

Bay District Schools

Lucille Moore Elementary School



2017-18 Schoolwide Improvement Plan

Lucille Moore Elementary School

1900 MICHIGAN AVE, Panama City, FL 32405

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	70
Appendix 2: Professional Development and Technical Assistance Outlines	75
Professional Development Opportunities	75
Technical Assistance Items	81
Appendix 3: Budget to Support Goals	81

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lucille Moore Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We will prepare all students for college and life by providing a challenging curriculum that is relevant to our students lives and their future in a safe, supportive, and nurturing environment.

b. Provide the school's vision statement.

Preparing All Students for Success in A Global Economy
P.A.S.S.A.G.E.

2. School Environment

a. 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 believes in strong parent involvement. 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 have aided in trust and relationship building. This year, Lucille Moore will continue to engage in deeper parent-teacher relationship building as we hold evening multi-grade level workshops throughout the year. Also, based on the success of last school year's book study of the 7 Habits of Highly Effective Families, the social worker and parent liaison will provide ongoing small group sessions for parents in which much open discussion occurs. 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. Many of these agencies are active in school campus activities.

In building relationships with students, teachers engage students in highly motivating activities in which interaction and communication are 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

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

This year, Lucille Moore will continue the Leader In Me (LIM) program school wide. Faculty and staff are not only facilitators of the LIM program, but also are growing in their position of role models. In August 2016 Faculty and Parent Liaison were trained in the LIM program and the 8 Highly Effective strategies. This provided personal growth for teachers and administrators as they pave the way to create a highly effective culture and facilitate students to become leaders with high character. In June of 2017, training continued in the process and a well-formed plan and timeline was achieved to incorporate the LIM curriculum in an effective manner with students. LIM curriculum provides in-depth learning and culture of the 8 Highly Effective Habits. The Lighthouse team will continue to receive training and coaching from Franklin Covey and will continue throughout the year to lead the school in a culture that fosters safety and respect for all students.

In addition, past history revealed much strife connected to parents being allowed on campus in the mornings to stay with their children while they ate breakfast, walk them to class, etc. Because of this, a closed campus was put in to place in 2015-2016. This has been an effective strategy in fostering safety, security and respect for our students in the morning. We also value secure supervision. Extra

personnel are assigned to morning areas from drop off to parking lots, to lunchroom and in the afternoons for dismissal time.

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.

2017-18 School year the PROMISE model has replaced the I.S.S (In School Suspension) model. The Promise room will be used to facilitate the de-escalation of students, and the quick return of those students to their classes to minimize loss of instruction. Any students behavior that is severe enough to warrant 1-2 days in the Promise Rm. will also be given instructional interventions .

For the 2017-2018 school year, a behavior interventionist will be acquired through Title I funds. the behavior specialist will work with staff in developing and carrying out behavior plans for students in need of behavior intervention. He will also work with small groups and individuals for behavior focus. In respect to repetitive individual student inappropriate behaviors, students still struggling in Tier 1 are referred for MTSS Tier 2. 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 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 MTSS staff meet monthly to monitor and discuss student progress.

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.

For the 2017-2018 school year, LMES will have an MTSS interventionist, Behavior Specialist, Social Worker and Parent Liaison hired with school Title I funds. The MTSS Interventionist oversees the MTSS check in/check out system to monitor student behavior and meet with students daily to discuss behavior and social skills. The social worker receives referrals from MTSS, teachers, other instructional staff and administration. She meets with students in need and provides support for them on campus. This support is in the form of counseling, mentoring, behavior plans, connection to medical/behavioral services, etc. The Social Worker frequently conducts home visits to connect with the families, provide support and to work on current needs of the students.. The Behavior Specialist will work with individual students and small groups of students who struggle in the area of behavior. He will provide support to teachers, students and families for social and emotional needs. The Parent Liaison connects with the families and provides information to parents to help students be successful in the school-to home connection.

3. Early Warning Systems

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

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

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

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	2	19	11	20	19	11	0	0	0	0	0	0	0	82
One or more suspensions	0	9	11	19	12	10	0	0	0	0	0	0	0	61
Course failure in ELA or Math	7	3	1	22	0	0	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	39	37	31	0	0	0	0	0	0	0	107

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	5	4	12	16	13	0	0	0	0	0	0	0	52

c. 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. A heavy emphasis is placed on MTSS and helping struggling students at Lucille Moore to achieve. The district MTSS instructional coach works closely with our Title I MTSS school interventionist to monitor implementation in each classroom. The MTSS team meets monthly with each teacher to review student data and effectiveness of current intervention for each child's MTSS plan. Based on this review, students either continue with intervention, intensify intervention, change intervention, progress to TIER III or begin to wean away from interventions if necessary. Support staff are put in place to help with the implementation of the MTSS program.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/431009>.

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.

- St. Andrew Baptist provides various services to students and families on our campus and on their campus.
They provide campus beautification services to partner with Leader In Me
- * Northstar Church also provides services to families and students (activities, backpack food, campus beautification, etc)
- * Hiland Park Baptist Church and Fellowship Baptist Church provide shoeboxes at Christmas/Students write thank you letters, they provide shoes for those students in need
- * St Andrews Assembly of God has volunteered to help provide teacher incentives
- Field Day volunteers from local military bases, fire stations, churches, and businesses
- * Military provides services for families and students (Christmas assistance, campus beautification, shoes, basic necessities, etc)
- School wide gift drive for local nursing home
- Partnership with local businesses for teacher t-shirts
- Donations from local groups for weekend food program, clothing, shoes and coats for the winter

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Jones, Paula Kaye	Other
Frigon, Tracy	Instructional Media
Ware, Wanda	Teacher, K-12
Reeves, Ellen	Teacher, ESE
Jones, Lisa	Principal
Baxley, Adrian	Teacher, K-12
Monette, Ken	Assistant Principal
Slatcoff, Julie	Teacher, K-12
Russo, Joy	Instructional Coach
Hutchinson, Angela	Teacher, K-12
Hart, Kimberly	Teacher, K-12
Rhodes, Stephanie	Teacher, K-12
Yager, Carrie	Teacher, K-12
Davis, Kevin	Other

b. Duties

1. 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.

Kenneth Monette- Administrative Assistant: Mr. Monette supports Mrs. Jones in her administrative role. He aides in the evaluation of teacher and paraprofessional performance, data analysis, etc. He helps to provide teachers with what resources they need to implement effective instruction in the classroom. He meets regularly with teachers to discuss student data and teacher performance data. He works with the Behavior Interventionist and Social Worker to implement effective discipline procedures and strategies with at-risk students. He is also a valuable part of determining strategies for implementing effective PLCs.

Tracy Frigon- Instructional Media and Technology: Tracy participates in all leadership meetings. She provides much needed support and resources to all teachers and staff in the area of media and technology. She provides training to teachers in various areas related to technology and student achievement. Tracy is the leader of the Literacy Leadership Team.

Julie Slatcoff, Stephenie Rhodes, Angela Hutchinson, Wanda Ware, Kimberly Hart, Adrian Browning, Carrie Yager, Ellen Reeves , Matthew Pace (ESE)- Teachers K-12: Teachers actively participate on the School Leadership Team. They give much needed input and shared decision-making from a classroom teacher's perspective. Each serve on the Lighthouse Team and Anchor teams and work hard to provide effective school leadership in the area of academic and student leadership achievement. They provide leadership to the PLCs and resources to all teachers throughout the school.

Paula Kaye Jones- Title I Resource Teacher: Paula Kaye 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. Paula Kaye also provides extra support to new/beginning teachers in areas of need. Paula K. Jones also oversees the SRA program in grades K-2

Joy Russo- Math Coach: Provides valuable assistance in Math to include delivering necessary PD, modeling , coaching, and working with teachers in their PLC's with lesson preparation.

Candace Cole- Literacy Coach: Provides valuable assistance in ELA to include delivering necessary PD, modeling , coaching, and working with teachers in their PLC's with lesson preparation.

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.

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, 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 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. Kenneth Monette-Administrative Assistant, 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lisa Jones	Principal
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
Tracy Frigon	Education Support Employee

b. Duties

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

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

a. 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 for the school, the continuous improvement cycle and Title I Parent Involvement spending.

b. 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.

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

Lisa Jones, 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.

2. 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.

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

No

a. 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.

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
Frigon, Tracy	Instructional Media
	Teacher, K-12
Ware, Wanda	Teacher, K-12
Jones, Lisa	Principal
Cole, Candace	Instructional Coach

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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 PLCs. Members of the Leadership Team will be an integrated part of the PLCs 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. Also, PLCs meet once a month with administration to

discuss PLC progress, insight, etc. PLCs meet on their own at least twice a week to analyze data, review and revise (if needed) instructional focus calendar and make decisions for groups of students and individuals.

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.

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

Foremost, Lucille Moore only seeks to hire highly-qualified and certified-in-field teachers. This is the 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. The MTSS team meets 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.

3. 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 MTSS teacher who has 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 newly hired MTSS Behavior Specialist works with all teachers to provide support and training for students struggling in the area of behavior.

The Social Worker provides support to individual students and families for struggling students and support in the area of attendance.

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.

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.

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 Instructional Focus Calendars that integrate the Florida Standards across the content areas. Grade groups follow the district developed pacing guides, ensuring opportunities for enrichment and remediation based on individual student needs. This upcoming year, teachers will be working in PLCs (Professional Learning Communities) to implement common assessments to measure individual student progress on each of the Florida Standards. Teachers will 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 specialists will be vital in the role to assist in running effective PLCs 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.

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.

Teachers, administrators, and Instructional Specialists will continue to analyze diagnostic, formative, and summative assessments throughout the school year. PLCs (Professional Learning Communities) will meet twice a week 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 specialists, speech therapists, 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.

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: 2,700

Bay District Schools provides Lucille Moore students with an extra 15 minutes per day above and beyond time of typically performing schools.

Strategy Rationale

Extra 15 minutes is for the purpose of giving students extra time in core academics

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

State assessment data, master schedule and Classroom Walkthrough Data will be analyzed to determine effectiveness of extra 15 minutes.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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.

b. College and Career Readiness

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

N/A

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

N/A

3. 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

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lucille Moore will decrease student discipline referrals by utilizing Leader in Me/Peace First by 15% SY 2018
- G2.** Student Math proficiency will increase to 35% as indicated on FSA by end of SY2018
- G3.** Students will increase Science proficiency through the use of ELA shifts and 5 E's by 33% as indicated on FSA by end of SY2018

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. Lucille Moore will decrease student discipline referrals by utilizing Leader in Me/Peace First by 15% SY 2018 **1a**

 G095958

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	15.0

Targeted Barriers to Achieving the Goal **3**

- Poor Student Attendance
- New Faculty
- Consistency of School Wide Expectation implementation
- Lack of Teacher understanding in regards to Poverty and Cultural Sensitivity
- Negative Student Behavior

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Behavior/attendance Incentives Behavior Interventionist PROMISE Rm materials Technology- Laptops, ipads, computers Behavior programs/software (Skills Streaming, Zoo- U, etc) Copy Paper and ink cartridges Trainers: PD to include Poverty/Cultural Sensitivity Motivational Speakers Stipends for faculty and staff MTSS Behavior Team Funds for PD travel Leader In Me Hutchinson Beach Elementary Team (District Bus Transportation Fee) Boys and Girls Club facility Substitute coverage

Plan to Monitor Progress Toward G1. **8**

Behavior Team will gather data from FOCUS to monitor the number of discipline referrals as well as review daily PROMISE room spreadsheet.

Person Responsible

Kevin Davis

Schedule

Biweekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Focus behavior reports, PROMISE google spreadsheet and anecdotal notes, classroom walkthroughs

G2. Student Math proficiency will increase to 35% as indicated on FSA by end of SY2018 1a

G095959

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Lack of adherence with following the pacing guide
- Lack of adherence to teaching the standards to the level of necessary rigor.
- Lack of preparation regarding student data
- Parents inability to help their children due to their own lack of knowledge
- Students aren't fluent in Math facts and therefore can't do higher order math concepts

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy and Math Coach District Science Coach Eureka resources to include manipulative and copies Stipends- PD in lesson prep and necessary copies associated with Stipends- PD understanding data Funds for tutoring Copy Paper and ink cartridges Parent Workshop materials Boys and Girls Club Paras Mentors Certificates

Plan to Monitor Progress Toward G2. 8

MAP, Common Formative Assessments, Summative Assessments, Eureka reports

Person Responsible

Joy Russo

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

MAP student results (spreadsheet), CFA and Summative grade level spreadsheet

G3. Students will increase Science proficiency through the use of ELA shifts and 5 E's by 33% as indicated on FSA by end of SY2018 **1a**

 G095960

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	34.0
Statewide Science Assessment Achievement	33.0
FSA Mathematics Achievement	35.0
FSA Mathematics Achievement	39.0
ELA/Reading Gains	47.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal **3**

- Students lack real world application and higher level problem solving skills.
- Lack of teacher understanding concerning poverty and various cultures
- Great number of students with language barriers
- Lack of teacher confidence in teaching Science curriculum
- Lack of parental help in regards to instructional support at home

Resources Available to Help Reduce or Eliminate the Barriers **2**

- School Lighthouse Team Leader In Me Program Leader In Me Professional Development and Coaching System Book- Learning by Doing by DuFour Professional Development Sessions PLCs Administrative Support Technology Infrastructure Stipend budget for PD follow-up and planning PLCs MTSS Team Media Specialist District Support Title I Checkout room/Guided Reading Room School monies allocated to Media Center maintained Math Coach and Reading/Writing Coach District Coach Title I Resource Teacher Parent Liaison with attendance support MTSS Interventionist Behavior Interventionist Paras MAPs Assessment SRA Curriculum provided through district funding and SRA training/Coaching provided through Title I District Funding

Plan to Monitor Progress Toward G3. **8**

Progress will be monitored through district assessment (MAPs) test in analyzing the percentage of students making progress toward the goal

Person Responsible

Colleen Williams

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Evidence will be shown as at least 33% of students will score at least proficient level on the Science MAPs test.

Plan to Monitor Progress Toward G3. 8

Common Formative Assessment and Summative Assessment Data

Person Responsible

Lisa Jones

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Common Formative Assessment Tests: to ensure that the assessment is testing what the standard is asking for. Spreadsheets with teacher grade comparisons

Plan to Monitor Progress Toward G3. 8

Computer Generated Data: Achieve 3000, Smarty Ants

Person Responsible

Tracy Frigon

Schedule

Biweekly, from 8/17/2017 to 5/31/2018

Evidence of Completion

Actual reports

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Lucille Moore will decrease student discipline referrals by utilizing Leader in Me/Peace First by 15% SY 2018 **1**

 **G095958**

G1.B1 Poor Student Attendance **2**

 **B258342**

G1.B1.S1 Recognition for students: schoolwide, grade level, classroom, individual **4**

 **S273457**

Strategy Rationale

The elementary school years are those in which students need to be in class to build the foundation of both academic and social skills. By recognizing good and improved attendance we send the message that being in school everyday is a priority.

Action Step 1 **5**

Faculty and staff will organize regular times of schoolwide, grade level, and individual student attendance recognitions and celebrations

Person Responsible

Colleen Williams

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Focus attendance reports, PLC minutes, student photos, Action Team minutes

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

Parent Liaison, Events Action Team and Behavior Team will monitor implementation.

Person Responsible

Colleen Williams

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

PLC Minutes, student photos, newsletter mentions(monthly)

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

Events Action Team will include reflection and evaluation of effectiveness during action team meetings

Person Responsible

Colleen Williams

Schedule

Monthly, from 9/28/2017 to 5/24/2018

Evidence of Completion

Documentation collected for the Leader In Me Rubric and achievement toward "Sustaining"

G1.B1.S2 LME will ensure that parents are kept informed concerning attendance: schoolwide, grade level, classroom, individual. 4

S273458

Strategy Rationale

When parents are informed about the importance of attendance and consequences of nonattendance as well as kept apprised of attendance rates, the result is changing behavior.

Action Step 1 5

Parents will receive newsletters containing attendance information and schoolwide attendance rates.

Person Responsible

Colleen Williams

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Newsletters and other parent communication

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

Attendance Reports will be pulled and data analyzed.

Person Responsible

Colleen Williams

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Attendance Data Reports

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

Attendance Data Analyzed

Person Responsible

Colleen Williams

Schedule

Biweekly, from 8/17/2017 to 5/31/2018

Evidence of Completion

Attendance data reports

G1.B1.S3 Create Parent Incentives 4

 S273459

Strategy Rationale

While many parents need no reward or incentive to have their child in school, a large portion of LME's parents need to be extrinsically motivated.

Action Step 1 5

Work with business partners and faculty to create parent incentives for bringing their child(ren) to school daily and on time.

Person Responsible

Paula Kaye Jones

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Minutes, sign off sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Parent/Community Action Team will monitor partnerships

Person Responsible

Paula Kaye Jones

Schedule

On 5/31/2018

Evidence of Completion

Documentation of Parent Activities and Incentives

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Parent/Community Action Team will address Incentives in Action Team meeting

Person Responsible

Paula Kaye Jones

Schedule

Monthly, from 9/28/2017 to 5/31/2018

Evidence of Completion

Documentation of parent incentives

G1.B1.S4 Provide opportunity for students to participate in engaging learning groups and leadership opportunities. 4

 S273460

Strategy Rationale

When students are excited and interested in whats going on in school, they take ownership, engagement increases and attendance improves.

Action Step 1 5

Applicable Action Team, with stakeholder input, will create stimulating engaging learning groups and identify events and activities in which students can demonstrate leadership.

Person Responsible

Colleen Williams

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Action Team Minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Attendance Team will monitor through reflection of implemented events and going forward as needed based on feedback.

Person Responsible

Colleen Williams

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Attendance Team meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Feedback will be given through grade levels on the effectiveness of activities

Person Responsible

Colleen Williams

Schedule

Monthly, from 8/24/2017 to 6/1/2018

Evidence of Completion

Lighthouse Team minutes

G1.B2 New Faculty 2

B258343

G1.B2.S1 Ensure that all new faculty members are trained concerning the Leader in Me/PeaceFirst, Behavior Matrix, The Minor vs Major Incident flowchart and M.I.F. form, the laws regarding ESE population, and disparity in discipline referral write-ups among minority students. 4

S273461

Strategy Rationale

When new teachers have sufficient training and supports, it decreases incidents of student removal from instruction.

Action Step 1 5

New Teachers will receive initial and follow-up training concerning Behavior Management at LME utilizing the Leader In Me/PeaceFirst strategies.

Person Responsible

Tracy Frigon

Schedule

Semiannually, from 8/17/2017 to 6/1/2018

Evidence of Completion

Sign in sheets, Agenda

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

Follow-up training will be conducted and support given through PLCs

Person Responsible

Tracy Frigon

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PLC meeting notes, Sign in sheets

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

Follow-up with new teachers will be conducted and support given through Action Teams

Person Responsible

Tracy Frigon

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lighthouse Team meeting notes, PLC notes

G1.B2.S2 New Teacher Mentoring Program to include a buddy teacher but also voluntary monthly meetings to deliver additional needed PD, to ask questions, and to provide bond. 4

S273462

Strategy Rationale

When new teachers are supported and have a time to hone their craft, ask questions and bond with one another as well as leadership, they feel more connected all of which will result in increasing their capacity to implement the behavior initiative with fidelity which in turn should decrease the amount of time students are out of class.

Action Step 1 5

Pair up new teachers with veteran teachers. Meet with veteran teachers to explain their role. Establish meeting

Person Responsible

Ken Monette

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, Minutes

Action Step 2 5

Establish a New Teacher Support Initiative

Person Responsible

Ken Monette

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

New Faculty will be given opportunity to take part in survey and needs assessment

Person Responsible

Ken Monette

Schedule

Semiannually, from 9/4/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, survey results, and needs assessment documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

New Teachers will meet with Administration monthly for a " How's it Going" check. A part of the conversation will be about the effectiveness of the buddy teachers . Also, teachers will take a survey .

Person Responsible

Ken Monette


Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Agenda, minutes, survey results

G1.B3 Consistency of School Wide Expectation implementation 2

 B258344

G1.B3.S1 Ensure that all faculty are implementing Leader In Me/PeaceFirst initiatives schoolwide through the use of Morning Announcements, classroom checks daily. 4

 S273463

Strategy Rationale

When there is consistency campus wide, students know the expectations and the percentage of compliance increases.

Action Step 1 5

The first 20 minutes of the day will be dedicated to Leader In Me/PeaceFirst character lessons. This will be campus wide. Administration and Interventionists will do campus walks to ensure compliance.

Person Responsible

Tracy Frigon

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson plans

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

Announcement will be made. Assigned personnel will walk campus to ensure implementation.

Person Responsible

Lisa Jones

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student surveys

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

Assign PLCs to include this conversation as a part of their data dialogue, as this would consists of "soft" data.

Person Responsible

Tracy Frigon

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

PLC minutes, Action Team Minutes, Lesson Plans

G1.B3.S2 Ensure that all teachers are trained and using Dojo to send parents timely feedback concerning their child(ren). 4

 S273464

Strategy Rationale

LMES mobility rate is very high and many of our parents change addresses throughout the year. With Dojo, teachers are able to make contact with parents concerning children, thus strengthening the school/family connection and fostering the bonds that are necessary.

Action Step 1 5

Have an expert conduct schoolwide training on Class Dojo to ensure that teachers get the full benefit of the app

Person Responsible

Carrie Yager

Schedule

On 6/1/2018

Evidence of Completion

Training Agenda, Powerpoint

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Have school Dojo expert provide ongoing training to faculty, including Parent Liaison.

Person Responsible

Carrie Yager

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Training notes and feedback, use of DOJO by faculty and staff

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Time will be allotted for school expert to provide training. School expert will have the opportunity to attend PD concerning the uses of Dojo.

Person Responsible

Carrie Yager

Schedule

Monthly, from 8/9/2017 to 6/1/2018

Evidence of Completion

Agenda, sign-in sheets, TDY's

G1.B3.S3 Modify PLC minute form to include a summary space for teachers to include discussions regarding behavior. 4

 S273465

Strategy Rationale

PLC minutes are monitored by administration. Thus, teachers will engage in the necessary discussions, data driven as well observational, regarding the implementation of initiatives.

Action Step 1 5

Have the leadership team modify the PLC minutes form to include a summary area for PLCs to write about discussions regarding behaviors.

Person Responsible

Lisa Jones

Schedule

On 8/31/2017

Evidence of Completion

PLC minutes (scribe)

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Administrative visits to PLC's and review of PLC minutes

Person Responsible

Lisa Jones

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Anecdotal notes taken during administrative visits and PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Minutes will be reviewed and edits, and or modifications made as necessary.

Person Responsible

Lisa Jones

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

PLC minutes

G1.B4 Lack of Teacher understanding in regards to Poverty and Cultural Sensitivity 2

 B258345

G1.B4.S1 Teachers need for training in the area of poverty and cultural awareness. 4

 S273466

Strategy Rationale

As teachers understanding increases concerning poverty and cultural awareness, so does their method of discipline. Teachers become more proactive rather than reactive.

Action Step 1 5

Contact District Personnel to deliver PD concerning Poverty and Cultural Sensitivity.

Person Responsible

Lisa Jones

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Training Agenda

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

Follow-up with district trainers will be arranged

Person Responsible

Lisa Jones

Schedule

On 4/12/2018

Evidence of Completion

Scheduled meeting agenda

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

Discipline Referral data will be analyzed for effectiveness

Person Responsible

Kevin Davis

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

discipline reports

G1.B5 Negative Student Behavior 2

 B258346

G1.B5.S1 Student Celebrations as they demonstrate the 7 Habits of Highly Effective People. 4

 S273467

Strategy Rationale

The habits address both academic and social character. Many students, particularly those of poverty need extrinsic rewards to motivate. Eventually, as the habits become a part of their lives they are intrinsically motivated.

Action Step 1 5

As students are recognized for exhibiting Leader in Me traits, they will be recognized and celebrated on ITV, recognition in newsletters, names on the electronic sign.

Person Responsible

Tracy Frigon

Schedule

Monthly, from 8/31/2017 to 6/1/2018

Evidence of Completion

Pictures and documents of recognition

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

Events Action Team will analyze feedback of celebrations

Person Responsible

Jessica Ashley

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Action Team meeting notes

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

Events Action Teams will evaluate feedback of celebrations

Person Responsible

Jessica Ashley

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

G1.B5.S2 Those students in need of periods to cool down, will be allowed to go to the PROMISE room. The Promise room para will implement the necessary strategies to de-escalate the child as well as teach the appropriate behavioral skill or behavior and return the student to class. 4

 S273468

Strategy Rationale

The PROMISE room allows time for the teacher to regain her class as well as allows time for students to have a safe place to cope with their stressor. Once done, the student returns to continue receiving instruction.

Action Step 1 5

Students displaying inappropriate behaviors will be sent to the PROMISE room to regain composure and returned to continue receiving instruction.

Person Responsible

Ken Monette

Schedule

Daily, from 9/18/2017 to 6/1/2018

Evidence of Completion

PROMISE Google Doc. Focus Discipline Reports

Action Step 2 5

Provide training for parents using Stephen Covey's 7 Habits of Highly Effective Families

Person Responsible

Paula Kaye Jones

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Sign In Sheets, exit tickets or surveys

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Discipline Reports will be analyzed for individual discipline patterns related to PROMISE use

Person Responsible

Kevin Davis

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

PROMISE data and discipline data

G1.B5.S3 Students will participate in various engaging learning groups; Chess, Ecology, Community, Book, Math, Science, Sports, Mighty Men, P.E.A.R.L.S etc. 4

 S273469

Strategy Rationale

Interactive school groups foster a sense of belonging and comradery. When students belong to a safe productive group, achievement increases and negative behavior will decrease.

Action Step 1 5

Lighthouse Team will investigate other schools that have implemented learning groups effectively

Person Responsible

Tracy Frigon

Schedule

Triannually, from 9/29/2017 to 5/31/2018

Evidence of Completion

Meeting notes of interviews or visits with other schools

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Data/Findings will be reviewed in Lighthouse team meetings

Person Responsible

Tracy Frigon

Schedule

Monthly, from 9/8/2017 to 5/31/2018

Evidence of Completion

Lighthouse Team meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Data/Findings will be discussed at Lighthouse Team meetings and LMES plan developed

Person Responsible


Schedule

Monthly, from 9/29/2017 to 5/31/2018

Evidence of Completion

Lighthouse Team meeting notes and LMES plan

G2. Student Math proficiency will increase to 35% as indicated on FSA by end of SY2018 1

 G095959

G2.B1 Lack of adherence with following the pacing guide 2

 B258347

G2.B1.S1 Ensure that all faculty have been provided info as to where to find the pacing guide and monitor teacher instruction closely to ensure that teachers are adhering to the guide. 4

 S273470

Strategy Rationale

What doesn't get monitored, doesn't get done.

Action Step 1 5

Teachers will be provided info regarding the pacing guide, and the importance of implementation.

Person Responsible

Lisa Jones

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

PLC minutes, CWT form

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

Administration will meet with PLCs, check lesson plans against pacing guides and conduct walkthroughs

Person Responsible

Lisa Jones

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

lesson plans, pacing guides, walkthrough data, PLC notes

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

Administration will meet with PLCs, check lesson plans against pacing guides and conduct walkthroughs

Person Responsible

Lisa Jones

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson plans, pacing guides, walkthrough data

G2.B2 Lack of adherence to teaching the standards to the level of necessary rigor. 2

 B258348

G2.B2.S1 Provide training for faculty regarding the necessity of teaching to rigor as well as standard based teaching. 4

 S273471

Strategy Rationale

PD will provide the support to all faculty during this time when we are using a new curriculum. The PD will provide opportunity to understand how best to instruct their individual groups of students, and the resources necessary.

Action Step 1 5

Build teacher capacity in standard based instruction

Person Responsible

Joy Russo

Schedule

Monthly, from 8/9/2017 to 5/31/2018

Evidence of Completion

Math Coaching Notes and schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Follow-up sessions/training will be conducted

Person Responsible

Joy Russo

Schedule

Monthly, from 9/28/2017 to 5/31/2018

Evidence of Completion

Math Coach notes, documentation of activities

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Math assessment data will be monitored

Person Responsible

Joy Russo

Schedule

Triannually, from 8/31/2017 to 5/31/2018

Evidence of Completion

Student Assessment data

G2.B3 Lack of preparation regarding student data 2

 B258349

G2.B3.S1 Provide PD on Lesson Plan Preparation and Data 4

 S273472

Strategy Rationale

This PD will assists teachers in the art of effective lesson planning and more importantly the necessity to prepare to teach what has been planned.

Action Step 1 5

Math Coach conduct PD on the Lesson preparation protocol with PLCs

Person Responsible

Joy Russo

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC notes

G2.B4 Parents inability to help their children due to their own lack of knowledge **2**

 B258350

G2.B4.S1 Provide Parent Workshop Nights **4**

 S273473

Strategy Rationale

Providing Parent Workshop Nights provide parents with opportunities to learn about the curriculum and how best to help their child as well as parents have the opportunity to engage in the work themselves.

Action Step 1 **5**

Each grade level will conduct 2 parent workshops during SY 2018

Person Responsible

Lisa Jones

Schedule

Every 6 Weeks, from 10/5/2017 to 5/31/2018

Evidence of Completion

Parent Workshop Agendas

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Parent Surveys will be administered and feedback analyzed

Person Responsible

Paula Kaye Jones

Schedule

Monthly, from 9/1/2017 to 4/26/2018

Evidence of Completion

Parent Surveys, Title I Spring Survey

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Parent Surveys will be administered and feedback analyzed

Person Responsible

Paula Kaye Jones

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Parent surveys, Title I Spring Surveys

G2.B4.S2 Provide opportunities for Student Math Nights 4

 S273474

Strategy Rationale

Student Math Nights engage the students while at the same time involving the parents. This time gives students the opportunity to present and explain the math, as well as engage with their parent with the math.

Action Step 1 5

Math Coach will collaborate with grade levels and plan Family Math Night

Person Responsible

Joy Russo

Schedule

Semiannually, from 10/12/2017 to 3/9/2018

Evidence of Completion

Agenda, photos, activities list

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Parent Surveys will be administered and feedback analyzed

Person Responsible

Joy Russo

Schedule

Semiannually, from 10/12/2017 to 3/9/2018

Evidence of Completion

Parent surveys, Title I Spring Surveys

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Parent surveys will be administered and feedback analyzed

Person Responsible

Joy Russo

Schedule

Semiannually, from 10/12/2017 to 3/9/2018

Evidence of Completion

Parent surveys

G2.B4.S3 Provide Parent Training during the day. 4

 S273475

Strategy Rationale

Providing parent training will help parents adjust to the new curriculum as well as provide an opportunity for them to learn the math themselves.

Action Step 1 5

Title 1 Resource teacher, Parent Liaison, Math Coach will coordinate to provide parents with assistance concerning Eureka Math

Person Responsible

Joy Russo

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Parent communication documents

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

This team will monitor activities and modify as needed based on parent involvement and feedback

Person Responsible

Joy Russo

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Meeting notes/plan

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

This team will monitor activities and modify as needed based on parent involvement and feedback

Person Responsible


Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Meeting notes/ activities plan

G2.B5 Students aren't fluent in Math facts and therefore can't do higher order math concepts 2

 B258351

G2.B5.S1 Provide tutoring and remediation to struggling students in smaller group settings. 4

 S273476

Strategy Rationale

Students that are struggling benefit from explicit instruction in small group.

Action Step 1 5

Provide tutoring opportunities for students during, and after school as well as on Saturdays.

Person Responsible

Lisa Jones

Schedule

Weekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Student sign in sheet

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Assessment scores of individuals will be analyzed

Person Responsible

Joy Russo

Schedule

Biweekly, from 10/31/2017 to 3/9/2018

Evidence of Completion

Math assessment data

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Assessment scores of individuals will be analyzed

Person Responsible

Joy Russo

Schedule

Biweekly, from 10/31/2017 to 3/9/2018

Evidence of Completion

Individual math data

G2.B5.S2 Have students utilize First In Math 4

 S273477

Strategy Rationale

First in Math is a research based program that enhances mathematical fluency.

Action Step 1 5

LME will utilize the First in Math computer program. Principal recognition will be made for grade level and individual students who out score their peers.

Person Responsible

Lisa Jones

Schedule

On 6/1/2018

Evidence of Completion

First in Math scores

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

First in Math data will be pulled monthly to monitor class progress

Person Responsible

Lisa Jones

Schedule

On 6/1/2018

Evidence of Completion

First in Math data

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

First in Math data will be pulled monthly to monitor class progress

Person Responsible

Lisa Jones


Schedule

On 6/1/2018

Evidence of Completion

First in Math data

G3. Students will increase Science proficiency through the use of ELA shifts and 5 E's by 33% as indicated on FSA by end of SY2018 **1**

 G095960

G3.B1 Students lack real world application and higher level problem solving skills. **2**

 B258352

G3.B1.S1 Partnered with the Leader In Me program, Lucille Moore will implement high impact programs that promote problem solving, critical analysis and real-world learning. **4**

 S273478

Strategy Rationale

Through Leader in Me Action Teams will create schoolwide student activities through lessons and clubs. The lessons will ensure that students have opportunity to engage in higher order thinking and problem solving skills. The club will provide hands on activities which reinforce lessons.

Action Step 1 **5**

Implement schoolwide plan of Leader in Me, where students will demonstrate and internalize the 7 Habits and have the opportunity to participate in various learning groups that pull in the Science standards.

Person Responsible

Tracy Frigon

Schedule

Biweekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

School culture indicators, schoolwide plan, student participation lists

Action Step 2 **5**

Ensure that during PLCs teachers are effectively planning and preparing for student instruction that extends beyond level 2.

Person Responsible

Lisa Jones

Schedule

Daily, from 8/22/2017 to 6/1/2018

Evidence of Completion

PLC minutes, Administrative PLC visits

Action Step 3 5

Continue STEAM program into the special area rotation schedule

Person Responsible

Lisa Jones

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

STEAM lesson plans, materials and activities

Action Step 4 5

Utilize Science technology in classrooms

Person Responsible

Lisa Jones

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson plans, technology purchase orders

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration conduct classroom walkthroughs

Person Responsible

Lisa Jones

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Classroom walkthrough data, conversations with students

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitoring of Classroom lesson implementation

Person Responsible

Lisa Jones

Schedule

On 6/1/2018

Evidence of Completion

Lesson Plans, PLC minutes, teacher conversations

G3.B1.S2 The District has provided a Science Coach that will meet with 4th and 5th grade teachers to build their capacity in lesson preparation; helping to ensure lessons meet the rigor of the standards. 4

 S273479

Strategy Rationale

District Coaches are well versed regarding the standards, FSA specs, and tested items as well as district pacing guide. Coaches can provide the support to the teachers.

Action Step 1 5

Meet with District Coach to establish a schedule for her to meet with teachers to help plan during PLC's as well as provide PD for teachers to implement Science instruction to the level the standards require.

Person Responsible

Lisa Jones

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Written schedule

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration will conduct classroom walkthroughs and monitor lesson plans

Person Responsible

Lisa Jones

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Walkthrough data and lesson plan feedback

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Science assessment data will be analyzed

Person Responsible

Lisa Jones

Schedule

Triannually, from 9/1/2017 to 6/1/2018

Evidence of Completion

Science assessment data

G3.B1.S3 Provide opportunities for students to receive tutoring. 4

 S273480

Strategy Rationale

Many of our students are at least 1 grade level behind. Providing additional instructional time will help close achievement gaps.

Action Step 1 5

Faculty and community partners will provide additional instruction to both struggling students and those that need enrichment.

Person Responsible

Ken Monette

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Assessment scores of individuals will be analyzed

Person Responsible

Colleen Williams

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Science assessment data

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Assessment scores of individuals will be analyzed

Person Responsible


Colleen Williams

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

G3.B2 Lack of teacher understanding concerning poverty and various cultures 2

 B258353

G3.B2.S1 Provide Professional Development for teachers on poverty and Cultural Awareness. 4

 S273481

Strategy Rationale

LME's population has a high poverty rate. The faculty and staff have a difficult time relating to poverty and various cultural norms.

Action Step 1 5

Schedule District contact to provide training to faculty

Person Responsible

Lisa Jones

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Training agenda

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Follow-up with district trainers will be arranged

Person Responsible

Lisa Jones

Schedule

Triannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

Training/Follow-up schedule

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Science data will be analyzed for effectiveness of implementation

Person Responsible

Colleen Williams


Schedule

Triannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

Science data

G3.B3 Great number of students with language barriers **2**

 B258354

G3.B3.S1 Utilize 2 New Comer teachers and ESOL para's to facilitate, Science instruction to ELL students **4**

 S273482

Strategy Rationale

LME has approx. 113 ELL students. Most of which don't speak English. This language barrier places our ELL population at a huge disadvantage.

Action Step 1 **5**

Have District Science coach have a training for ELL New Comer teachers and paras to provide instruction on how to implement the 5 E's of science for our ELL population.

Person Responsible

Lisa Jones

Schedule

On 2/9/2018

Evidence of Completion

Training agenda

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Follow-up training will be scheduled

Person Responsible

Lisa Jones

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Training schedule

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

ELL science data will be analyzed for effectiveness

Person Responsible

Colleen Williams

Schedule

Triannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

ELL science data

G3.B4 Lack of teacher confidence in teaching Science curriculum 2

 B258355

G3.B4.S1 Provide faculty with professional development regarding Science standards, and the 5 E's of Science 4

 S273483

Strategy Rationale

By providing the faculty with PD concerning the science standards, and the 5 E's , their confidence will increase and teachers will teach to the necessary rigor that the standard calls for.

Action Step 1 5

In PLCs the District Science Coach and Lit Coach will provide PD on implementing the 5 E's through ELA

Person Responsible

Candace Cole

Schedule

On 3/9/2018

Evidence of Completion

Training agenda

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

The Science Coach and/or the Literacy Coach will work with PLCs in lesson plan building on the five E's of Science

Person Responsible

Candace Cole

Schedule

On 2/15/2018

Evidence of Completion

Developed lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Lesson plans will be reviewed

Person Responsible

Lisa Jones

Schedule

On 5/31/2018


Evidence of Completion

Science lesson plans

G3.B5 Lack of parental help in regards to instructional support at home **2**

 B258356

G3.B5.S1 Parent Workshop Nights **4**

 S273484

Strategy Rationale

Parent workshop nights provide an opportunity for parents to become familiar with the curriculum, standards and expectations.

Action Step 1 **5**

The Science committee and the Parent Liaison will work together to formulate a Science parent workshop for grade levels

Person Responsible

Paula Kaye Jones

Schedule

On 4/20/2018

Evidence of Completion

Parent workshop agenda

Plan to Monitor Fidelity of Implementation of G3.B5.S1 **6**

Parent surveys will be administered and results analyzed

Person Responsible

Paula Kaye Jones

Schedule

On 4/20/2018

Evidence of Completion

Parent survey results

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Parent surveys will be administered and results analyzed

Person Responsible

Paula Kaye Jones

Schedule

On 4/20/2018

Evidence of Completion

Parent survey results

G3.B5.S2 Student Science Night 4

 S273485

Strategy Rationale

Students have an opportunity to be proactive and present to their parents what they have learned and or created.

Action Step 1 5

Have grade levels plan a Family Science Night in which families are presented with the 5 E's and interact with their children with Science activities.

Person Responsible

Lisa Jones

Schedule

Quarterly, from 10/19/2017 to 5/31/2018

Evidence of Completion

Sign in Sheets, Photos, Parent Feedback slips

Plan to Monitor Fidelity of Implementation of G3.B5.S2 6

Conduct parent surveys

Person Responsible

Paula Kaye Jones

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

surveys

Plan to Monitor Effectiveness of Implementation of G3.B5.S2 7

Include Science in newsletters and have District Science Coach and Science team attend Family Science Nights

Person Responsible

Paula Kaye Jones




















Schedule

On 5/31/2018























Evidence of Completion






















sign in sheets, photos, parent suveys






















IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B3.S3.A1  A367158	Have the leadership team modify the PLC minutes form to include a summary area for PLCs to write...	Jones, Lisa	8/15/2017	PLC minutes (scribe)	8/31/2017 one-time
G3.B3.S1.A1  A367179	Have District Science coach have a training for ELL New Comer teachers and paras to provide...	Jones, Lisa	9/1/2017	Training agenda	2/9/2018 one-time
G3.B4.S1.MA1  M393830	The Science Coach and/or the Literacy Coach will work with PLCs in lesson plan building on the five...	Cole, Candace	9/1/2017	Developed lesson plans	2/15/2018 one-time
G2.B5.S1.MA1  M393814	Assessment scores of individuals will be analyzed	Russo, Joy	10/31/2017	Individual math data	3/9/2018 biweekly
G2.B5.S1.MA1  M393815	Assessment scores of individuals will be analyzed	Russo, Joy	10/31/2017	Math assessment data	3/9/2018 biweekly
G3.B4.S1.A1  A367180	In PLCs the District Science Coach and Lit Coach will provide PD on implementing the 5 E's through...	Cole, Candace	9/1/2017	Training agenda	3/9/2018 one-time
G2.B4.S2.MA1  M393810	Parent surveys will be administered and feedback analyzed	Russo, Joy	10/12/2017	Parent surveys	3/9/2018 semiannually
G2.B4.S2.MA1  M393811	Parent Surveys will be administered and feedback analyzed	Russo, Joy	10/12/2017	Parent surveys, Title I Spring Surveys	3/9/2018 semiannually
G2.B4.S2.A1  A367168	Math Coach will collaborate with grade levels and plan Family Math Night	Russo, Joy	10/12/2017	Agenda, photos, activities list	3/9/2018 semiannually
G1.B4.S1.MA1  M393797	Follow-up with district trainers will be arranged	Jones, Lisa	9/15/2017	Scheduled meeting agenda	4/12/2018 one-time
G3.B5.S1.MA1  M393831	Parent surveys will be administered and results analyzed	Jones, Paula Kaye	9/1/2017	Parent survey results	4/20/2018 one-time
G3.B5.S1.MA1  M393832	Parent surveys will be administered and results analyzed	Jones, Paula Kaye	9/1/2017	Parent survey results	4/20/2018 one-time
G3.B5.S1.A1  A367181	The Science committee and the Parent Liaison will work together to formulate a Science parent...	Jones, Paula Kaye	9/1/2017	Parent workshop agenda	4/20/2018 one-time
G2.B4.S1.MA1  M393809	Parent Surveys will be administered and feedback analyzed	Jones, Paula Kaye	9/1/2017	Parent Surveys, Title I Spring Survey	4/26/2018 monthly
G1.B1.S1.MA1  M393778	Events Action Team will include reflection and evaluation of effectiveness during action team...	Williams, Colleen	9/28/2017	Documentation collected for the Leader In Me Rubric and achievement toward "Sustaining"	5/24/2018 monthly
G3.MA1  M393835	Progress will be monitored through district assessment (MAPs) test in analyzing the percentage of...	Williams, Colleen	9/4/2017	Evidence will be shown as at least 33% of students will score at least proficient level on the Science MAPs test.	5/31/2018 quarterly
G3.MA2  M393836	Common Formative Assessment and Summative Assessment Data	Jones, Lisa	8/28/2017	Common Formative Assessment Tests: to ensure that the assessment is testing what the standard is asking for. Spreadsheets with teacher grade comparisons	5/31/2018 weekly
G3.MA3  M393837	Computer Generated Data: Achieve 3000, Smarty Ants	Frigon, Tracy	8/17/2017	Actual reports	5/31/2018 biweekly
G1.B1.S1.MA1  M393779	Parent Liaison, Events Action Team and Behavior Team will monitor implementation.	Williams, Colleen	9/1/2017	PLC Minutes, student photos, newsletter mentions(monthly)	5/31/2018 biweekly












Bay - 0131 - Lucille Moore Elementary Schl - 2017-18 SIP
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.B3.S1.MA1  M393790	Assign PLCs to include this conversation as a part of their data dialogue, as this would consists...	Frigon, Tracy	8/28/2017	PLC minutes, Action Team Minutes, Lesson Plans	5/31/2018 biweekly
G1.B3.S1.MA1  M393791	Announcement will be made. Assigned personnel will walk campus to ensure implementation.	Jones, Lisa	8/21/2017	Student surveys	5/31/2018 daily
G1.B4.S1.MA1  M393796	Discipline Referral data will be analyzed for effectiveness	Davis, Kevin	8/31/2017	discipline reports	5/31/2018 monthly
G1.B4.S1.A1  A367159	Contact District Personnel to deliver PD concerning Poverty and Cultural Sensitivity.	Jones, Lisa	8/21/2017	Training Agenda	5/31/2018 monthly
G2.B1.S1.MA1  M393804	Administration will meet with PLCs, check lesson plans against pacing guides and conduct...	Jones, Lisa	8/21/2017	Lesson plans, pacing guides, walkthrough data	5/31/2018 weekly
G2.B1.S1.MA1  M393805	Administration will meet with PLCs, check lesson plans against pacing guides and conduct...	Jones, Lisa	8/21/2017	lesson plans, pacing guides, walkthrough data, PLC notes	5/31/2018 weekly
G2.B2.S1.MA1  M393806	Math assessment data will be monitored	Russo, Joy	8/31/2017	Student Assessment data	5/31/2018 triannually
G2.B2.S1.MA1  M393807	Follow-up sessions/training will be conducted	Russo, Joy	9/28/2017	Math Coach notes, documentation of activities	5/31/2018 monthly
G2.B2.S1.A1  A367165	Build teacher capacity in standard based instruction	Russo, Joy	8/9/2017	Math Coaching Notes and schedule	5/31/2018 monthly
G2.B3.S1.A1  A367166	Math Coach conduct PD on the Lesson preparation protocol with PLCs	Russo, Joy	8/10/2017	PLC notes	5/31/2018 weekly
G2.B4.S1.MA1  M393808	Parent Surveys will be administered and feedback analyzed	Jones, Paula Kaye	9/1/2017	Parent surveys, Title I Spring Surveys	5/31/2018 monthly
G2.B4.S1.A1  A367167	Each grade level will conduct 2 parent workshops during SY 2018	Jones, Lisa	10/5/2017	Parent Workshop Agendas	5/31/2018 every-6-weeks
G2.B5.S1.A1  A367170	Provide tutoring opportunities for students during, and after school as well as on Saturdays.	Jones, Lisa	9/18/2017	Student sign in sheet	5/31/2018 weekly
G3.B2.S1.MA1  M393825	Science data will be analyzed for effectiveness of implementation	Williams, Colleen	9/1/2017	Science data	5/31/2018 triannually
G3.B2.S1.MA1  M393826	Follow-up with district trainers will be arranged	Jones, Lisa	9/1/2017	Training/Follow-up schedule	5/31/2018 triannually
G3.B2.S1.A1  A367178	Schedule District contact to provide training to faculty	Jones, Lisa	8/21/2017	Training agenda	5/31/2018 monthly
G3.B3.S1.MA1  M393827	ELL science data will be analyzed for effectiveness	Williams, Colleen	9/1/2017	ELL science data	5/31/2018 triannually
G3.B3.S1.MA1  M393828	Follow-up training will be scheduled	Jones, Lisa	9/1/2017	Training schedule	5/31/2018 quarterly
G3.B4.S1.MA1  M393829	Lesson plans will be reviewed	Jones, Lisa	9/1/2017	Science lesson plans	5/31/2018 one-time
G1.B1.S2.MA1  M393780	Attendance Data Analyzed	Williams, Colleen	8/17/2017	Attendance data reports	5/31/2018 biweekly
G1.B2.S2.MA1  M393788	New Teachers will meet with Administration monthly for a " How's it Going" check. A part of the...	Monette, Ken	9/4/2017	Agenda, minutes, survey results	5/31/2018 monthly
G1.B2.S2.MA1  M393789	New Faculty will be given opportunity to take part in survey and needs assessment	Monette, Ken	9/4/2017	Sign in sheets, survey results, and needs assessment documentation	5/31/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A1  A367154	Pair up new teachers with veteran teachers. Meet with veteran teachers to explain their role....	Monette, Ken	8/21/2017	Sign in sheets, Minutes	5/31/2018 weekly
G1.B2.S2.A2  A367155	Establish a New Teacher Support Initiative	Monette, Ken	8/28/2017	Sign in sheets, minutes	5/31/2018 monthly
G1.B3.S2.MA1  M393793	Have school Dojo expert provide ongoing training to faculty, including Parent Liaison.	Yager, Carrie	9/4/2017	Training notes and feedback, use of DOJO by faculty and staff	5/31/2018 monthly
G1.B5.S2.MA1  M393800	Discipline Reports will be analyzed for individual discipline patterns related to PROMISE use	Davis, Kevin	8/31/2017	PROMISE data and discipline data	5/31/2018 monthly
G3.B5.S2.MA1  M393833	Include Science in newsletters and have District Science Coach and Science team attend Family...	Jones, Paula Kaye	9/4/2017	sign in sheets, photos, parent suveys	5/31/2018 one-time
G3.B5.S2.MA1  M393834	Conduct parent surveys	Jones, Paula Kaye	9/4/2017	surveys	5/31/2018 quarterly
G3.B5.S2.A1  A367182	Have grade levels plan a Family Science Night in which families are presented with the 5 E's and...	Jones, Lisa	10/19/2017	Sign in Sheets, Photos, Parent Feedback slips	5/31/2018 quarterly
G1.B1.S3.MA1  M393782	Parent/Community Action Team will address Incentives in Action Team meeting	Jones, Paula Kaye	9/28/2017	Documentation of parent incentives	5/31/2018 monthly
G1.B1.S3.MA1  M393783	Parent/Community Action Team will monitor partnerships	Jones, Paula Kaye	8/16/2017	Documentation of Parent Activities and Incentives	5/31/2018 one-time
G1.B3.S3.MA1  M393794	Minutes will be reviewed and edits, and or modifications made as necessary.	Jones, Lisa	8/28/2017	PLC minutes	5/31/2018 weekly
G1.B3.S3.MA1  M393795	Administrative visits to PLC's and review of PLC minutes	Jones, Lisa	9/4/2017	Anecdotal notes taken during administrative visits and PLC minutes	5/31/2018 weekly
G1.B5.S3.MA1  M393801	Data/Findings will be discussed at Lighthouse Team meetings and LMES plan developed		9/29/2017	Lighthouse Team meeting notes and LMES plan	5/31/2018 monthly
G1.B5.S3.MA1  M393802	Data/Findings will be reviewed in Lighthouse team meetings	Frigon, Tracy	9/8/2017	Lighthouse Team meeting notes	5/31/2018 monthly
G1.B5.S3.A1  A367163	Lighthouse Team will investigate other schools that have implemented learning groups effectively	Frigon, Tracy	9/29/2017	Meeting notes of interviews or visits with other schools	5/31/2018 triannually
G1.MA1  M393803	Behavior Team will gather data from FOCUS to monitor the number of discipline referrals as well as...	Davis, Kevin	9/4/2017	Focus behavior reports, PROMISE google spreadsheet and anecdotal notes, classroom walkthroughs	6/1/2018 biweekly
G2.MA1  M393818	MAP, Common Formative Assessments, Summative Assessments, Eureka reports	Russo, Joy	8/21/2017	MAP student results (spreadsheet), CFA and Summative grade level spreadsheet	6/1/2018 monthly
G1.B1.S1.A1  A367149	Faculty and staff will organize regular times of schoolwide, grade level, and individual student...	Williams, Colleen	9/18/2017	Focus attendance reports, PLC minutes, student photos, Action Team minutes	6/1/2018 monthly
G1.B2.S1.MA1  M393786	Follow-up with new teachers will be conducted and support given through Action Teams	Frigon, Tracy	8/17/2017	Lighthouse Team meeting notes, PLC notes	6/1/2018 monthly
G1.B2.S1.MA1  M393787	Follow-up training will be conducted and support given through PLCs	Frigon, Tracy	8/17/2017	PLC meeting notes, Sign in sheets	6/1/2018 monthly
G1.B2.S1.A1  A367153	New Teachers will receive initial and follow-up training concerning Behavior Management at LME...	Frigon, Tracy	8/17/2017	Sign in sheets, Agenda	6/1/2018 semiannually
G1.B3.S1.A1  A367156	The first 20 minutes of the day will be dedicated to Leader In Me/PeaceFirst character lessons....	Frigon, Tracy	8/21/2017	Lesson plans	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA1  M393798	Events Action Teams will evaluate feedback of celebrations	Ashley, Jessica	9/15/2017		6/1/2018 monthly
G1.B5.S1.MA1  M393799	Events Action Team will analyze feedback of celebrations	Ashley, Jessica	9/15/2017	Action Team meeting notes	6/1/2018 monthly
G1.B5.S1.A1  A367160	As students are recognized for exhibiting Leader in Me traits, they will be recognized and...	Frigon, Tracy	8/31/2017	Pictures and documents of recognition	6/1/2018 monthly
G2.B1.S1.A1  A367164	Teachers will be provided info regarding the pacing guide, and the importance of implementation.	Jones, Lisa	8/10/2017	PLC minutes, CWT form	6/1/2018 monthly
G3.B1.S1.MA1  M393819	Administration conduct classroom walkthroughs	Jones, Lisa	8/21/2017	Classroom walkthrough data, conversations with students	6/1/2018 weekly
G3.B1.S1.MA3  M393820	Monitoring of Classroom lesson implementation	Jones, Lisa	8/18/2017	Lesson Plans, PLC minutes, teacher conversations	6/1/2018 one-time
G3.B1.S1.A1  A367172	Implement schoolwide plan of Leader in Me, where students will demonstrate and internalize the 7...	Frigon, Tracy	10/2/2017	School culture indicators, schoolwide plan, student participation lists	6/1/2018 biweekly
G3.B1.S1.A2  A367173	Ensure that during PLCs teachers are effectively planning and preparing for student instruction...	Jones, Lisa	8/22/2017	PLC minutes, Administrative PLC visits	6/1/2018 daily
G3.B1.S1.A3  A367174	Continue STEAM program into the special area rotation schedule	Jones, Lisa	8/17/2017	STEAM lesson plans, materials and activities	6/1/2018 daily
G3.B1.S1.A4  A367175	Utilize Science technology in classrooms	Jones, Lisa	8/17/2017	Lesson plans, technology purchase orders	6/1/2018 daily
G1.B1.S2.MA1  M393781	Attendance Reports will be pulled and data analyzed.	Williams, Colleen	8/17/2017	Attendance Data Reports	6/1/2018 biweekly
G1.B1.S2.A1  A367150	Parents will receive newsletters containing attendance information and schoolwide attendance rates.	Williams, Colleen	8/21/2017	Newsletters and other parent communication	6/1/2018 monthly
G1.B3.S2.MA1  M393792	Time will be allotted for school expert to provide training. School expert will have the opportunity...	Yager, Carrie	8/9/2017	Agenda, sign-in sheets, TDY's	6/1/2018 monthly
G1.B3.S2.A1  A367157	Have an expert conduct schoolwide training on Class Dojo to ensure that teachers get the full...	Yager, Carrie	8/9/2017	Training Agenda, Powerpoint	6/1/2018 one-time
G1.B5.S2.A1  A367161	Students displaying inappropriate behaviors will be sent to the PROMISE room to regain composure...	Monette, Ken	9/18/2017	PROMISE Google Doc. Focus Discipline Reports	6/1/2018 daily
G1.B5.S2.A2  A367162	Provide training for parents using Stephen Covey's 7 Habits of Highly Effective Families	Jones, Paula Kaye	8/17/2017	Sign In Sheets, exit tickets or surveys	6/1/2018 monthly
G2.B5.S2.MA1  M393816	First in Math data will be pulled monthly to monitor class progress	Jones, Lisa	9/1/2017	First in Math data	6/1/2018 one-time
G2.B5.S2.MA1  M393817	First in Math data will be pulled monthly to monitor class progress	Jones, Lisa	9/1/2017	First in Math data	6/1/2018 one-time
G2.B5.S2.A1  A367171	LME will utilize the First in Math computer program. Principal recognition will be made for grade...	Jones, Lisa	9/1/2017	First in Math scores	6/1/2018 one-time
G3.B1.S2.MA1  M393821	Science assessment data will be analyzed	Jones, Lisa	9/1/2017	Science assessment data	6/1/2018 triannually
G3.B1.S2.MA1  M393822	Administration will conduct classroom walkthroughs and monitor lesson plans	Jones, Lisa	9/1/2017	Walkthrough data and lesson plan feedback	6/1/2018 weekly

Bay - 0131 - Lucille Moore Elementary Schl - 2017-18 SIP
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
G3.B1.S2.A1  A367176	Meet with District Coach to establish a schedule for her to meet with teachers to help plan during...	Jones, Lisa	9/1/2017	Written schedule	6/1/2018 quarterly
G1.B1.S3.A1  A367151	Work with business partners and faculty to create parent incentives for bringing their child(ren)...	Jones, Paula Kaye	8/17/2017	Minutes, sign off sheets	6/1/2018 monthly
G2.B4.S3.MA1  M393812	This team will monitor activities and modify as needed based on parent involvement and feedback		10/2/2017	Meeting notes/ activities plan	6/1/2018 quarterly
G2.B4.S3.MA1  M393813	This team will monitor activities and modify as needed based on parent involvement and feedback	Russo, Joy	10/2/2017	Meeting notes/plan	6/1/2018 quarterly
G2.B4.S3.A1  A367169	Title 1 Resource teacher, Parent Liaison, Math Coach will coordinate to provide parents with...	Russo, Joy	10/2/2017	Parent communication documents	6/1/2018 quarterly
G3.B1.S3.MA1  M393823	Assessment scores of individuals will be analyzed	Williams, Colleen	9/1/2017		6/1/2018 biweekly
G3.B1.S3.MA1  M393824	Assessment scores of individuals will be analyzed	Williams, Colleen	9/1/2017	Science assessment data	6/1/2018 biweekly
G3.B1.S3.A1  A367177	Faculty and community partners will provide additional instruction to both struggling students and...	Monette, Ken	9/18/2017		6/1/2018 weekly
G1.B1.S4.MA1  M393784	Feedback will be given through grade levels on the effectiveness of activities	Williams, Colleen	8/24/2017	Lighthouse Team minutes	6/1/2018 monthly
G1.B1.S4.MA1  M393785	Attendance Team will monitor through reflection of implemented events and going forward as needed...	Williams, Colleen	8/10/2017	Attendance Team meeting notes	6/1/2018 monthly
G1.B1.S4.A1  A367152	Applicable Action Team, with stakeholder input, will create stimulating engaging learning groups...	Williams, Colleen	8/10/2017	Action Team Minutes	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. Lucille Moore will decrease student discipline referrals by utilizing Leader in Me/Peace First by 15% SY 2018

G1.B2 New Faculty

G1.B2.S1 Ensure that all new faculty members are trained concerning the Leader in Me/PeaceFirst, Behavior Matrix, The Minor vs Major Incident flowchart and M.I.F. form, the laws regarding ESE population, and disparity in discipline referral write-ups among minority students.

PD Opportunity 1

New Teachers will receive initial and follow-up training concerning Behavior Management at LME utilizing the Leader In Me/PeaceFirst strategies.

Facilitator

Tracy Frigon

Participants

New Teachers

Schedule

Semiannually, from 8/17/2017 to 6/1/2018

G1.B2.S2 New Teacher Mentoring Program to include a buddy teacher but also voluntary monthly meetings to deliver additional needed PD, to ask questions, and to provide bond.

PD Opportunity 1

Pair up new teachers with veteran teachers. Meet with veteran teachers to explain their role. Establish meeting

Facilitator

Ken Monette

Participants

New Teachers

Schedule

Weekly, from 8/21/2017 to 5/31/2018

G1.B3 Consistency of School Wide Expectation implementation

G1.B3.S1 Ensure that all faculty are implementing Leader In Me/PeaceFirst initiatives schoolwide through the use of Morning Announcements, classroom checks daily.

PD Opportunity 1

The first 20 minutes of the day will be dedicated to Leader In Me/PeaceFirst character lessons. This will be campus wide. Administration and Interventionists will do campus walks to ensure compliance.

Facilitator

Tracy Frigon and Leader in Me staff

Participants

All faculty and staff

Schedule

Daily, from 8/21/2017 to 6/1/2018

G1.B3.S2 Ensure that all teachers are trained and using Dojo to send parents timely feedback concerning their child(ren).

PD Opportunity 1

Have an expert conduct schoolwide training on Class Dojo to ensure that teachers get the full benefit of the app

Facilitator

Carrie Yager

Participants

All faculty

Schedule

On 6/1/2018

G1.B4 Lack of Teacher understanding in regards to Poverty and Cultural Sensitivity

G1.B4.S1 Teachers need for training in the area of poverty and cultural awareness.

PD Opportunity 1

Contact District Personnel to deliver PD concerning Poverty and Cultural Sensitivity.

Facilitator

District Instructional Specialist

Participants

All faculty members

Schedule

Monthly, from 8/21/2017 to 5/31/2018

G1.B5 Negative Student Behavior

G1.B5.S2 Those students in need of periods to cool down, will be allowed to go to the PROMISE room. The Promise room para will implement the necessary strategies to de-escalate the child as well as teach the appropriate behavioral skill or behavior and return the student to class.

PD Opportunity 1

Provide training for parents using Stephen Covey's 7 Habits of Highly Effective Families

Facilitator

Paula K. Jones

Participants

Lucille Moore Families

Schedule

Monthly, from 8/17/2017 to 6/1/2018

G2. Student Math proficiency will increase to 35% as indicated on FSA by end of SY2018

G2.B1 Lack of adherence with following the pacing guide

G2.B1.S1 Ensure that all faculty have been provided info as to where to find the pacing guide and monitor teacher instruction closely to ensure that teachers are adhering to the guide.

PD Opportunity 1

Teachers will be provided info regarding the pacing guide, and the importance of implementation.

Facilitator

Literacy Coach and Math Coach

Participants

All teachers

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G2.B2 Lack of adherence to teaching the standards to the level of necessary rigor.

G2.B2.S1 Provide training for faculty regarding the necessity of teaching to rigor as well as standard based teaching.

PD Opportunity 1

Build teacher capacity in standard based instruction

Facilitator

Literacy Coach and Math Coach

Participants

PLC groups

Schedule

Monthly, from 8/9/2017 to 5/31/2018

G2.B3 Lack of preparation regarding student data

G2.B3.S1 Provide PD on Lesson Plan Preparation and Data

PD Opportunity 1

Math Coach conduct PD on the Lesson preparation protocol with PLCs

Facilitator

Math Coach

Participants

PLCs

Schedule

Weekly, from 8/10/2017 to 5/31/2018

G3. Students will increase Science proficiency through the use of ELA shifts and 5 E's by 33% as indicated on FSA by end of SY2018

G3.B1 Students lack real world application and higher level problem solving skills.

G3.B1.S1 Partnered with the Leader In Me program, Lucille Moore will implement high impact programs that promote problem solving, critical analysis and real-world learning.

PD Opportunity 1

Implement schoolwide plan of Leader in Me, where students will demonstrate and internalize the 7 Habits and have the opportunity to participate in various learning groups that pull in the Science standards.

Facilitator

Leader in Me training staff and District Science Instructional Specialist

Participants

All teachers

Schedule

Biweekly, from 10/2/2017 to 6/1/2018

PD Opportunity 2

Ensure that during PLCs teachers are effectively planning and preparing for student instruction that extends beyond level 2.

Facilitator

District Science Instructional Specialist

Participants

All teachers

Schedule

Daily, from 8/22/2017 to 6/1/2018

PD Opportunity 3

Utilize Science technology in classrooms

Facilitator

Erin Brack

Participants

Lucille Moore faculty

Schedule

Daily, from 8/17/2017 to 6/1/2018

G3.B1.S2 The District has provided a Science Coach that will meet with 4th and 5th grade teachers to build their capacity in lesson preparation; helping to ensure lessons meet the rigor of the standards.

PD Opportunity 1

Meet with District Coach to establish a schedule for her to meet with teachers to help plan during PLC's as well as provide PD for teachers to implement Science instruction to the level the standards require.

Facilitator

District Science Instructional Specialist

Participants

PLC groups

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Faculty and staff will organize regular times of schoolwide, grade level, and individual student attendance recognitions and celebrations	\$0.00
2	G1.B1.S2.A1	Parents will receive newsletters containing attendance information and schoolwide attendance rates.	\$0.00
3	G1.B1.S3.A1	Work with business partners and faculty to create parent incentives for bringing their child(ren) to school daily and on time.	\$0.00
4	G1.B1.S4.A1	Applicable Action Team, with stakeholder input, will create stimulating engaging learning groups and identify events and activities in which students can demonstrate leadership.	\$0.00
5	G1.B2.S1.A1	New Teachers will receive initial and follow-up training concerning Behavior Management at LME utilizing the Leader In Me/PeaceFirst strategies.	\$0.00
6	G1.B2.S2.A1	Pair up new teachers with veteran teachers. Meet with veteran teachers to explain their role. Establish meeting	\$0.00
7	G1.B2.S2.A2	Establish a New Teacher Support Initiative	\$0.00
8	G1.B3.S1.A1	The first 20 minutes of the day will be dedicated to Leader In Me/PeaceFirst character lessons. This will be campus wide. Administration and Interventionists will do campus walks to ensure compliance.	\$0.00
9	G1.B3.S2.A1	Have an expert conduct schoolwide training on Class Dojo to ensure that teachers get the full benefit of the app	\$0.00
10	G1.B3.S3.A1	Have the leadership team modify the PLC minutes form to include a summary area for PLCs to write about discussions regarding behaviors.	\$0.00
11	G1.B4.S1.A1	Contact District Personnel to deliver PD concerning Poverty and Cultural Sensitivity.	\$0.00
12	G1.B5.S1.A1	As students are recognized for exhibiting Leader in Me traits, they will be recognized and celebrated on ITV, recognition in newsletters, names on the electronic sign.	\$0.00
13	G1.B5.S2.A1	Students displaying inappropriate behaviors will be sent to the PROMISE room to regain composure and returned to continue receiving instruction.	\$0.00
14	G1.B5.S2.A2	Provide training for parents using Stephen Covey's 7 Habits of Highly Effective Families	\$0.00
15	G1.B5.S3.A1	Lighthouse Team will investigate other schools that have implemented learning groups effectively	\$0.00
16	G2.B1.S1.A1	Teachers will be provided info regarding the pacing guide, and the importance of implementation.	\$0.00
17	G2.B2.S1.A1	Build teacher capacity in standard based instruction	\$0.00
18	G2.B3.S1.A1	Math Coach conduct PD on the Lesson preparation protocol with PLCs	\$0.00

Bay - 0131 - Lucille Moore Elementary Schl - 2017-18 SIP
Lucille Moore Elementary School

19	G2.B4.S1.A1	Each grade level will conduct 2 parent workshops during SY 2018				\$0.00
20	G2.B4.S2.A1	Math Coach will collaborate with grade levels and plan Family Math Night				\$0.00
21	G2.B4.S3.A1	Title 1 Resource teacher, Parent Liaison, Math Coach will coordinate to provide parents with assistance concerning Eureka Math				\$0.00
22	G2.B5.S1.A1	Provide tutoring opportunities for students during, and after school as well as on Saturdays.				\$142,214.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0131 - Lucille Moore Elementary Schl	UniSIG	0.04	\$2,286.00
			Notes: Saturday tutors - 4 teachers, 4 Saturdays before the FSA, 4 hrs a day. Includes 121,210,220,240.			
	5100	120-Classroom Teachers	0131 - Lucille Moore Elementary Schl	UniSIG	0.36	\$19,282.00
			Notes: After school tutorial - Starting 10/1, 4 days wk, 27 wks, 1 hr day. Includes 121,210, 220, 240			
	5100	120-Classroom Teachers	0131 - Lucille Moore Elementary Schl	UniSIG	0.75	\$38,273.00
			Notes: 5th Gr. Teacher to lower class size and provide support, remediation, and enrichment. Includes 121,128,210,220, 230,240, 750 (subs for leave)			
	5100	150-Aides	0131 - Lucille Moore Elementary Schl	UniSIG	5.69	\$82,373.00
			Notes: 8 Paraprofessionals to support instruction. Includes 151, 210, 220, 240.			
23	G2.B5.S2.A1	LME will utilize the First in Math computer program. Principal recognition will be made for grade level and individual students who out score their peers.				\$0.00
24	G3.B1.S1.A1	Implement schoolwide plan of Leader in Me, where students will demonstrate and internalize the 7 Habits and have the opportunity to participate in various learning groups that pull in the Science standards.				\$7,210.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$7,210.00
			Notes: Notes			
25	G3.B1.S1.A2	Ensure that during PLCs teachers are effectively planning and preparing for student instruction that extends beyond level 2.				\$15,492.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	330-Travel	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$600.00
			Notes: Notes			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$1,940.00
			Notes: Notes			

Bay - 0131 - Lucille Moore Elementary Schl - 2017-18 SIP
Lucille Moore Elementary School

	6400	750-Other Personal Services	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$952.00
			<i>Notes: Classroom observations</i>			
	5100	510-Supplies	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$12,000.00
			<i>Notes: Notes</i>			
26	G3.B1.S1.A3	Continue STEAM program into the special area rotation schedule				\$16,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$11,000.00
			<i>Notes: Notes</i>			
	7800	330-Travel	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$600.00
			<i>Notes: Notes</i>			
	5100	510-Supplies	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$5,000.00
			<i>Notes: Notes</i>			
27	G3.B1.S1.A4	Utilize Science technolgy in classrooms				\$29,988.91
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$9,350.00
			<i>Notes: ipads</i>			
	5100	150-Aides	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$14,209.00
			<i>Notes: Computer lab para</i>			
	5100	150-Aides	0131 - Lucille Moore Elementary Schl	Title I, Part A		\$566.00
			<i>Notes: ESOL Summer Computer lab para</i>			
	5100	120-Classroom Teachers	0131 - Lucille Moore Elementary Schl	UniSIG	0.06	\$3,428.00
			<i>Notes: Summer STEM Camp - 2 teachers, 4 hrs day, 3 wks in June, 4 days a week. Includes 121,210,220, 240.</i>			
	5100	510-Supplies	0131 - Lucille Moore Elementary Schl	UniSIG		\$2,435.91
			<i>Notes: Instructional materials for tutorials and summer school program.</i>			
28	G3.B1.S2.A1	Meet with District Coach to establish a schedule for her to meet with teachers to help plan during PLC's as well as provide PD for teachers to implement Science instruction to the level the standards require.				\$0.00
29	G3.B1.S3.A1	Faculty and community partners will provide additional instruction to both struggling students and those that need enrichment.				\$46,391.00

Bay - 0131 - Lucille Moore Elementary Schl - 2017-18 SIP
Lucille Moore Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0131 - Lucille Moore Elementary Schl	UniSIG		\$5,142.00
			<i>Notes: Summer School - 3 wks in June, 4 hrs a day, 4 days a week. Includes 121,210, 220, 240.</i>			
	7800	360-Rentals	0131 - Lucille Moore Elementary Schl	UniSIG		\$3,000.00
			<i>Notes: Summer School Transportation</i>			
	5100	130-Other Certified Instructional Personnel	0131 - Lucille Moore Elementary Schl	UniSIG	0.75	\$38,249.00
			<i>Notes: Ell Teacher to provide supports for ELL Students. Includes funds in 210,220, 230, 240, and 138</i>			
30	G3.B2.S1.A1	Schedule District contact to provide training to faculty				\$0.00
31	G3.B3.S1.A1	Have District Science coach have a training for ELL New Comer teachers and paras to provide instruction on how to implement the 5 E's of science for our ELL population.				\$0.00
32	G3.B4.S1.A1	In PLCs the District Science Coach and Lit Coach will provide PD on implementing the 5 E's through ELA				\$0.00
33	G3.B5.S1.A1	The Science committee and the Parent Liaison will work together to formulate a Science parent workshop for grade levels				\$0.00
34	G3.B5.S2.A1	Have grade levels plan a Family Science Night in which families are presented with the 5 E's and interact with their children with Science activities.				\$0.00
					Total:	\$257,895.91