Moton Elementary School

2016-17 Schoolwide Improvement Plan

Moton Elementary School

7175 EMERSON RD, Brooksville, FL 34601

https://www.hernandoschools.org/mes

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	C

*Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Hernando County School Board on 10/18/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Moton Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.
.

2. School Environment

a. 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 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.

b. 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 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.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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 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 reinforce the behavioral expectations and receive professional development throughout the year based on data to make necessary adjustments to the system. Behavioral data is routinely monitored during monthly SBLT meetings. At-risk students are identified and behavioral interventions which include CICO, counseling from outside agencies, and social/emotional skills training are implemented.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Moton utilizes its social worker who collaborates with support staff to teach sessions on social skills and positive interaction in the classroom, common areas, and during transitions. 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.

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/319844.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Gordon, Marvin	Principal
Carr, Juretta	Other
Keiper, Maureen	Assistant Principal
Shaw, Debbie	Instructional Coach
Blazsek, Dana	Instructional Coach
DiFresco, Dawn	School Counselor
Maine, Colleen	Other
Barter, Craig	Teacher, K-12
Bruns, Travis	Teacher, ESE

b. Duties

1. 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 guidance counselor, administrators, assessment teacher, instructional practices coaches, Title I Facilitator, a classroom teacher, and an ESE Resource teacher. The team meets monthly to review data. Each month, the team reviews data 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 staff during the monthly faculty meeting and grade level meetings. 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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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 monthly 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, 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. Monthly data reviews led by administration and our IP Coaches prompt improvements in instructional delivery. Subsequent monitoring determines future problem solving activities.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Marvin Gordon	Principal
Craig Barter	Teacher
Adrian Stewart	Teacher
Kenisha Gonzalez	Parent
Laura Casino	Parent
Susan Miranda	Parent
Natisha Feacher	Parent
Jamie Young	Principal

b. Duties

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

a. 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. Based on data from the 15-16 school year and low 300 status, changes to the SIP will be discussed at the first SAC meeting of the year in September.

b. Development of this school improvement plan

From this data, our SBLT identified the following target area: core instruction and MTSS. 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.

c. 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.

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

To be determined based upon monies allocated from the state.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Blazsek, Dana	Instructional Coach
Shaw, Debbie	Instructional Coach
Keiper, Maureen	Assistant Principal
Gordon, Marvin	Principal

b. Duties

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

At Moton Elementary school our LLT meets monthly to brainstorm ideas to promote literacy. This team is lead by our Media Specialist, Tammy Maggard. This team will organize Reading Counts individual and classroom incentive programs to increase participation and develop a love of reading. This team will promote Literacy Week and Dr. Suess Night. Through SBLT meetings, the LLT will review school wide data to discuss and promote state, district, and school based literacy initiatives.

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

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

Moton Elementary school teachers participated in Standards Based Planning session during preschool. All staff new to Moton will attend District Super Heroes training. Grade level common planning is embedded into the Master Schedule.

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

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. Newly hired employees participate in District orientation program. Ongoing professional development and frequent feedback is offered in a timely manner so that teachers feel supported.

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

Beginning teachers and teachers new to the district participate in RISE Hernando, the district's mentoring program. The focus of RISE is refining, inspiring and supporting our educators. Each school has a designated veteran teacher who is part of the RISE cadre and on site to provide support to new teachers. Debbie Shaw is the RISE cadre representative for Moton Elementary. Components of the RISE program include a New Teacher Orientation, monthly meetings specifically focused on the needs of new teachers, tiered level of supports, collaborative help sessions, coaching cycles, observations with specific feedback, professional development and year 2 support. In addition, our site based cadre representative will hold regularly scheduled "check up" meetings, provide professional development, meet with teachers individually and consistently be in classrooms to provide support and encouragement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our District has provided 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.

b. Instructional Strategies

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

The SBLT meets monthly to disaggregate data in grades K-5. We use all available data sources such as: i-Ready, Writing Task (DELAW), 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 available for prescriptive needs of students. We provide robust support to students during our common school-wide MTSS time.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

> TBD after base line data from progress monitoring

Strategy Rationale

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy
Maine, Colleen, maine_c@hcsb.k12.fl.us

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

> TBD

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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 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.

b. College and Career Readiness

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

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School Improvement Goals

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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.   Teachers will implement rigorous standards based instruction to increase student achievement.

Strategic Goals Detail

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

G1. Teachers will implement rigorous standards based instruction to increase student achievement. 1a

🔑 G085302

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	44.0
ELA/Reading Lowest 25% Gains	33.0
Math Lowest 25% Gains	30.0
FSA ELA Achievement	43.0
Math Gains	55.0

Targeted Barriers to Achieving the Goal 3

- A change of mindset of staff in regards to students, support, and instruction as well as availiablity of resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The following support resources are available; Science Resource teacher, Instructional Practice Coaches in Differentiation and ELA, and district coaches in Reading, Math, and Science.

Plan to Monitor Progress Toward G1. 8

:Multi data sources will be disaggregated by the team for each level of system of support

Person Responsible

Jamie Young

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The comprehensive system of support will be evident in student performance data

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. Teachers will implement rigorous standards based instruction to increase student achievement. [1]

🔑 G085302

> **G1.B1** A change of mindset of staff in regards to students, support, and instruction as well as availiablity of resources. [2]
>
> 🔑 B226819

>> **G1.B1.S1** Additional 1 hour of English Language Arts Departmentalized grade 2-5 to focus on content Added science resource teacher for grades 3-5 K-2 on Media rotation Science block on master calendar Developed a system for MTSS support Proffessional development built into master scheudel Whole day profeessional development training once a month Implementation of PBS District math coach housed at Moton Elementary School [4]
>>
>> 🔑 S239295

>>> **Strategy Rationale**
>>>
>>> Providing a comprehensive system of support for teachers, students and parents

>>> **Action Step 1** [5]

>>> By using the coaching cycle, embedded weekly Professional development schedule and monthly day long professional development, and data chat minutes will be used in the action plan.

>>> **Person Responsible**
>>>
>>> Jamie Young

>>> **Schedule**
>>>
>>> Weekly, from 8/15/2016 to 6/2/2017

>>> ***Evidence of Completion***
>>>
>>> data chats/PLC, reflection journals for professional development

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

By maintaining expectations and accountablity of systems of support.

Person Responsible

Jamie Young

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

evidence attendance, lesson plans, data from walk-through reflection professional development journals

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

Monitoring all system of support

Person Responsible

Jamie Young

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Audits, lesson plans, professional development and follow up from professional development, student performaance data.

IV. Implementation Timeline					
Source	**Task, Action Step or Monitoring Activity**	**Who**	**Start Date (where applicable)**	**Deliverable or Evidence of Completion**	**Due Date/ End Date**
2017					
G1.MA1 🔑 M317222	:Multi data sources will be disaggregated by the team for each level of system of support	Young, Jamie	8/15/2016	The comprehensive system of support will be evident in student performance data	6/2/2017 weekly
G1.B1.S1.MA1 🔑 M317220	Monitoring all system of support	Young, Jamie	8/15/2016	Audits, lesson plans, professional development and follow up from professional development, student performaance data.	6/2/2017 weekly
G1.B1.S1.MA1 🔑 M317221	By maintaining expectations and accountablity of systems of support.	Young, Jamie	8/15/2016	evidence attendance, lesson plans, data from walk-through reflection professional development journals	6/2/2017 weekly
G1.B1.S1.A1 🔑 A309901	By using the coaching cycle, embedded weekly Professional development schedule and monthly day long...	Young, Jamie	8/15/2016	data chats/PLC, reflection journals for professional development	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. Teachers will implement rigorous standards based instruction to increase student achievement.

G1.B1 A change of mindset of staff in regards to students, support, and instruction as well as availiablity of resources.

G1.B1.S1 Additional 1 hour of English Language Arts Departmentalized grade 2-5 to focus on content Added science resource teacher for grades 3-5 K-2 on Media rotation Science block on master calendar Developed a system for MTSS support Proffessional development built into master scheudel Whole day profeessional development training once a month Implementation of PBS District math coach housed at Moton Elementary School

PD Opportunity 1

By using the coaching cycle, embedded weekly Professional development schedule and monthly day long professional development, and data chat minutes will be used in the action plan.

Facilitator

Administration, district coaches, Title I Facilitator, team leaders and Instructional Practice Coaches

Participants

All grade level teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**By using the coaching cycle, embedded weekly Professional development schedule and monthly day long professional development, and data chat minutes will be used in the action plan.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0271 - Moton Elementary School			$0.00
					Total:	**$0.00**