Level 1 score on statewide assessments in ELA or Math- unknown at this time

Two or more indicators- 5

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	11	10	12	11	4	58
One or more suspensions	0	0	1	0	7	0	8
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	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
	4	5	
Students exhibiting two or more indicators	5	9	14

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

Students exhibiting low academic performance and low rate of progress are immediately referred for MTSS. If other factors are not identified as impacting academic progress (ie attendance or behavior) Tier II interventions are started immediately. Progress monitoring is continuously conducted for each child. Math and Reading differentiated instruction is implemented for all children.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

- IRIS to notify/remind parents of important events and attendance
- Before, during, and after school workshops, conferences, and academic events that incorporate academic progress and expectations
- Up-to-date web-site
- Parents have opportunities to earn Dojo pooints for their child's class
- Free event photos are provided for parents with their child
- Tri-fold flyer is sent home at least twice a year explaining our mission and expectations
- Parent Portal is kept up to date with student progress and teacher comments
- Shirt stickers are used the day before and event to remind parents
- Parent/Teacher/Student compacts

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

- Highland Park Baptist Church provides shoeboxes at Christmas/Students write thank you letters
- Field Day volunteers from local military bases, fire stations, churches, and businesses
- School wide gift drive for local nursing home
- Partnership with local businesses for teacher t-shirts
- Donations from local groups for weekend food program

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Jones, Paula Kaye	Other
Holzman, Teresa	Assistant Principal
Frigon, Tracy	Instructional Media
Jones, Lisa	Principal
Giles, Wanda	Teacher, K-12
Story, Anika	Other
Dodge, Amy	Teacher, K-12
Horvatic, Dian	Teacher, K-12
Thompson, Julie	Teacher, K-12
Ware, Wanda	Teacher, K-12

Duties

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

The School Leadership Team met in the summer as part of a continuous cycle of reviewing and updating our School Improvement Plan. As a team we reviewed various data sources to conduct a need's assessment to determine the best direction for our school in the School Improvement process. All members listed above participated in this shared decision making process. Together we determined our school barriers, developed our goal and strategies and how we should monitor effectiveness. A primary focus this year is implementing effective PLCs and Common Assessments; and making sure teachers have the tools, resources and knowledge base they need to increase effectiveness. All members of the leadership are participating in a group book study of DeFour's Learning by Doing: A Handbook for Professional Learning Communities at Work. Each member has an equal stake in the school leadership team, but as we carry out our yearly charge our roles vary from person to person:

Lisa M Jones- Principal: Oversees and evaluates all functions of the school. She evaluates teacher and paraprofessional performance through the teacher appraisal system, classroom walkthroughs, data chats, assessment data, etc. She sits on various committees to give guidance and input (ie MTSS). She leads and guides the school leadership team and the implementation of effective PLCs. She makes sure that teachers have the resources they need to implement curriculum, assessment and instruction effectively. She is the main connection between district initiatives and implementation of those initiatives at Lucille Moore Elementary School.

Teresa Holzman- Assistant Principal: Ms. Holzman supports Mrs. Jones in her administrative role. She aides in the evaluation of teacher and paraprofessional performance, data analysis, etc. She helps to provide teachers with what resources they need to implement effective instruction in the classroom. She meets regularly with teachers to discuss student data and teacher performance data. She works with guidance to implement effective discipline procedures and strategies with at-risk students. She is also a valuable part of determining strategies for implementing effective PLCs, and is a crucial member of the schools PBS team.

Tracy Frigon- Instructional Media and Technology: Tracy participates in all leadership meetings and is one of three Instructional Personnel that has been given the charge of meeting with two grade level PLCs throughout the year. She has been assigned Kindergarten and Third Grade PLCs and meets with them as an active participator in their PLC meetings. As with the other two, she guides the process of implementing strategies, practices, resources and materials needed to carry out their

Professional Learning Communities. She is guiding them in the process of forming valuable Common Assessments aligned with the Florida standards and designated complexity levels. In addition, she provides much needed support and resources to all teachers and staff in the area of media and technology. Tracy is the leader of the Literacy Leadership Team.

Leslie Thoma- Instructional Coach: Leslie is one of the three Instructional personnel designated to PLCs and she has been designated to work with all grade levels as needed. She performs all responsibilities with PLCs as described under Tracy Frigon. In addition, she meets once a month with all PLCs in the role of Literacy Coach. Ms. Thoma provides teachers with a variety of resources in relation to ELA instruction and standards. She will continue to provide training to the teachers in Webb's Depth of Knowledge and continues to follow-up with a variety of resources and information. She also goes into the classrooms and provides instruction to teachers through guidance, modeling and on-the-job training. An added responsibility of Ms. Thoma's is providing parent trainings to teach parents at-home literacy activities. She has an active role on the Literacy Leadership Team.

Tanja Roulhac- Math Coach: Tanja provides the teachers and staff with a variety of resources in math instruction and standards. She works hard to coach teachers in effective math practices and instruction. She participates in parent trainings to teach parents at-home math learning activities. She is continuously finding resources and materials for teachers and training them in how to use various resources. She has an active role on the Math Achievement Committee.

Paula Kaye Jones- Title I Resource Teacher: Paula Kaye is one of the three Instructional personnel designated to PLCs and she has been designated to work with specified grade levels as needed. She performs all responsibilities with PLCs as described under Tracy Frigon. In addition, she oversees all activities, mandates, budget, requirements, etc connected to Title I. She provides teachers and staff with the resources, tools and information they need to carry out effective instruction. She works with Guidance and Instructional district personnel in providing resources/strategies to students in special programs such as MTSS, Behavior MTSS, students in crisis, low attendance, etc. She also oversees the Parent Involvement Plan and implementation of the plan and activities at Lucille Moore Elementary.

Anika Story- Crisis Prevention: Anika is an active participant on the leadership team and works with the team through the shared decision-making process in all areas. She is also the leader of the PBS team and providing guidance and direction to the PBS team. In return, this team provides a wealth of information, resources and data analysis for all faculty and staff. She works with the guidance counselor in implementing MTSS and other areas associated with guidance when needed.

Wanda Giles- Teacher K-12: Wanda actively participates on the School Leadership Team. She gives much needed input and shared decision-making from a classroom teacher perspective. She is the leader of the Science Committee and her and her team work hard to provide effective school leadership in the area of Science and integration to math. Wanda provides a variety of math and science resources to all teachers throughout the school. She has provided valuable training in Webb's Depth of Knowledge and other various topics.

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

Some of the members of the leadership team are selected because of their position and job responsibilities. The role that they play allows them to gain knowledge of resources available at the federal, state and district level. Also, the job positions they hold connects them with key areas of education. For instance, our instructional coaches regularly attend trainings and informational meetings related to ELA and math; They stay current on federal, state and local initiatives and research-based practices/resources in their areas. In return, this information is brought back to the School Leadership Team and the faculty and staff. Tracy Frigon oversees Instructional media and technology on our campus. She works closely with the district instructional media services and other

media specialists in the district, keeping abreast of current trends in media and technology. She in turn provides information/resources to Leadership Team, faculty and staff. The same holds true for our Crisis Prevention teacher, Title I Resource teacher and the classroom teachers on the school leadership team as they participate in district initiatives and current research. Our administrators not only participate in all the trainings, initiatives and mandates set by the district, but they also stay current and very knowledgeable of current educational trends through activities such as research, book studies and seeking out what works with peer principals.

Our process for coordinating and supplementing federal, state and local funds, services and programs starts long before the actual school year in which money is applied. The principal and Title I Resource teacher meet with parents, staff members and work with district personnel to assure that allocated monies are being used appropriately and wisely. Also, several data sources are used in needs assessment, such as Title I Spring Survey, Climate Survey, teacher surveys, State and district test results, school-based needs assessment, etc. School Advisory Council meetings are held monthly and the members are updated on progress of Title I and School budget. In May, we meet with stakeholders and openly discuss a draft plan of the Title I budget, Parent Involvement funds and School budget. Approximately four Title I meetings are held during the school year to give parents and staff opportunity for input into the Title I budget. Administration works with the district for guidance and problem solving in allocating Exceptional Student Education funds.

Several types of meetings are continuously held throughout the school year to allow instructional staff opportunity to make needs known in terms of needed resources. These meetings consist of monthly MTSS meetings, monthly PBS meetings, monthly academic achievement committee meetings, weekly PLC meetings, quarterly data chats and assessment group meetings, meetings with instructional coaches and the administration open-door policy. Teresa Holzman-Assistant Principal, maintains textbook inventory, Kimberlee Bateman- paraprofessional, maintains technology inventory, Tracy Frigon- Instructional Media Specialist maintains media inventory and Dr. Paula Kaye Jones- Title I Resource Teacher maintains Title I inventory.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisa Jones	Principal
Kelsey Kerr	Parent
Dilcia Clas	Parent
Chutney King	Parent
Aricha Jackson	Parent
Audrey Jones	Parent
Kaethe McGill	Parent
Kemisha Mathis	Parent
Danielle Merchant	Parent
Rachelle Spedale	Parent
Jennifer Sexton	Parent
Candy Scott	Parent
Jennifer Medina	Parent
Theresa Hunter	Parent
Theresa Holzman	Principal
Anika Story	Education Support Employee
Tanja Roulhac	Education Support Employee
Tracy Frigon	Education Support Employee
Leslie Thoma	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council participates in a review of the School Improvement Plan to evaluate progress and formulate future direction. Data and Problem Solving elements are reviewed and discussed. The School Advisory Council input and discussion is considered and used to formulate future direction and plan

Development of this school improvement plan

Lucille Moore Elementary School views the development of the school improvement plan as an ongoing process. The SAC does approve the plan once a year, however, involvement of development is ongoing. The SAC meets monthly to discuss the current status of the SIP. From there SAC gives feedback, discusses kudos and concerns and helps to continually update the Parent Involvement piece of the SIP. The school improvement committee chairs act as an ongoing liaison between SAC and teachers and staff. Committee chairs bring feedback from SAC to academic committees and from academic committees to SAC. All information is considered and used for the ongoing development of the SIP.

Preparation of the school's annual budget and plan

Kathleen Schmidt, principal, invites all SAC members to attend budget preparation meeting for the upcoming year. At that time, a draft and explanation is presented to the School Advisory Council. The needs of the school and necessities in terms of budget is discussed. An open discussion is held and

encouraged for the School Advisory Council to give input, clarity, concerns and suggestions. All discussion is considered and used in finalizing the budget.

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

Our school was allocated \$2500 for school improvement funds. The School Advisory Council has discussed and voted to allow teachers to submit mini-grants to request funding for classroom materials to further the implementation of our School Improvement strategies. Mini-grants are \$200 or less, in order to spread the effect, unless there are materials that will have high impact for all students and that would allow for some funding above \$200. All will be voted on and improved by the School Advisory Council.

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

No

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

LMES encourages every parent to be a member of SAC. We send out letters, fliers, IRIS alerts and volunteer applications. We provide food and childcare to encourage participation. We have partnered with PTO to encourage greater membership. However, we struggle to maintain the subgroup balance required.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Frigon, Tracy	Instructional Media
	Teacher, K-12
Ware, Wanda	Teacher, K-12
Thompson, Julie	Teacher, K-12
Horvatic, Dian	Teacher, K-12
Jones, Lisa	Principal
Story, Anika	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT are the implementation of the new Florida Standards and the integration of literacy among the other core subjects. In addition teachers will increase use of nonfiction text across all content areas, embed essential questions and higher order questions in to lessons. The LLT will follow the staff development plan as set in the school improvement plan.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

As part of our school improvement strategies for this year, the leadership team is providing greater support and resources in working with PLC's. Members of the Leadership Team will be an integrated part of the PLC's and work with the teachers to implement the process of effective learning communities. To be more effective, the leadership team will guide the process and act in a supportive role, but will not dictate the process. Effective strategies are implemented in a safe and open environment in which teachers work as teams and all input is valued.

Other strategies are implemented with faculty and staff to promote positive working relationships. Some include monthly socials, "Random Acts of Kindness" motivators, PBS developed teacher incentives, staff t-shirts with a singular-focused motto and administration motivational colloquies

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

Foremost, Lucille Moore only hires highly-qualified, certified-in-field and effective teachers. This is responsibility of administration and Human Resources Department. To retain effective teachers Lucille Moore makes sure teachers have tools and resources they need to be successful. We provide a wealth of staff development opportunities with compensation, many Title I supplemental materials, highly useful and engaging technology, support personnel such as coaches, resource teachers, crisis teacher, etc. This year a guidance counselor and the school psychologist will be meeting with every teacher once a month to ensure that struggling students are given the support needed in the classroom to increase student success, teacher success and classroom success. We provide supplemental support in carrying out mandates of MTSS and Behavior RtIB. Teachers are also given many opportunities to work with their PLCs including grade level, academic committees and problem solving teams.

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

Lucille Moore feels the most effective mentoring service is delivered through PLCs. PLC teams share the responsibility to mentor new or struggling teachers on their grade level.

ESE teachers who are new or struggling are partnered with highly effective teachers per their area. For example, a new teacher to autism is being mentored by a highly effective teacher of autism with years of experience in her field

In reference to MTSS, teachers in need of support are mentored by the guidance counselor and the Title I resource teacher who have years of experience in this field.

The Literacy Coach and Math Coach are available to mentor new and struggling teachers in the area of Language Arts and Mathematics. They also mentor and coach any teacher that expresses a need in this area.

The Crisis Intervention Teacher and Title I Resource Teacher provide mentoring to teachers who are struggling with students having behavior difficulties. They also provide mentoring to teachers who lack fidelity in Tier I Classroom management.

The district provides Instructional Specialists to mentor teachers in specific areas. Instructional Specialists are provided by the MTSS Department, ESE Department, Curriculum and Instruction Department and Human Resource Department.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All teachers are using the Bay District Schools adopted curriculum. Teachers are also supplementing the adopted curriculum with research based strategies to enhance individual learning. Among grade groups, teachers have developed thematic units that integrate the Florida Standards across the content areas. Grade groups have developed curriculum maps, tailored with opportunities for enrichment and remediation. This upcoming year, teachers will be working in PLC's (Professional Learning Communities) to develop common assessments to measure individual student progress on each of the Florida Standards. Teachers will be also be training students on how to measure their progression of each standard or group of standards by using the progression goals and scales that have been developed by Bay District Schools. Instructional specialist will be a vital role to assist in running effective PLC's and ensuring fidelity. Administrators will be analyzing the curriculum maps, evaluating lesson plans, and performing walk-throughs to ensure fidelity of the core instructional program and supplemental resources that are being utilized in individual classrooms.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers, administrators, and instructional Specialist will continue to analyze diagnostic, formative, and summative assessments throughout the school year. PLC's (Professional Learning Communities) will meet twice a month to analyze grade group, class, and individual data in relation to the Florida Standards. Using common assessment data among grade levels, will allow individual teachers to restructure individual lessons to remediate or enhance student learning. This data will also be used as a guide for job embedded training. Grade groups, along with administrators, instructional specialist, speech therapist, and school psychologist will also meet once a month to revisit, review, and restructure teaching strategies to meet the diverse needs of our students who have a MTSS or MTSSB plan in action. To meet the varying needs of our Tier 1 and Tier 2 students, SRA Corrective Reading will be utilized. Classroom teachers will evaluate their own classroom data and use this data to provide for individual differentiation among all students. To meet the diverse needs of our students, special area teachers and paraprofessionals will offer small group or individualized instruction in math for one hour each morning.

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: 1,080

K through 5 teachers met with PLCs to develop Instructional Pacing Guides incorporating Florida Standards, common assessments and activities supporting Florida Standards.

Strategy Rationale

The summer-time curriculum development meetings are one of the most valuable strategies for our teachers. It gives them time to meet, plan and develop without interruption. It affords them the time to build and adjust curriculum based on the prior year's findings and newly gained information from the district of future direction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Jones, Paula Kaye, jonespk@bay.k12.fl.us

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

Teachers submitted finished products to the principal and the Title I Resource Teachers. Also, Literacy Coach and ELA Chairman met with each PLC to guide the process.

Strategy: Extended School Day

Minutes added to school year: 10,680

State mandated extra 15minutes to be added to ELA

Strategy Rationale

state mandated but something we have been begging for as we feel extra time for ELA instruction will increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jones, Lisa, joneslm@bay.k12.fl.us

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

Florida State assessment scores for 3 through 5 and SAT 10 scores for K-2

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Staff responsible for implementing the Pre-K transition plan include our Administration, Pre-K teachers, Kindergarten teachers, Guidance Counselor, Registrars and Parent Center Staff. The following strategies assist preschoolers with low readiness rates: The state's volunteer Pre-K program, Head Start, and ESE Pre-K are programs that are currently in use to assist preschoolers with low readiness rates. Additionally, each school has an Orientation before school begins. During the Open House, students are introduced to the teacher and the school. Furthermore, at Lucille Moore parents are introduced to the parent center, parent activities, and tentative schedule of events for the year to come. The Title I Resource Teacher discusses Title I, its benefits, and other necessary components.

Parent involvement and communication regarding transition programs occur at each Title I school. Each school sends fliers to kindergarten parents and newsletters home about transition events to inform parents with younger children. Other information about transition is provided in the community through information in school newsletters and posters/flyers in the community.

There are dedicated funds in Title I to address the Pre-K transition strategies outlined above.

Parents assist in Transition planning by participating in transition meetings, SAC meetings, District Advisory Council and by offering feedback. Parents receive an evaluation survey and their comments are considered when updating the transition plan.

The Lucille Moore Transition Plan is as follows: Students and Parents from the community, local daycare, and headstart programs who may attend our school next year are invited to participate in a culminating event referred to as Transition Day. Prior to Transition Day, visits are made and fliers dispersed to daycares, housing projects, apartments, businesses, and homes in the community to invite parents and young children to participate in Transition Day. Incentives are advertised and given to participating families, and refreshments are served. During Transition Day, PreSchool children are divided among Kindergarten classes for the purpose of being introduced to kindergarten teachers and their future new surroundings. While the children are interacting with the Kindergarten teachers, parents are participating in a short seminar designed to answer their questions, familiarize them with enrollment procedures, and share Kindergarten/school expectations. Parents and guardians are also given the opportunity to enroll their children for the upcoming year. On the same day, students in all grades have a chance to visit a class in which they may be placed next school year.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase proficiency across all content areas through the use of explicit instruction utilizing research-based strategies and materials.

Strategic Goals Detail

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

G1. Increase proficiency across all content areas through the use of explicit instruction utilizing research-based strategies and materials. 1a

G070309

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
AMO Reading - All Students	74.0
AMO Math - All Students	67.0

Resources Available to Support the Goal 2

- 1. School Leadership Team 2. Book- Learning by Doing by DuFour 3. Professional Development Sessions PLCs 4. Administrative Support 5. Technology Infrastructure 6. Stipend budget for PD follow-up 7. PLCs 8. Teacher Recognition Program/PBS 10. MTSS Team 12. Media Specialist 13. District Support 14. Title I Checkout room/Guided Reading Room 15. School monies allocated to Media Center maintained 16. Math Coach and Reading/Writing Coach

Targeted Barriers to Achieving the Goal 3

- Student behaviors and lack of social skills negatively impacting academic progress across all content areas and disrupting learning of others.
- Lack of protected time to effectively implement PLC practices.
- Lack of value put on attendance for a number of families
- Students struggle to think and work on a more complex level.
- High number of students in MTSS and Exceptional Education performing below grade level
- Some teachers lack knowledge/experience in using paraprofessionals effectively for instruction with students.
- Teachers lack of knowledge concerning all components of explicit instruction

Plan to Monitor Progress Toward G1. 8

MTSS data, Behavior Discipline, , Attendance data, PLC minutes/calendars, classroom walk-throughs

Person Responsible

Lisa Jones

Schedule

Monthly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Data Reports ,Increase in MTSS achievement, increase in attendance, MAP and Common Assessments. A decrease in the number of students being served in Tier II and III.

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. Increase proficiency across all content areas through the use of explicit instruction utilizing research-based strategies and materials. **1**

 **G070309**

G1.B1 Student behaviors and lack of social skills negatively impacting academic progress across all content areas and disrupting learning of others. **2**

 **B183080**

G1.B1.S1 Increase teacher understanding and effectiveness in implementing PBS Tier 1 and strategies for student engagement. **4**

 **S194846**

Strategy Rationale

Action Step 1 **5**

Develop annual plan, meet monthly to analyze and share data with staff to be utilized as a schoolwide resource throughout the year

Person Responsible

Anika Story

Schedule

On 10/30/2015

Evidence of Completion

Finalized plan Training agendas PBS team meeting minutes

Action Step 2 5

PLCs will work together to develop PBS Tier I plan consistent across grade level

Person Responsible

Teresa Holzman

Schedule

On 9/30/2015

Evidence of Completion

Submitted plans to Administration

Action Step 3 5

Using the analyzed data from PBS Committee, updated data will be shared out monthly to PLCs

Person Responsible

Anika Story

Schedule

Monthly, from 9/30/2015 to 5/30/2016

Evidence of Completion

PBS minutes/PLC minutes

Action Step 4 5

All Lucille Moore paraprofessionals will be trained in PBS, Lucille Moore behavior procedures and key behavior practices

Person Responsible

Teresa Holzman

Schedule

On 9/30/2015

Evidence of Completion

Training Agenda and sign in sheet

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

Submitted PBS plan for administrative approval and monthly analysis of data at PBS leadership committee meetings

Person Responsible

Schedule

Evidence of Completion

Finalized and approved Tier I PBS plans from each teacher; Decrease of inappropriate behavior patterns per individuals and classrooms.

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

Determine the effectiveness of implementation through data analysis of schoolwide behavior data. Trends will be noted and addressed

Person Responsible

Schedule

Evidence of Completion

Decrease of inappropriate behavior per individual students and classrooms

G1.B1.S2 PBS Team and School Leadership Team will investigate and implement discipline strategies for school-wide and individual positive impact. 4

 S194847

Strategy Rationale

Discipline data indicates a high need for research-based strategies to decrease negative behaviors and enhance student achievement.

Action Step 1 5

Analyze 2014-2015 data to investigate high priority needs.

Person Responsible

Schedule

On 9/30/2015

Evidence of Completion

Report of data analysis and summary of findings

Action Step 2 5

PBS team will investigate research-based strategies to incorporate school-wide

Person Responsible

Schedule

Every 2 Months, from 10/15/2015 to 11/15/2015

Evidence of Completion

PBS Team/PLC notes

Action Step 3 5

PBS Team/ PLC Behavior team will analyze behavior data noting patterns and students/ classrooms in need of intervention

Person Responsible

Schedule

Monthly, from 10/15/2015 to 5/31/2016

Evidence of Completion

PBS, MTSS and Behavior PLC notes

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

PBS team will monitor school-wide progress and implementation. MTSS PLC will monitor individual student progress and implementation

Person Responsible

Anika Story

Schedule

Monthly, from 10/30/2015 to 5/31/2016

Evidence of Completion

PBS/MTSS/PLC Minutes and Data

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

PBS, MTSS, Singleton PLC and Administration will analyze discipline referrals, suspensions and other behavior data for patterns

Person Responsible

Teresa Holzman


Schedule

Monthly, from 10/30/2015 to 5/31/2016

Evidence of Completion

PLC minutes and discipline data

G1.B2 Lack of protected time to effectively implement PLC practices. **2**

 B183081

G1.B2.S1 School Leadership Team will provide structure and support to PLC's to ensure implementation of effective PLC's practices. **4**

 S194848

Strategy Rationale

Providing the structure and support to teachers for the implementation of PLC's will empower teachers to effectively utilize data to drive instruction as well as to create an effective school culture which in turn will increase student achievement.

Action Step 1 **5**

Selected Leadership Team members will engage in a book study using DuFour's Learning by Doing- A Handbook for Professional Learning Communities at Work.

Person Responsible

Paula Kaye Jones

Schedule

Biweekly, from 9/15/2015 to 5/27/2016

Evidence of Completion

Book study notes, CWT, teacher feedback

Action Step 2 **5**

Leadership Team Members will plan agendas for PLCs to provide consistency throughout grade levels and to ensure effective practices are being met.

Person Responsible

Teresa Holzman

Schedule

Biweekly, from 7/31/2015 to 5/31/2016

Evidence of Completion

Developed Agendas

Action Step 3 5

Select Leadership Team members will lead PLC meetings twice a month in order to model effective practices of a PLC.

Person Responsible

Paula Kaye Jones

Schedule

Biweekly, from 9/11/2015 to 5/11/2016

Evidence of Completion

PLC minutes

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

Leadership Team members will meet twice a month for reflection and future agenda planning as compared to research-based best practices gleaned from the DuFour book study.

Person Responsible

Paula Kaye Jones

Schedule

Monthly, from 9/30/2014 to 5/22/2015

Evidence of Completion

Agendas and PLC notes

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

Student increased proficiency on statewide assessments such as FSA and DEA; Common assessments developed within PLCs with assistance from Leadership Team

Person Responsible

Paula Kaye Jones

Schedule

Quarterly, from 8/25/2014 to 4/30/2015

Evidence of Completion

FSA and DEA will provide documentation of level of effectiveness from beginning of year to end of year as indicated by a year's growth or consistent Level 3 or above. Common assessments developed within PLCs will provide continuous monitoring of effectiveness every two to three weeks on standards being taught as determined by passing performance on assessments

G1.B5 Lack of value put on attendance for a number of families 2

 B183084

G1.B5.S1 PBS team, Parent Liaison, Title I Resource Teacher and MTSS Problem Solving Team will work together to develop and implement research based strategies to increase attendance schoolwide and for students falling below set attendance target line 4

 S194850

Strategy Rationale

2014-2015 data indicates a high rate of absenteeism. Also, attendance is a district and community initiative this year. It has been mandated by District that the Parent Liaison's duty will predominately be in working with attendance.

Action Step 1 5

Parent Liaison funded through district Title I allocations will work with families and children with attendance concerns.

Person Responsible

Paula Kaye Jones

Schedule

Daily, from 9/1/2015 to 6/7/2016

Evidence of Completion

Daily log of activities, phone calls and correspondence.

Action Step 2 5

Attendance data will be reviewed daily and phone calls made to families of students who are absent

Person Responsible

Schedule

Daily, from 9/1/2015 to 6/7/2016

Evidence of Completion

Daily call logs and correspondence

Action Step 3 5

Attendance team will work together to investigate and implement effective, positive strategies to increase attendance among students with frequent absences and tardies

Person Responsible

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

PLC Meeting notes and documentation of strategies

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

Attendance PLC will review documentation of activities held and students affected. Committee will submit feedback for activities to be continued, started or discontinued.

Person Responsible

Paula Kaye Jones

Schedule

Monthly, from 10/31/2015 to 5/31/2016

Evidence of Completion

PLC meeting notes and feedback documentation

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

Activities will be reviewed and compared to individual attendance data

Person Responsible

Paula Kaye Jones

Schedule

Monthly, from 10/31/2015 to 5/31/2016

Evidence of Completion

PLC Feedback and data analysis

G1.B11 Students struggle to think and work on a more complex level. 2

 B183090

G1.B11.S1 Teachers will utilize Webb's Depth of Knowledge to ensure instruction and assessment are at a higher level of rigor and complexity. 4

 S194851

Strategy Rationale

Implementing DOK is a continuation and building block to Essential Questioning and Higher Order Thinking questions focused on last year. Also, this strategy streamlines with the direction of Bay District Schools.

Action Step 1 5

Teachers will work with the District Reading Resource person to deepen their understanding of delivering instruction utilizing Webb's Depth of Knowledge.

Person Responsible

Lisa Jones

Schedule

Monthly, from 10/1/2015 to 5/20/2016

Evidence of Completion

Sign In Sheets, Lesson Plans

Action Step 2 5

Teachers will work with Coaches to analyze depth of knowledge with each standard to ensure that Instruction and Assessment align with requirement the rigor and complexity of the Florida Standards.

Person Responsible

Schedule

Monthly, from 10/1/2015 to 5/20/2016

Evidence of Completion

Training agendas, PLC notes, training notes

Action Step 3 5

Levels of thinking in questions- Coaches will work with teachers in connecting understanding of the standard to planning for utilizing and implementing question stems.

Person Responsible

Tanja Roulhac

Schedule

Weekly, from 10/1/2015 to 5/20/2016

Evidence of Completion

Coaching Notes, PLUS2 visit feedback

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Administrators will conduct Classroom Walk-throughs, Coaches will visit classrooms and meet with teachers monthly to determine if Instruction and Assessment coincide with the required DOK levels of the standards.

Person Responsible

Teresa Holzman

Schedule

Monthly, from 9/1/2014 to 5/22/2015

Evidence of Completion

Agendas, meeting notes, Classroom Walk-through data and Coach logs will be kept for documentation

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Student increased proficiency on statewide assessments such as FSA and DEA; Common assessments developed within PLCs with assistance from Leadership Team

Person Responsible

Teresa Holzman


Schedule

Quarterly, from 9/1/2014 to 5/22/2015

Evidence of Completion

FSA and DEA will provide documentation of level of effectiveness from beginning of year to end of year as indicated by a year's growth or consistent Level 3 or above. Common assessments developed within PLCs will provide continuous monitoring of effectiveness every two to three weeks on standards being taught as determined by passing performance on assessments

G1.B12 High number of students in MTSS and Exceptional Education performing below grade level 2

 B183091

G1.B12.S1 LM will assess BPIE rubric and develop long term strategies to effectively serve students determined eligible for ESE and in MTSS 4

 S194852

Strategy Rationale

Inclusion is a district and state initiative

Action Step 1 5

Administration will work with district staff to determine inclusion model.

Person Responsible

Lisa Jones

Schedule

On 8/13/2015

Evidence of Completion

School-wide class enrollment

Action Step 2 5

The Co-teaching model will be implemented in inclusion classrooms

Person Responsible

Lisa Jones

Schedule

Daily, from 8/18/2015 to 6/7/2016

Evidence of Completion

Course codes, enrollment documentation

Action Step 3 5

MTSS team will monitor implementation of MTSS students and provide guidance for research-based interventions and strategies.

Person Responsible

Anika Story

Schedule

Monthly, from 9/11/2015 to 5/31/2016

Evidence of Completion

MTSS Meeting documentation

Action Step 4 5

Instructional Staff and Paraprofessionals will receive professional development, coaching and information in effective instruction, strategies and materials

Person Responsible

Leslie Thoma

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Coach logs, Sign in sheets, documentation of information distributed

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Administration and School Leadership team will review activities being implemented

Person Responsible

Lisa Jones

Schedule

Every 2 Months, from 10/31/2015 to 5/31/2016

Evidence of Completion

PLC Notes, Leadership Team notes, Training schedules

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Administration, School Leadership Team and MTSS team will review individual student data and professional development activities

Person Responsible

Lisa Jones


Schedule

Every 2 Months, from 10/31/2015 to 5/31/2016


Evidence of Completion

PLC Minutes, MTSS data, Professional Development records, ESE student data, MAPs data

G1.B13 Some teachers lack knowledge/experience in using paraprofessionals effectively for instruction with students. **2**

 B183092

G1.B13.S1 Teachers and paraprofessionals will receive training and support in utilizing paras to increase student achievement in the classroom **4**

 S194853

Strategy Rationale

2014-2015 PLUS2 visits indicated a need for better utilization of paraprofessionals

Action Step 1 **5**

Instructional staff will receive training (scheduled sessions and/or coaching) in how to effectively utilize paraprofessionals in working directly with students

Person Responsible

Tanja Roulhac

Schedule

Weekly, from 10/31/2015 to 5/31/2016

Evidence of Completion

Coach documentation, training documentation, PLC minutes

Action Step 2 **5**

Paraprofessionals will receive training in effective strategies, materials and technology to use in working with students

Person Responsible

Teresa Holzman

Schedule

Daily, from 10/30/2015 to 5/31/2016

Evidence of Completion

Training documentation, Coach documentation, MTSS documentation of interventions

Action Step 3 5

Lisa Jones will meet with Phillip Campbell (principal suggested by PLUS2 Committee) to support structure and scheduling of paraprofessional support

Person Responsible

Lisa Jones

Schedule

On 10/15/2015

Evidence of Completion

Update of paraprofessional schedule

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

School Leadership team will review training activities and feedback from coaches

Person Responsible

Lisa Jones

Schedule

Every 2 Months, from 10/30/2015 to 5/31/2016

Evidence of Completion

School Leadership Team, Coach and MTSS feedback and recommendation of future activities

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Administration will review PLUS2 feedback related to utilization of paraprofessionals with students

Person Responsible

Lisa Jones


Schedule

Semiannually, from 10/30/2015 to 5/31/2016

Evidence of Completion

PLUS2 Documentation

G1.B14 Teachers lack of knowledge concerning all components of explicit instruction **2**

 B183093

G1.B14.S1 Build teachers capacity in the area of explicit instruction. **4**

 S194854

Strategy Rationale

Explicit instruction is crucial in increasing student achievement. Until, all teachers are implementing, with fidelity , explicit instruction we we will continue to have achievement gaps.

Action Step 1 **5**

Administration will ensure that teachers recieve on-going PD concerning explicit instruction.

Person Responsible

Leslie Thoma

Schedule

Biweekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Exit slips, lesson plans, PLC minutes

Action Step 2 **5**

The School Based Leadership Team will learn more about connecting student learning to the standard being addressed. Coaches will support teachers in fully implementing this look for.

Person Responsible

Lisa Jones

Schedule

Daily, from 10/8/2015 to 5/25/2016

Evidence of Completion

Feedback from PLUS2 meetings

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Administration will meet with Reading Coach monthly

Person Responsible

Lisa Jones

Schedule

Monthly, from 10/15/2015 to 5/31/2016

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Administration will meet with Reading Coach monthly

Person Responsible

Lisa Jones

Schedule

Monthly, from 10/15/2015 to 5/31/2016

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 7

If documentation supports that there is still a lack of understanding or implementation, modeling and or classroom walks will be offered.

Person Responsible

Leslie Thoma

Schedule

Every 3 Weeks, from 11/2/2015 to 5/31/2016

Evidence of Completion

Survey created by Reading Coach

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Develop annual plan, meet monthly to analyze and share data with staff to be utilized as a schoolwide resource throughout the year	Story, Anika	9/30/2015	Finalized plan Training agendas PBS team meeting minutes	10/30/2015 one-time
G1.B1.S2.A1	Analyze 2014-2015 data to investigate high priority needs.		9/10/2015	Report of data analysis and summary of findings	9/30/2015 one-time
G1.B2.S1.A1	Selected Leadership Team members will engage in a book study using DuFour's Learning by Doing- A Handbook for Professional Learning Communities at Work.	Jones, Paula Kaye	9/15/2015	Book study notes, CWT, teacher feedback	5/27/2016 biweekly
G1.B5.S1.A1	Parent Liaison funded through district Title I allocations will work with families and children with attendance concerns.	Jones, Paula Kaye	9/1/2015	Daily log of activities, phone calls and correspondence.	6/7/2016 daily
G1.B11.S1.A1	Teachers will work with the District Reading Resource person to deepen their understanding of delivering instruction utilizing Webbs Depth of Knowledge.	Jones, Lisa	10/1/2015	Sign In Sheets, Lesson Plans	5/20/2016 monthly
G1.B12.S1.A1	Administration will work with district staff to determine inclusion model.	Jones, Lisa	7/15/2015	School-wide class enrollment	8/13/2015 one-time
G1.B13.S1.A1	Instructional staff will receive training (scheduled sessions and/or coaching) in how to effectively utilize paraprofessionals in working directly with students	Roulhac, Tanja	10/31/2015	Coach documentation, training documentation, PLC minutes	5/31/2016 weekly
G1.B14.S1.A1	Administration will ensure that teachers receive on-going PD concerning explicit instruction.	Thoma, Leslie	10/1/2015	Exit slips, lesson plans, PLC minutes	5/31/2016 biweekly
G1.B1.S1.A2	PLCs will work together to develop PBS Tier I plan consistent across grade level	Holzman, Teresa	9/23/2015	Submitted plans to Administration	9/30/2015 one-time
G1.B1.S2.A2	PBS team will investigate research-based strategies to incorporate school-wide		10/15/2015	PBS Team/PLC notes	11/15/2015 every-2-months
G1.B2.S1.A2	Leadership Team Members will plan agendas for PLCs to provide consistency throughout grade levels and to ensure effective practices are being met.	Holzman, Teresa	7/31/2015	Developed Agendas	5/31/2016 biweekly
G1.B5.S1.A2	Attendance data will be reviewed daily and phone calls made to families of students who are absent		9/1/2015	Daily call logs and correspondence	6/7/2016 daily
G1.B11.S1.A2	Teachers will work with Coaches to analyze depth of knowledge with each standard to ensure that Instruction and Assessment align with requirement the rigor and complexity of the Florida Standards.		10/1/2015	Training agendas, PLC notes, training notes	5/20/2016 monthly
G1.B12.S1.A2	The Co-teaching model will be implemented in inclusion classrooms	Jones, Lisa	8/18/2015	Course codes, enrollment documentation	6/7/2016 daily
G1.B13.S1.A2	Paraprofessionals will receive training in effective strategies, materials and technology to use in working with students	Holzman, Teresa	10/30/2015	Training documentation, Coach documentation, MTSS documentation of interventions	5/31/2016 daily
G1.B14.S1.A2	The School Based Leadership Team will learn more about connecting student learning to the standard being addressed. Coaches will support teachers in fully implementing this look for.	Jones, Lisa	10/8/2015	Feedback from PLUS2 meetings	5/25/2016 daily

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Lucille Moore Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3	Using the analyzed data from PBS Committee, updated data will be shared out monthly to PLCs	Story, Anika	9/30/2015	PBS minutes/PLC minutes	5/30/2016 monthly
G1.B1.S2.A3	PBS Team/ PLC Behavior team will analyze behavior data noting patterns and students/classrooms in need of intervention		10/15/2015	PBS, MTSS and Behavior PLC notes	5/31/2016 monthly
G1.B2.S1.A3	Select Leadership Team members will lead PLC meetings twice a month in order to model effective practices of a PLC.	Jones, Paula Kaye	9/11/2015	PLC minutes	5/11/2016 biweekly
G1.B5.S1.A3	Attendance team will work together to investigate and implement effective, positive strategies to increase attendance among students with frequent absences and tardies		9/1/2015	PLC Meeting notes and documentation of strategies	5/31/2016 monthly
G1.B11.S1.A3	Levels of thinking in questions- Coaches will work with teachers in connecting understanding of the standard to planning for utilizing and implementing question stems.	Roulhac, Tanja	10/1/2015	Coaching Notes, PLUS2 visit feedback	5/20/2016 weekly
G1.B12.S1.A3	MTSS team will monitor implementation of MTSS students and provide guidance for research-based interventions and strategies.	Story, Anika	9/11/2015	MTSS Meeting documentation	5/31/2016 monthly
G1.B13.S1.A3	Lisa Jones will meet with Phillip Campbell (principal suggested by PLUS2 Committee) to support structure and scheduling of paraprofessional support	Jones, Lisa	9/24/2015	Update of paraprofessional schedule	10/15/2015 one-time
G1.B1.S1.A4	All Lucille Moore paraprofessionals will be trained in PBS, Lucille Moore behavior procedures and key behavior practices	Holzman, Teresa	9/30/2015	Training Agenda and sign in sheet	9/30/2015 one-time
G1.B12.S1.A4	Instructional Staff and Paraprofessionals will receive professional development, coaching and information in effective instruction, strategies and materials	Thoma, Leslie	9/1/2015	Coach logs, Sign in sheets, documentation of information distributed	5/31/2016 weekly
G1.MA1	MTSS data, Behavior Discipline, , Attendance data, PLC minutes/ calendars, classroom walk-throughs	Jones, Lisa	10/30/2015	Data Reports ,Increase in MTSS achievement, increase in attendance, MAP and Common Assessments. A decrease in the number of students being served in Tier II and III.	5/31/2016 monthly
G1.B1.S1.MA1	Determine the effectiveness of implementation through data analysis of schoolwide behavior data. Trends will be noted and addressed		Decrease of inappropriate behavior per individual students and classrooms	one-time	
G1.B1.S1.MA1	Submitted PBS plan for administrative approval and monthly analysis of data at PBS leadership committee meetings		Finalized and approved Tier I PBS plans from each teacher; Decrease of inappropriate behavior patterns per individuals	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			and classrooms.		
G1.B2.S1.MA1	Student increased proficiency on statewide assessments such as FSA and DEA; Common assessments developed within PLCs with assistance from Leadership Team	Jones, Paula Kaye	8/25/2014	FSA and DEA will provide documentation of level of effectiveness from beginning of year to end of year as indicated by a year's growth or consistent Level 3 or above. Common assessments developed within PLCs will provide continuous monitoring of effectiveness every two to three weeks on standards being taught as determined by passing performance on assessments	4/30/2015 quarterly
G1.B2.S1.MA1	Leadership Team members will meet twice a month for reflection and future agenda planning as compared to research-based best practices gleaned from the DuFour book study.	Jones, Paula Kaye	9/30/2014	Agendas and PLC notes	5/22/2015 monthly
G1.B5.S1.MA1	Activities will be reviewed and compared to individual attendance data	Jones, Paula Kaye	10/31/2015	PLC Feedback and data analysis	5/31/2016 monthly
G1.B5.S1.MA1	Attendance PLC will review documentation of activities held and students affected. Committee will submit feedback for activities to be continued, started or discontinued.	Jones, Paula Kaye	10/31/2015	PLC meeting notes and feedback documentation	5/31/2016 monthly
G1.B11.S1.MA1	Student increased proficiency on statewide assessments such as FSA and DEA; Common assessments developed within PLCs with assistance from Leadership Team	Holzman, Teresa	9/1/2014	FSA and DEA will provide documentation of level of effectiveness from beginning of year to end of year as indicated by a year's growth or consistent Level 3 or above. Common assessments developed within PLCs will provide continuous monitoring of effectiveness every two to three weeks on standards being taught as determined by passing performance on assessments	5/22/2015 quarterly
G1.B11.S1.MA1	Administrators will conduct Classroom Walk-throughs, Coaches will visit classrooms and meet with teachers monthly to determine if Instruction and Assessment coincide with the required DOK levels of the standards.	Holzman, Teresa	9/1/2014	Agendas, meeting notes, Classroom Walk-through data and Coach logs will be kept for documentation	5/22/2015 monthly
G1.B12.S1.MA1	Administration, School Leadership Team and MTSS team will review individual student data and professional development activities	Jones, Lisa	10/31/2015	PLC Minutes, MTSS data, Professional Development records, ESE student data, MAPs data	5/31/2016 every-2-months
G1.B12.S1.MA1	Administration and School Leadership team will review activities being implemented	Jones, Lisa	10/31/2015	PLC Notes, Leadership Team notes, Training schedules	5/31/2016 every-2-months
G1.B13.S1.MA1	Administration will review PLUS2 feedback related to utilization of paraprofessionals with students	Jones, Lisa	10/30/2015	PLUS2 Documentation	5/31/2016 semiannually
G1.B13.S1.MA1	School Leadership team will review training activities and feedback from coaches	Jones, Lisa	10/30/2015	School Leadership Team, Coach and MTSS feedback and recommendation of future activities	5/31/2016 every-2-months
G1.B14.S1.MA1	If documentation supports that there is still a lack of understanding or implementation, modeling and or classroom walks will be offered.	Thoma, Leslie	11/2/2015	Survey created by Reading Coach	5/31/2016 every-3-weeks
G1.B14.S1.MA1	Administration will meet with Reading Coach monthly	Jones, Lisa	10/15/2015	Meeting notes	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B14.S1.MA1	Administration will meet with Reading Coach monthly	Jones, Lisa	10/15/2015	Meeting notes	5/31/2016 monthly
G1.B1.S2.MA1	PBS, MTSS, Singleton PLC and Administration will analyze discipline referrals, suspensions and other behavior data for patterns	Holzman, Teresa	10/30/2015	PLC minutes and discipline data	5/31/2016 monthly
G1.B1.S2.MA1	PBS team will monitor school-wide progress and implementation. MTSS PLC will monitor individual student progress and implementation	Story, Anika	10/30/2015	PBS/MTSS/PLC Minutes and Data	5/31/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase proficiency across all content areas through the use of explicit instruction utilizing research-based strategies and materials.

G1.B1 Student behaviors and lack of social skills negatively impacting academic progress across all content areas and disrupting learning of others.

G1.B1.S1 Increase teacher understanding and effectiveness in implementing PBS Tier 1 and strategies for student engagement.

PD Opportunity 1

Develop annual plan, meet monthly to analyze and share data with staff to be utilized as a schoolwide resource throughout the year

Facilitator

Members of PBS leadership team

Participants

All school faculty and staff

Schedule

On 10/30/2015

PD Opportunity 2

All Lucille Moore paraprofessionals will be trained in PBS, Lucille Moore behavior procedures and key behavior practices

Facilitator

PBS Leadership Team

Participants

Lucille Moore Paraprofessionals

Schedule

On 9/30/2015

G1.B1.S2 PBS Team and School Leadership Team will investigate and implement discipline strategies for school-wide and individual positive impact.

PD Opportunity 1

PBS team will investigate research-based strategies to incorporate school-wide

Facilitator

Anika Story, Tracy Frigon

Participants

PBS Team, PLC with Behavior Focus

Schedule

Every 2 Months, from 10/15/2015 to 11/15/2015

PD Opportunity 2

PBS Team/ PLC Behavior team will analyze behavior data noting patterns and students/classrooms in need of intervention

Facilitator

Anika Story, Tracy Frigon

Participants

PBS Team, PLC, MTSS

Schedule

Monthly, from 10/15/2015 to 5/31/2016

G1.B2 Lack of protected time to effectively implement PLC practices.

G1.B2.S1 School Leadership Team will provide structure and support to PLC's to ensure implementation of effective PLC's practices.

PD Opportunity 1

Selected Leadership Team members will engage in a book study using DuFour's Learning by Doing- A Handbook for Professional Learning Communities at Work.

Facilitator

Lisa M Jones

Participants

School Improvement Leadership Team

Schedule

Biweekly, from 9/15/2015 to 5/27/2016

PD Opportunity 2

Select Leadership Team members will lead PLC meetings twice a month in order to model effective practices of a PLC.

Facilitator

Tracy Frigon, Paula Kaye Jones

Participants

All regular education teachers and some ESE teachers

Schedule

Biweekly, from 9/11/2015 to 5/11/2016

G1.B5 Lack of value put on attendance for a number of families

G1.B5.S1 PBS team, Parent Liaison, Title I Resource Teacher and MTSS Problem Solving Team will work together to develop and implement research based strategies to increase attendance schoolwide and for students falling below set attendance target line

PD Opportunity 1

Parent Liaison funded through district Title I allocations will work with families and children with attendance concerns.

Facilitator

CeCe Brown

Participants

Parent Liaisons, Title I staff

Schedule

Daily, from 9/1/2015 to 6/7/2016

PD Opportunity 2

Attendance team will work together to investigate and implement effective, positive strategies to increase attendance among students with frequent absences and tardies

Facilitator

CeCe Brown

Participants

Attendance committee members

Schedule

Monthly, from 9/1/2015 to 5/31/2016

G1.B11 Students struggle to think and work on a more complex level.

G1.B11.S1 Teachers will utilize Webb's Depth of Knowledge to ensure instruction and assessment are at a higher level of rigor and complexity.

PD Opportunity 1

Teachers will work with the District Reading Resource person to deepen their understanding of delivering instruction utilizing Webbs Depth of Knowledge.

Facilitator

District Staff

Participants

All teachers

Schedule

Monthly, from 10/1/2015 to 5/20/2016

PD Opportunity 2

Teachers will work with Coaches to analyze depth of knowledge with each standard to ensure that Instruction and Assessment align with requirement the rigor and complexity of the Florida Standards.

Facilitator

Literacy Coach, Math Coach and Writing Coach

Participants

All teachers

Schedule

Monthly, from 10/1/2015 to 5/20/2016

PD Opportunity 3

Levels of thinking in questions- Coaches will work with teachers in connecting understanding of the standard to planning for utilizing and implementing question stems.

Facilitator

Tanja Roulhac and Leslie Thoma

Participants

Instructional Staff

Schedule

Weekly, from 10/1/2015 to 5/20/2016

G1.B12 High number of students in MTSS and Exceptional Education performing below grade level

G1.B12.S1 LM will assess BPIE rubric and develop long term strategies to effectively serve students determined eligible for ESE and in MTSS

PD Opportunity 1

The Co-teaching model will be implemented in inclusion classrooms

Facilitator

District staff

Participants

Teachers involved in co-teaching/inclusion classrooms

Schedule

Daily, from 8/18/2015 to 6/7/2016

PD Opportunity 2

MTSS team will monitor implementation of MTSS students and provide guidance for research-based interventions and strategies.

Facilitator

District staff/ Anika Story

Participants

Instructional staff and Paraprofessionals

Schedule

Monthly, from 9/11/2015 to 5/31/2016

PD Opportunity 3

Instructional Staff and Paraprofessionals will receive professional development, coaching and information in effective instruction, strategies and materials

Facilitator

District staff, Literacy Coach, Math Coach, ESE Resource Teachers, Title I Resource Teacher

Participants

Instructional staff and paraprofessionals

Schedule

Weekly, from 9/1/2015 to 5/31/2016

G1.B13 Some teachers lack knowledge/experience in using paraprofessionals effectively for instruction with students.

G1.B13.S1 Teachers and paraprofessionals will receive training and support in utilizing paras to increase student achievement in the classroom

PD Opportunity 1

Instructional staff will receive training (scheduled sessions and/or coaching) in how to effectively utilize paraprofessionals in working directly with students

Facilitator

Math Coach, Literacy Coach, MTSS staff, Title I staff, District staff

Participants

Instructional Staff

Schedule

Weekly, from 10/31/2015 to 5/31/2016

PD Opportunity 2

Paraprofessionals will receive training in effective strategies, materials and technology to use in working with students

Facilitator

Math Coach, Literacy Coach, MTSS staff, Title I staff, District staff

Participants

Paraprofessionals

Schedule

Daily, from 10/30/2015 to 5/31/2016

G1.B14 Teachers lack of knowledge concerning all components of explicit instruction

G1.B14.S1 Build teachers capacity in the area of explicit instruction.

PD Opportunity 1

Administration will ensure that teachers receive on-going PD concerning explicit instruction.

Facilitator

Leslie Thoma

Participants

Teachers

Schedule

Biweekly, from 10/1/2015 to 5/31/2016

PD Opportunity 2

The School Based Leadership Team will learn more about connecting student learning to the standard being addressed. Coaches will support teachers in fully implementing this look for.

Facilitator

Lisa Jones, Math Coach, Literacy Coach

Participants

Instructional staff and classroom paraprofessionals

Schedule

Daily, from 10/8/2015 to 5/25/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Develop annual plan, meet monthly to analyze and share data with staff to be utilized as a schoolwide resource throughout the year				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750-Other Personal Services	0131 - Lucille Moore Elementary Schl			\$1,300.00
			Notes: Subs for PBS Team members			
	6400	750-Other Personal Services	0131 - Lucille Moore Elementary Schl	Title I Part A		\$1,300.00
			Notes: subs for PBS			
2	G1.B1.S1.A2	PLCs will work together to develop PBS Tier I plan consistent across grade level				\$0.00
3	G1.B1.S1.A3	Using the analyzed data from PBS Committee, updated data will be shared out monthly to PLCs				\$0.00
4	G1.B1.S1.A4	All Lucille Moore paraprofessionals will be trained in PBS, Lucille Moore behavior procedures and key behavior practices				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	150-Aides	0131 - Lucille Moore Elementary Schl	Title I Part A		\$400.00
5	G1.B1.S2.A1	Analyze 2014-2015 data to investigate high priority needs.				\$0.00
6	G1.B1.S2.A2	PBS team will investigate research-based strategies to incorporate school-wide				\$0.00
7	G1.B1.S2.A3	PBS Team/ PLC Behavior team will analyze behavior data noting patterns and students/classrooms in need of intervention				\$0.00
8	G1.B11.S1.A1	Teachers will work with the District Reading Resource person to deepen their understanding of delivering instruction utilizing Webbs Depth of Knowledge.				\$0.00
9	G1.B11.S1.A2	Teachers will work with Coaches to analyze depth of knowledge with each standard to ensure that Instruction and Assessment align with requirement the rigor and complexity of the Florida Standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$0.00
			Notes: District and school Title I funds			

Budget Data						
10	G1.B11.S1.A3	Levels of thinking in questions- Coaches will work with teachers in connecting understanding of the standard to planning for utilizing and implementing question stems.				\$0.00
11	G1.B12.S1.A1	Administration will work with district staff to determine inclusion model.				\$0.00
12	G1.B12.S1.A2	The Co-teaching model will be implemented in inclusion classrooms				\$0.00
13	G1.B12.S1.A3	MTSS team will monitor implementation of MTSS students and provide guidance for research-based interventions and strategies.				\$0.00
14	G1.B12.S1.A4	Instructional Staff and Paraprofessionals will receive professional development, coaching and information in effective instruction, strategies and materials				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	120-Classroom Teachers	0131 - Lucille Moore Elementary Schl	Title I Part A		\$2,000.00
	6400	150-Aides	0131 - Lucille Moore Elementary Schl	Title I Part A		\$1,000.00
15	G1.B13.S1.A1	Instructional staff will receive training (scheduled sessions and/or coaching) in how to effectively utilize paraprofessionals in working directly with students				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750-Other Personal Services	0131 - Lucille Moore Elementary Schl	Title I Part A		\$2,000.00
	6400	120-Classroom Teachers	0131 - Lucille Moore Elementary Schl	Title I Part A		\$2,000.00
16	G1.B13.S1.A2	Paraprofessionals will receive training in effective strategies, materials and technology to use in working with students				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	150-Aides	0131 - Lucille Moore Elementary Schl	Title I Part A		\$900.00
17	G1.B13.S1.A3	Lisa Jones will meet with Phillip Campbell (principal suggested by PLUS2 Committee) to support structure and scheduling of paraprofessional support				\$0.00
18	G1.B14.S1.A1	Administration will ensure that teachers receive on-going PD concerning explicit instruction.				\$0.00
19	G1.B14.S1.A2	The School Based Leadership Team will learn more about connecting student learning to the standard being addressed. Coaches will support teachers in fully implementing this look for.				\$0.00
20	G1.B2.S1.A1	Selected Leadership Team members will engage in a book study using DuFour's Learning by Doing- A Handbook for Professional Learning Communities at Work.				\$100.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	510-Supplies	0131 - Lucille Moore Elementary Schl	Title I Part A		\$100.00
			<i>Notes: Books for book study</i>			
21	G1.B2.S1.A2	Leadership Team Members will plan agendas for PLCs to provide consistency throughout grade levels and to ensure effective practices are being met.				\$0.00
22	G1.B2.S1.A3	Select Leadership Team members will lead PLC meetings twice a month in order to model effective practices of a PLC.				\$0.00
23	G1.B5.S1.A1	Parent Liaison funded through district Title I allocations will work with families and children with attendance concerns.				\$0.00
24	G1.B5.S1.A2	Attendance data will be reviewed daily and phone calls made to families of students who are absent				\$0.00
25	G1.B5.S1.A3	Attendance team will work together to investigate and implement effective, positive strategies to increase attendance among students with frequent absences and tardies				\$0.00
					Total:	\$11,000.00