Hernando County School District

Moton Elementary School

2015-16 School Improvement Plan

Moton Elementary School

7175 EMERSON RD, Brooksville, FL 34601

www.edline.net/pages/hcsb_mes

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	85%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	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 was approved by the Hernando County School Board on 11/17/2015.

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.

Table of Contents

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
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Moton Elementary School, everyone shows P.R.I.DE.-by being POLITE, showing RESPECT, having INTEGRITY, being DEPENDABLE and EDUCATED. Moton Elementary will collaborate with parents and all community stakeholders to effectively prepare all students for a successful transition in a diverse and changing world.

Provide the school's vision statement

Moton Elementary School is a place of excellence where children of all abilities can achieve full potential in their academic, creative, personal, physical, and moral development.
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School Environment

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

Moton Elementary welcomes parents and students into the school during Kindergarten Orientation, Open House, and the Title I Annual Meeting to collect information on the various cultures and ethnic origins represented throughout the school.There is daily communication between teachers and families through the use of newsletters, agendas, Internet, and phone calls. Teachers and administration then use this information to build positive home-school relationships that address the unique needs of all students and families. ESOL staff are available to assist with language barriers. Throughout the school year, Moton Elementary hosts a variety of events that encourage positive interaction between staff and families.

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

Moton Elementary staff begin each year introducing students to campus wide expectations and safety procedures. We fully support the district adopted anti-bullying program. Routines and procedures are consistently reinforced and practiced to ensure proper response in all situations. The administration and teachers of Moton Elementary greet each student and parent that enters the school each morning. Students are greeted by name and formally welcomed into the school whether by parent drop off or bus delivery. All visitors are screened using the Raptor system to obtain clearance prior to entering the campus. The administration and support staff have an open door policy to offer assistance to students in need. The entire staff is available after school until every child has left campus ensuring that every child experiences a safe learning environment daily.

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

Moton Elementary students begin learning school wide expectations the first day of school. These expectations are practiced daily for the first month of school and include but are not limited to bus, hallway, playground, cafeteria, computer lab, media center, pick up and dismissal. Moton uses a Positive Behavior Support system to monitor and reinforce behavioral expectations on campus and

within the classrooms. Students are rewarded for exceeding expectations and are encouraged to reflect on choices that lead to negative consequences. This allows students to correct their own behaviors in lieu of administrative intervention. Moton has a clearly defined set of school-wide expectations visible around the campus as well as classroom and grade level expectations established and reinforced by teachers. All staff consistently reinforces the behavioral expectations and receives professional development throughout the year based on data to make necessary adjustments to the system. Behavioral data is routinely monitored during weekly SBLT meetings. At-risk students are identified and behavioral interventions which include CICO, counseling from outside agencies, and social/emotional skills training are implemented.

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

Moton utilizes its social workers and collaborates with support staff to teach sessions on social skills and positive interaction in the classroom, common areas, and during transitions. We are initiating a social/emotional awareness model through our specials rotation. Students will receive weekly instruction on how to positively react to a variety of social settings. We are supported by the ESSS (Exceptional Student Support Services) Department to help assist our diverse population of students with behavioral and emotional challenges. Outside agencies also provide support to students and staff to ensure the social and emotional needs of our students are being met. In addition, Moton is an active partner with the DOVE Foundation which provides social/emotional support to parents of female students to help with their transition from childhood to pre-teen years.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/180076.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Moton Elementary meets monthly with the Title I and SAC committees that are made up of teachers, parents and community members. The meetings are conducted on dates and times that are convenient for many stakeholders. Agenda topics include, but are not limited to, school improvement, securing and spending of allocated resources, and building and maintaining community partnerships. Stakeholders will be informed of the curriculum at the school, the instrument used for academic assessment, progress monitoring tools, and the measurements to exceed standards based instructional levels. These meetings also provide opportunities for community members to formulate suggestions and to participate in the decisions relating to the utilization of resources to support school initiatives and student achievement.

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
Griffith, Mark	Principal
Maner, Josandra	Other
Carr, Juretta	Other
Flaspeter, Ruth	Other
Hamby, Bonnie	Teacher, ESE
Stuckey, Tom	Instructional Coach
Jensen, Anna	Assistant Principal

Duties

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

The SBLT members are a diverse group of school personnel with a wide variance of experience. The team is made up of a school psychologist, administrators, a reading resource teacher, assessment teacher, instructional practices coach, Title I Facilitator, an ESE resource teacher and a district reading coach. The team has established a weekly cyclical data review calendar. Each week is

dedicated to a specific content area in relation to the SIP in the areas of attendance and discipline, ELA, math, science, at-risk students, and ESE. All members of the team have equal responsibilities in decision making as well as implementing the action plan developed at each meeting. Relevant data is shared with grade level teams the following week during PLC. Members of the team may be assigned to provide professional development or coaching to the faculty as needed and/or small group or individual interventions to students. Recommended components of each action plan are reviewed upon the next cycle.

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

At Moton Elementary, we strive to involve all stakeholders to help identify needs and secure resources to maximize student outcomes. Our SBLT utilizes data on a weekly basis to target areas of focus. These areas range from school wide systems down to the specific needs of individuals. An action plan is developed often enlisting the support of other groups including Title I funded allocations, grade level teams, our SAC, Organizing to Lead members, and district support staff. Action plans are routinely monitored in an effort to ensure the effectiveness of core instruction, supplemental resources, technology, professional development, and instructional support. Weekly PLCs with specific data focus areas led by administration and our IP Coach prompt improvements in instructional delivery. Subsequent monitoring determines future problem solving activities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mark Griffith	Principal
Craig Barter	Teacher
JoSandra Maner	Teacher
Ruth Flaspeter	Teacher
Adrian Stewart	Teacher
Dee Fry	Teacher
Kenisha Gonzalez	Parent
Laura Casino	Parent
Bonnie Hamby	Teacher
Susan Miranda	Parent
Natisha Feacher	Parent
Anna Jensen	Principal

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

Each year, the SIP is reviewed and revised by members of the SAC in response to available data using the problem solving process to address identified needs. SAC was in agreement to continue to pursue last year's goal with revisions. Specifically in removing barriers and identifying additional effective strategies. We will revisit the plan when data becomes available from DOE.

Development of this school improvement plan

In the absence of state data, district adopted end-of-year assessments were used to provide comparison data between Moton Elementary and other district schools utilizing the same assessment instruments. From this data our SBLT identified current levels of proficiency. The Florida DOE also released the quintile list identifying students performing in the bottom 20% in the 3rd ELA FSA assessment. In using this data, efforts will continue to be focused on aligning classroom instruction with current state standards. SAC members concluded that Moton Elementary needed to work towards merging classroom instruction with state standards through staff development.

Preparation of the school's annual budget and plan

SAC is responsible for the allocation and dissemination of School Improvement Funds (SAC Budget). The SAC and Title I committees provide input and recommendations on the spending of the Title I allocation and school annual budget. At each meeting, a treasurer's report is given to report the use and intended use of allocated funds. All SAC expenditures must be voted on and approved by the committee prior to dispersal.

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

$1926.45 of the school improvement funds were used for student rewards and incentives.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Maner, Josandra	Other
Flaspeter, Ruth	Teacher, K-12
Griffith, Mark	Principal
Jensen, Anna	Assistant Principal
Hamby, Bonnie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

At Moton Elementary school our LLT meets monthly to brainstorm ideas to promote literacy. This team is lead by our reading resource teacher Ruth Flaspeter. This team has organized Reading Counts individual and classroom incentive programs to increase participation and develop a love of reading. This team promoted Literacy Week and Dr. Suess Night. A ninety minute uninterrupted reading block was incorporated into the master schedule for all grade levels with an additional thirty

minutes for writing. A grade level thirty minute MTSS block for skills based strategic reading interventions has been placed in the master schedule. Reading instruction will engage students in mastering the Florida Standards (LAFS). Teachers will incorporate texts of varying levels of complexity into their instruction, providing various opportunities for students to read, write, and discuss the literary elements of any given piece. Additional small group instructional practices will provided by all teachers and the supplemental reading resource teacher. Utilization of newly adopted i-Ready program will provide diagnostics, differentiated reading instruction, and creating prescriptive reading strand courses will accommodate individual student learning needs. The LLT will meet in conjunction with the SBLT team monthly to review school-wide data and to discuss and promote state, district, and school based literacy initiatives.

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

Moton Elementary school teachers participated in a week long Standards Based Planning session prior preschool. All staff new to Moton are assigned mentors. In addition to common daily grade level planning, in our master schedule has been modified to allow for ninety minutes of grade level planning and Professional Development (PD) every two weeks. Professional Learning Communities (PLC) are vertically aligned allowing equal grade level representation. Classroom coverage is provided so that teachers may observe colleagues who may be participating in a Lesson Study or who may have been identified as a model teacher for that quarter. Pending funding,teachers will also have the opportunity for additional planning hours outside of the contract day to collaborate vertically and horizontally on standards based instructional strategies.

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

Hiring energetic, quality teacher is paramount to establishing positive school culture and high achievement. High staff morale is fostered by consistently demonstrating genuine staff appreciation. All open positions are advertised on the district employment website. All applicants are pre-screened by the district before being able to apply for any listed position. An administrator or committee interviews every qualified applicant. Newly hired employees are provided with induction support with administration and mentor teachers. Ongoing professional development and frequent feedback is offered in a timely manner so that teachers feel supported. Weekly needs assessments are conducted to address teacher needs and concerns.

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

All new hires are assigned a Clinical Educator Trained teacher as a mentor. The assigned mentor meets regularly with mentees to provide support and assistance in the areas identified by the new teacher needs checklist. Administration also meets with mentees weekly during the first quarter to provide assistance and feedback. The mentor and mentee are paired based on grade level and content area experience. We also attempt to pair teachers based on common teaching pedagogic systems. New teachers also have many opportunities to observe veteran teachers and may also request to have lessons modeled for them by instructional coaches. Additionally, new teachers are invited to be a part of the district new teacher cohort where they can reflect, brainstorm, and support other new teachers within the county.

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

This year our District has provided thoroughly designed curriculum maps for ELA, math, and writing. These maps serve as a valuable resource providing alignment to current standards. Professional development on the use of the maps and available resources will continue throughout the year. Teachers will engage in extensive team planning. Administration, district reading, math and science teams as well as our SBLT will be conducting ongoing walk throughs for fidelity checks on adherence to Florida Standards.

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

The SBLT meets weekly to disaggregate data in grades K-5. We use all available data sources such as: FAIR, i-Ready, DWAP, weekly assessments from reading, math, and science, and SAM to monitor the progress of our students. In response to data, the SBLT writes an action plan to modify, if needed, the curriculum focus until the next cycle. This process continues throughout the school year. The SBLT facilitates grade level data chats examining grade level trends to support fluid walls for grouping students who need enrichment or more intensive skill based intervention. Computer programs are also designed for prescriptive needs of students. We provide robust support to students during our common school-wide MTSS time.

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: 2,340

Students are invited to attend an extended school day two times per week from November - February. Teachers will provide small group standards-based instruction using the supplemental, researched-based materials and model school best practices. Teachers will use various data sources to provide additional reinforcement of concepts, standards, and benchmarks not mastered by students selected to participate in the program.

Strategy Rationale

Preview - Review - A systematic implementation of specific instructional strategies to address the various needs of all students. Specifically the process involves measures taken before lessons to prepare students for learning, measures taken during lessons to support and challenge students, and measures taken after instruction to provide effective remediation and review.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Hamby, Bonnie, hamby_b@hcsb.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be reviewed weekly to ensure ongoing progress monitoring. Students will be grouped according to need based on the data. Monthly progress reports will be sent home for parents to monitor student progress.

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

At Moton Elementary school communication is established with local day cares regarding expectation for kindergarten. We also work in close partnership with the local Boys and Girls Club to communicate skills desired prior to kindergarten entry. We host a kindergarten orientation to better assist parent and children transition into kindergarten. We have two Pre-K classrooms that feed into our K-5 cohort. Our Pre-K teachers are provided professional development in conjunction with our Kindergarten team to ensure vertical alignment. Pre-K and Kindergarten teachers work collaboratively throughout the year to provide support, observations and planning to prepare our incoming kindergarten students.
Fifth grade teachers align standards based instruction with needed prerequisites to prepare students for a successful transition into middle school. All fifth grade students participate in middle school orientation prior to the end of fifth grade to meet with teachers, plan schedules and learn expectations.

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

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

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

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

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:

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

⬜ 1 ⬜ = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   100 percent of our teachers will plan collaboratively to align with the Florida Standards to rigorously teach with fidelity checks to ensure all students produce high quality outcomes as evidenced by data.

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. 100 percent of our teachers will plan collaboratively to align with the Florida Standards to rigorously teach with fidelity checks to ensure all students produce high quality outcomes as evidenced by data. 1a

🔍 G072917

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal 2

- Intensive professional development will continue to be provided on unpacking the standards, using the newly adopted curriculum maps to collaboratively plan rigorous instruction and utilize available resources to provide student led differentiated instruction. District reading coaches, instructional coaches, administration and support staff will be utilized to model, assist in walk throughs, and provide fidelity checks on progress.

- Current curriculum and supplemental instructional programs have been modified for alignment to the Florida Standards.

Targeted Barriers to Achieving the Goal 3

- The teachers' instructional practices are not fully aligned to effectively teach Florida Standards.

Plan to Monitor Progress Toward G1. 8

Multiple data sources will be disaggregated by the SBLT in order to identify grade level and individual teacher trends.

Person Responsible
Mark Griffith

Schedule
Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion
A walk through calendar has been developed and will be adhered to. Data from walk throughs will be shared with staff. Professional development topics will be monitored for evidence of classroom implementation. Student work will be evaluated for alignment with the standards as well as level of complexity with appropriate feedback.

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. 100 percent of our teachers will plan collaboratively to align with the Florida Standards to rigorously teach with fidelity checks to ensure all students produce high quality outcomes as evidenced by data. `1`

🔍 G072917

G1.B1 The teachers' instructional practices are not fully aligned to effectively teach Florida Standards. `2`

🔍 B190381

G1.B1.S1 A 90 minute professional development block has been designated for each team on a two week rotation during the school day. Professional learning focus modules will be selected based on current needs and data trends. All modules include emphasis on team planning. Each team will then weekly to complete follow up activities. `4`

🔍 S201787

Strategy Rationale

Extended time allows for more in depth examination of best practices and allows for teachers to complete learn walks and visit other classrooms, without the utilization of substitute teachers.

Action Step 1 `5`

A 90 minute professional development block has been designated for each team on a two week rotation during the school day. Professional learning focus modules will include high effect strategies, backwards planning, the use of data to guide instruction, cross curricular instruction, a focus on student products, and team planning. Learn walks will be conducted quarterly to examine and reinforce areas of focus. In addition each team will meet weekly to follow-up activities.

Person Responsible

Mark Griffith

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets from ERO will provide a full description of each professional development opportunity.

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

Administration and designees will monitor instruction to ensure schedule and instruction are consistent with school improvement initiatives. This will involve adhering to establish classroom walk through schedule and bi-weekly lesson plan submissions.

Person Responsible

Anna Jensen

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student products, and walk through data will be used as evidence of collaborative planning.

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

Feedback from administrative walk throughs and SBLT meeting action plan monitoring will be used to evaluate program effectiveness.

Person Responsible

Anna Jensen

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student products, and walk through data will serve as evidence for effectiveness and fidelity of implementation.

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	A 90 minute professional development block has been designated for each team on a two week rotation during the school day. Professional learning focus modules will include high effect strategies, backwards planning, the use of data to guide instruction, cross curricular instruction, a focus on student products, and team planning. Learn walks will be conducted quarterly to examine and reinforce areas of focus. In	Griffith, Mark	9/8/2015	Sign-in sheets from ERO will provide a full description of each professional development opportunity.	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	addition each team will meet weekly to follow-up activities.				
G1.MA1	Multiple data sources will be disaggregated by the SBLT in order to identify grade level and individual teacher trends.	Griffith, Mark	9/8/2015	A walk through calendar has been developed and will be adhered to. Data from walk throughs will be shared with staff. Professional development topics will be monitored for evidence of classroom implementation. Student work will be evaluated for alignment with the standards as well as level of complexity with appropriate feedback.	5/27/2016 weekly
G1.B1.S1.MA1	Feedback from administrative walk throughs and SBLT meeting action plan monitoring will be used to evaluate program effectiveness.	Jensen, Anna	8/31/2015	Lesson plans, student products, and walk through data will serve as evidence for effectiveness and fidelity of implementation.	5/27/2016 weekly
G1.B1.S1.MA1	Administration and designees will monitor instruction to ensure schedule and instruction are consistent with school improvement initiatives. This will involve adhering to establish classroom walk through schedule and bi-weekly lesson plan submissions.	Jensen, Anna	8/31/2015	Lesson plans, student products, and walk through data will be used as evidence of collaborative planning.	5/27/2016 weekly

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. 100 percent of our teachers will plan collaboratively to align with the Florida Standards to rigorously teach with fidelity checks to ensure all students produce high quality outcomes as evidenced by data.

G1.B1 The teachers' instructional practices are not fully aligned to effectively teach Florida Standards.

G1.B1.S1 A 90 minute professional development block has been designated for each team on a two week rotation during the school day. Professional learning focus modules will be selected based on current needs and data trends. All modules include emphasis on team planning. Each team will then weekly to complete follow up activities.

PD Opportunity 1

A 90 minute professional development block has been designated for each team on a two week rotation during the school day. Professional learning focus modules will include high effect strategies, backwards planning, the use of data to guide instruction, cross curricular instruction, a focus on student products, and team planning. Learn walks will be conducted quarterly to examine and reinforce areas of focus. In addition each team will meet weekly to follow-up activities.

Facilitator

Administration, reading coaches, Title I Facilitator

Participants

All grade level teachers

Schedule

Weekly, from 9/8/2015 to 5/27/2016

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	A 90 minute professional development block has been designated for each team on a two week rotation during the school day. Professional learning focus modules will include high effect strategies, backwards planning, the use of data to guide instruction, cross curricular instruction, a focus on student products, and team planning. Learn walks will be conducted quarterly to examine and reinforce areas of focus. In addition each team will meet weekly to follow-up activities.				$38,522.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	SIG 1003(a)		$38,522.00
					Total:	$38,522.00