

Leon County Schools

W T Moore Elementary School



2017-18 Schoolwide Improvement Plan

W T Moore Elementary School

1706 DEMPSEY MAYO RD, Tallahassee, FL 32308

<https://www.leonschools.net/moore>

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	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

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

**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 Leon 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 W T 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.

The mission of W.T. Moore is to prepare students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.

b. Provide the school's vision statement.

W. T. Moore will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

2. School Environment

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

W. T. Moore Elementary School's faculty and staff know that our students need to belong, to be valued, and to be appreciated on a daily basis. Students' cultures have value in the classroom, and these cultural identities must be validated through the teachers' lessons and teaching practices. Our school holds annual events promoting and centered on specific cultures of students within the school community. Our philosophy demands high expectations for all students. Teachers learn as much as possible about their students so that they can structure activities, build curricular materials, and tap into resources that will help all students be academically successful. Also, teachers make the effort to schedule a conference with each family as early in the academic year as possible not only to discuss the child's academic progress but also to build a partnership with parents toward the common goal of student achievement. Additionally, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

The process by which our school learns about students' cultures and builds relationships between teachers, staff, and students involves the following:

- get to know their students as individuals
- create an environment of respect and rapport
- connect with families and communities
- build connections and relationships. It is important that all students see that teachers value them as people, and that teachers are willing and eager to become an important part of their lives
- increase their cultural knowledge. Teachers learn as much as they can about the language and culture of their students
- plan group/cooperative learning activities that encourage student discussions
- work together to establish a supportive school environment
- Ensure that relationship-building is a clear priority
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations
- Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps

- Attend District provided Professional Development on multicultural offerings
- Schedule and plan school wide multicultural projects
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts)

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

Creating and maintaining respectful and safe school environments is a priority for W. T. Moore Elementary School. Safe, secure and stimulating learning environments are a platform to achieving the vision of our school. Students and staff participate in regularly scheduled fire, tornado, and lock-down drills. Administrators explain in advance the purpose and procedure of each drill and provide feedback upon completion. Students have the opportunity to enter their classrooms at 7:45 AM. This provides each student with 45 minutes of enrichment, homework assistance, additional time for computer assisted instruction or time for reading in a safe environment before the school day begins. Students needing to arrive on campus prior to 7:45 may enroll in our before school program which provides enrichment activities beginning at 7 AM. Administration, teachers and staff go to great lengths to build relationships with students and their families. Mrs. Anderson takes pride in reaching out by phone to the parents of each student during the year to report how they have earned the "Good Job Mustang!" award. We are constantly looking for ways to celebrate the positive things our students are doing, thus providing an environment in which our students feel respected. Our Extended Day Enrichment Program is made available to all of our students for a fee. We also offer activities after school such as Student Council, STEM Club, and Honors Chorus to allow for students to continue learning beyond the academic day.

Additionally, our school creates an environment where students feel safe and respected before, during, and after school by providing the following:

- Celebration of student and teacher birthdays.
- Clear and consistent expectations for behavior through the Positive Behavior Intervention Support program that is designed and implemented for our school-wide discipline plan, promoting a sense of order and a positive school climate.
- Promotion of student engagement through students conduct morning announcements for the school, physical plant of the school is well maintained and the surrounding grounds are well-kept – this conveys a respect for the school community and the educational mission.
- School rules are posted throughout the school.
- After school program provides a sense of community
- open door policy by Teachers and counselors to discuss concerns.
- development and implementation of a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports for students to school-based and community resources
- All visitors must enter through the office and must be cleared through the Raptor system.

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.

W.T. Moore is proud to participate in the PBIS model where students are rewarded for their positive behavior. Our school-wide expectation which is posted for all to see and memorized by our student body is "Mustangs are Respectful, Responsible and Ready to Learn!" We follow a prescriptive discipline plan to handle the occasions when a student's behavior is outside the scope of what is acceptable. These established protocols allow for uniformity and consistency throughout the school when disciplinary incidents occur. Throughout this system, a continuum of positive behavior support

for all elementary students within our school is implemented in areas including the classroom and non-classroom settings (hallways, cafeteria, bus, restrooms, and playground). The school focus is to shift the emphasis from being reactive in addressing behaviors and social skills to being proactive in prevention, by employing a "Positive Behavior Support Intervention" system. Our protocols for disciplinary incidents include an electronic disciplinary referral form that tracks students' behavior. In addition there are student handbooks and faculty handbooks that contain information on established protocols for disciplinary issues. Teachers are trained on the use of the discipline referral process. Our discipline data is analyzed monthly to distinguish increases or decreases in specific behaviors. Each individual classroom has incentives and rewards for appropriate behavior. Additional activities implemented are as follows:

- Ensure teachers are trained in classroom management strategies (PBIS, etc.)
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to behavioral expectations when providing students with positive feedback. ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place
- There is a tiered discipline plan in place where teachers utilize time-out buddies and individual behavior plans before obtaining help from an administrator
- Teachers implement effective strategies from Leon LEADS to promote the highest level of student engagement

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.

The school utilizes its guidance counselor and MTSS team to ensure that all students' social-emotional needs are being met, and works with teachers to implement strategies to provide an appropriate learning environment. We offer a mentoring program which pairs eligible students with community members who take an interest in their well-being and support them academically by reading with them and supporting them through classwork and homework. Counseling services are provided by our school Guidance Counselor when appropriate. We also utilize our school social worker, school psychologist and other community resources when necessary to assist students who are struggling in various capacities. Also, selected students are provided additional support from the Reading Pals program.

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.

W. T. Moore Elementary School knows the benefits of intervening with students at the first sign of disengagement. We use an early warning system (EWS) that identifies at-risk students through the analysis of available and predictive student academic and engagement data. This data is used methodically to identify at-risk students as early as possible (beginning in kindergarten). Our school's leadership team monitors the prevention and intervention services by the following early warning indicators:

- Attendance
- State standardized assessment data (level 1 and 2)
- Aimsweb data (below the 50th percentile)
- Disciplinary referrals
- Progress reports (every nine weeks)
- Standardized Assessment for Reading (STAR)

- I-Ready data
- Students retained
- Students who are not proficient in reading by third grade

Reviewing the EWS data monthly assists us in determining the effectiveness of our intervention programming overall, for groups of students, and for individual students.

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	8	4	10	8	9	10	0	0	0	0	0	0	0	49
One or more suspensions	5	5	3	13	7	9	0	0	0	0	0	0	0	42
Course failure in ELA or Math	0	2	2	5	2	6	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	0	31	25	0	0	0	0	0	0	0	56

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

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

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

The MTSS Leadership Team meets each Tuesday with the purpose of developing and implementing a problem-solving process that is a multi-tiered approach to help struggling learners and address the needs of advanced students. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction in general education, in exceptional education or both. Teachers implement intervention strategies in their classroom, and report back to the team to track success of student progress with the interventions.

Additional strategies implemented are as follows:

- Effective multi-disciplinary teams in place to problem solve and create action plans
- Linda Mood Bell Visualizing and Verbalizing and Seeing Stars, Iready, Accelerated Reading program, AIMSweb Plus
- Planned discussions and goal setting for all students
- Notification procedures for parents, agency and community outreach
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/ education.

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?

No

1. PFEP Link

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

2. Description

W.T. Moore is proud of our family and community involvement. We involve parents/guardians/family and supporters in activities that celebrate and enhance student and school success through positive and effective relationship with our PTM, SAC, Mentorship Program, and Volunteer Program. Parents and community members are updated with the most current school information via the school listserv, website, Facebook, and newsletters. Our parents serve as volunteers in our classrooms and take leadership of our PTM, Parents and Teachers for Moore. Our target for 2017-2018 is to increase overall parental involvement in our PTM organization. We are also extremely proud of our volunteer and mentor programs. We welcome mentors and volunteers from across our community with special involvement from residents at Westminster Oaks Retirement Community, located directly across the street from our campus.

Additional activities implemented to build positive relationships with families are as follows:

- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators.
- Teachers communicate with families through newsletters, websites, phone calls, and conferences
- Families are provided information through listserv, school website, and social media
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.
- Create the formats for inviting parent participation in the cultural education process.
- Positive notes, letters, phone calls home
- Parents are kept informed of their child's progress through gradebook and Accelerated Reader

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.

The school utilizes its Parent and Teacher for Moore (PTM) in building relationships with local agencies and businesses. These "business partners" are used to support school functions, community activities, and supplement academic resources. Mr. Gregory Williams, member of our PTM, is our Partners Coordinator. Mr. Williams works to create partnerships with local businesses for the purpose of securing and utilizing resources to support our school and student achievement. Below is a list of our community partners:

2017/18 Partners

Bruster's Real Ice Cream, Uncle Maddio's Pizza, Movies Plus, Firehouse Subs (Cap Cir NE), Carrabba's, Krispy Kreme, Texas Roadhouse, Newk's, Catering With Care, MP3 Construction, Smallcakes, Chick Fil A (Cap Cir), Flag Credit Union, Applebee's (Mahan), Skate World, Costco, Publix (Mahan)

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
Anderson, Kerri	Principal
Threadgill, Ben	Assistant Principal
Cavallo, Ashley	Teacher, K-12
Gray, Shemeka	Teacher, K-12
Johnson, Karlisa	Teacher, K-12
Mason, Tina	Teacher, K-12
Gilliland, Melisa	Teacher, K-12
Johnson, Latonya	School Counselor
Scott, Melisa	Teacher, ESE
Hader, Bren	Teacher, K-12
Mercer, Lindsey	Instructional Coach
Crow, Amy	Teacher, K-12

b. Duties

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

The administrative team meets monthly with grade level team leaders to inform, assess, and reevaluate curriculum decisions which are in turn shared with each grade level member pre-K through 5th grade, special area and ESE.

Kerri Anderson, Principal, Benjamin Threadgill, Assistant Principal and Reading Coach, Lindsey Mercer: provide direction and oversight in the use of data-based decision-making, ensure that the school-based team is implementing the curriculum and that the mission of the school is supported and endorsed. SIP committee chairs are responsible for guiding each committee in the collection, analysis, and communication of data related to their committee area.

Grade and department chairs are responsible for the dissemination of information from school administration, problem-solving school issues, and presenting grade level or department specific concerns.

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.

Personnel are interviewed by grade level team members as units are allocated by the District. Grade level teams submit instructional material orders (core and supplemental) which are reviewed and approved to ensure that all student needs are being met.

The MTSS Leadership Team meets each Tuesday with the purpose of developing and implementing a problem-solving process that is a multi-tiered approach to help struggling learners and address the needs of advanced students. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction in general education, in exceptional education or both. We will use Title II funds for teachers' professional development in order to meet

our goals for the 2017-18 school year. The district will provide TEC funds which will be used to attend training opportunities to enhance professional growth and to establish professional learning communities within W. T. Moore. Discretionary funds will be used to provide tutoring for students who are not proficient in reading, math or writing in preparation for FSA.

Kerri Anderson, Principal and/or Benjamin Threadgill, Assistant Principal: Provide direction and oversight in the use of data-based decision-making, ensure that the school-based team is implementing Rtl, ensure there is follow-up in the implementation of interventions, intervention support and documentation, ensure adequate professional development to support MTSS implementation and communicates with parents regarding school-based MTSS plans and activities.

General Education Teachers (Primary and Intermediate): Provide information regarding core instruction, participate in student data collection, deliver Tier 1 instruction and interventions, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials and instruction with Tier 2/3 activities.

LaTonya Johnson, Guidance Counselor: Coordinates the meetings with the MTSS team members and ensures appropriate data is available, assists in development and interpretation of data charts and graphs, assists in the development of intervention plans and follow-up plan implementation and provides direct services to students based on the intervention plan.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, provide expertise regarding strategies and interventions to address academic and behavioral concerns, integrate core instructional activities/materials into Tier 3 instruction and collaborate with general education teachers through activities such as consultation and co-teaching.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lynn Merriman	Teacher
Kerri Anderson	Principal
Jimmy Perkins	Parent
Michele Meyer	Business/Community
Gretchen Scott	Education Support Employee
Gregory Williams	Parent
Pamela Thompson	Parent
Carlina Payne	Business/Community
Rebecca Amnott	Parent

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 SAC works with the administrative team to review school data throughout the school year. At the end of each year, school data is reviewed by the leadership team to determine

if the established goals were met. The team evaluates the SIP to determine what worked and what needs to be adjusted for the next year. The SAC then meets with parents and community members in a public hearing to present identified goals and strategies to support the school's continuous improvement model. The SAC has a review and approval process in September for the final draft to be submitted for district approval.

b. Development of this school improvement plan

The purpose of the W. T. Moore's SAC is to assist in the annual preparation of a school improvement plan that addresses funding, training, instructional materials, technology, staffing, student support services, and approves all school improvement fund expenditures.

The current school status was presented and reviewed by SAC. Data for the various areas under section II and expected improvements were presented to SAC along with proposed targets developed by the School Improvement Plan committees. Discussion occurred regarding the data and targets and input was received. The remaining section information was presented and reviewed by SAC. Following agreed upon revisions, a vote was taken to approve the School Improvement Plan.

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

School Improvement funds will be used for professional development for teachers to receive stipends for training after hours, to fund substitutes for teachers to participate in workshops, and provide for attendance at conferences. These funds are in accordance with professional development opportunities as identified from the SIP data.

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

School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan. Monies may be expended only on programs or projects selected by the School Advisory Council. Neither School District staff nor principals may override the recommendations of the School Advisory Council.

W. T. Moore was allocated \$6,359.55 last year for school improvement funds. The amount budgeted for each project was as follows:

- Stipends for professional development and teacher training materials for Goal 1: Use of scientific experiences to enhance critical thinking, SRA Science, Snapshot kits, systematic science vocabulary instruction and exposure to science experiments via hands-on science centers, manipulatives and online labs. - \$1,589.88
- Stipends for professional development and teacher training materials for Goal 2: We are going to disaggregate data within subgroups to progress monitor struggling math students using GoMath chapter assessments and Successmaker Math - \$1,589.89
- Stipends for professional development and teacher training materials for Goal 3: Faculty members will continue to participate in district sponsored training of the new reading series throughout the year. - \$3,179.78

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Hader, Bren	Teacher, K-12
Garcia, Heather	Instructional Media
Maher, Susannah	Instructional Coach
Engelbrecht, Rebecca	Teacher, K-12
Threadgill, Ben	Assistant Principal
Anderson, Kerri	Principal
Mercer, Lindsey	Instructional Coach
Phillips, Jennifer	Teacher, K-12
Bell, Lyndsey	Teacher, K-12
White, Cathy	Teacher, K-12
Owens, Alison	Teacher, K-12
Cavallo, Ashley	Teacher, K-12

b. Duties

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. LLT is the driving force in making our school a literacy based environment and the team meets once per month to review reading progress monitoring data. It is a collaborative system that encourages literacy to support teaching and learning.

The Literacy Leadership Team promotes literacy within the school by performing the following activities:

- School-wide book club
- Uses data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implements the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs and scientifically based reading instruction and strategies with fidelity
- Supports and participates in classroom demonstrations and modeling of research-based reading strategies
- Reflects on practice to improve instruction
- Collects information and data from grade level teams and progress monitoring data from tutoring on the effectiveness of interventions for students.
- Engages in regular, ongoing, literacy professional development
- Accelerated Reader rallies are held to support students in making their reading goals.
- Participates in ongoing literacy dialogues with peers
- Participates in Professional Learning Communities and Study Groups
- District challenge - "Take 20" - A focus on taking 20 minutes to read every day rather than counting total number of books read

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.

The school employs several teacher-led committees, which strongly contribute to working relationships. Weekly grade level meetings are held to discuss events, planning, and instruction. Faculty meetings allow teachers to discuss school-wide needs, which encourage horizontal and vertical articulation among all levels and faculty. Additionally, teachers participate in SIP committees to collaboratively plan professional development based on disaggregated data and to ensure instruction is modified as needed based on decisions made through collaboration.

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

- Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote Leon County Schools
- Partner new teachers with veteran teachers - Principal
- Common grade level planning to promote collaboration
- Current employees are involved in the interview process for hiring employees.

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

All first year teachers participate in the Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. The BTP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Our school ensures its core instructional programs and materials are aligned to Florida's standards by implementing the following:

- Fully implement a Multi-tiered System of Support (MTSS) that provides interventions and support for academic and behavioral success for all students so that they can master the standards
- Utilize the I-Ready Program to reinforce the Florida's standards.
- Implement the intervention programs of Reading Mastery, Decoding, Corrective Reading, and Early Interventions in Reading
- Use the problem-solving process to identify instructional targets to develop specific instructional strategies to meet individual student needs
- Align classroom instruction with the Florida State Standards
- Disaggregate the data to determine students' strengths, weaknesses, and the effectiveness of instructional strategies – STAR, EIR (Early Intervention in Reading)
- The reading program of Wonders by McGraw-Hill will be implemented to ensure the Florida Standards are taught
- Utilize research based programs to support Wonders programs for subgroups (I-Ready, Waterford, Early Interventions in Reading, Reading Mastery, Junior Great Books).
- Monitor students' progress toward achieving the goals through ongoing data analysis – Aimsweb Plus, I-Ready, STAR – Reading, Accelerated Reading
- Use student achievement data to do a needs assessment – STAR (Standardized Test for Assessment in Reading), FCAT (science), I-Ready(reading and math), EIR (Early Interventions in Reading)
- Align classroom curriculum with the Florida State Standards
- The mathematics program - Go Math is implemented with fidelity

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.

Our school uses data to provide and differentiate instruction to meet the diverse needs of students by utilizing the following strategies:

- Disaggregate the data to determine students' strengths, weaknesses, and the effectiveness of instructional strategies – STAR (Standardized Test for Assessment in Reading), EIR (Early Intervention in Reading)
- Use student achievement data to do a needs assessment – STAR (Standardized Test for Assessment in Reading), FCAT (science), I-Ready (reading and math), EIR (Early Interventions in Reading)
- Provide student and staff training for the use of technology hardware, software, and applications
- Monitor student progress at all levels using formative (formal and informal) and summative assessments
- Monitor individual school data, professional learning and its alignment with student achievement data and trends
- Continually study data (including attendance, behavior and academic) to examine our performance and student subgroups to determine the extent of program implementation and effectiveness for

program continuation

- Teachers will use student achievement data to identify their own professional learning needs
- Teachers will use multiple measures of student performance
- Teachers will use formative assessment results to provide descriptive feedback, to monitor student learning of the standards, to ensure that the standards taught have been mastered, and to modify and differentiate instruction
- Holding monthly meetings to make decisions about literacy instruction in the school.
- Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS)
- Data reports are printed weekly for all teachers
- Teachers will provide differentiated instruction and tiered assignments
- Monitor students' progress towards achieving the goals through ongoing analysis – Aimsweb, I-Ready, STAR – Reading, Accelerated Reading
- Utilizing flipped lessons
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Utilize differentiated instruction during small group instruction and centers (Providing tier 3 instruction based on student needs)
- Progress monitoring data will be reviewed regularly
- Teachers will monitor the Accelerated Reader data to ensure increase in independent reading
- Implement the integration of technological (smartboards, document cameras, etc.) and electronic tools in teaching, learning, and interpreting data
- Creating a schedule with an uninterrupted 90-120 minute reading block
- Use of technology with STAR, AR, I-Ready and AIMSWEB PLUS to drive instruction and enhance decision-making
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Teachers implement accommodations as specified on students' plans, i.e. IEP, 504, LEP, and EP
- * Utilize electronic data wall to progress monitor students' progress

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: 2,000

- Our Extended Day Program has begun offering tutoring to identified struggling students in grades 2-5 in the areas of reading and math during the after school program. The identified students are in small groups for two hours per week in reading and/or math.
- Students are identified in grades 3-5 to participate in afternoon tutoring in reading, writing and/or math for one hour per week. The tutoring begins in the fall with the students who require the most assistance and for students who are struggling in writing. Additional students are added after the winter break.
- Students are afforded the opportunity to go to the before-school computer lab to take AR tests. Reports are monitored for student success and increased reading comprehension.

Strategy Rationale

Provide students with a smaller class size to remediate deficient skills in reading, math, and writing. Also, I-Ready data indicate that some students would benefit from additional time on the program and the ability to take AR tests before school allows valuable instruction time to be protected and increased practice on reading comprehension.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Anderson, Kerri, andersonk2@leonschools.net

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

Progress monitoring data is used to track student progress. I_Ready, AIMSweb, and STAR data points are reviewed. Baseline data is compared to data collected following instruction. Additionally, reports from Accelerated Reader and I-Ready are routinely tracked and analyzed, as recommended for each program.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs horizontally and vertically among grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. One of the major ways we help our pre-schoolers transition in addition to the use of similar curriculum throughout the school year is to have them shadow kindergarten classes in the spring. Pre-K students are actually afforded the opportunity to "step up" to Kindergarten to see the routines of the day and experience personally what will be expected of them once they make the transition to a local elementary school. PK students also participate in all activities and events of the school...fire drills, music programs, morning

announcements, school-wide activities. Also, kindergarten orientation is held in August for the incoming parents and kindergarten students. The orientation consists of a presentation about kindergarten expectations, PTM opportunities and a tour of the kindergarten classrooms. Additionally, our 5th graders transitioning to middle school meet representatives from our feeder schools where they get an opportunity to receive information and ask questions regarding what to expect once they arrive at their middle school.

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.

Only required for secondary schools. Not applicable for W. T. Moore Elementary

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

Only required for secondary schools. Not applicable for W. T. Moore Elementary.

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

Only required for secondary schools. Not applicable for W. T. Moore Elementary

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.

Only required for secondary schools. Not applicable for W. T. Moore Elementary

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 59% of students will score at level 3 or above on the 2017-18 Statewide Science Assessment.
- G2.** Our school goal for Math is to have 60% of our students score level 3 or above as measured by the 2017-18 FSA Math.
- G3.** Our school goal for English/Language Arts is to have 64% of our students score level 3 or above as measured by the 2017-18 FSA ELA .

Strategic Goals Detail

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

G1. 59% of students will score at level 3 or above on the 2017-18 Statewide Science Assessment. 1a

G096145

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	59.0

Targeted Barriers to Achieving the Goal 3

- Lack of student scientific content knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Daily instruction using Houghton-Mifflin Fusion Science Curriculum (for grades 4 and 5), SRA Science Snapshot Kits, systematic science vocabulary instruction and exposure to science experiments via hands on centers and manipulatives, 5th Grade Science Investigation Projects, STEM opportunities, Gems Science Kits, Community Outreach via Mag Lab and Science on the Move.

Plan to Monitor Progress Toward G1. 8

Formative assessments, student work documenting mastery, pre/post tests, Progress Monitoring meetings

Documentation in lesson plans, Administrative observations

Person Responsible

Kerri Anderson

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Analysis of student performance on 2017 Statewide Science Assessment.

G2. Our school goal for Math is to have 60% of our students score level 3 or above as measured by the 2017-18 FSA Math. 1a

G096146

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Various gaps in knowledge of struggling math students
- Working to understand Florida State Assessment question types

Resources Available to Help Reduce or Eliminate the Barriers 2

- Continuation of weekly after school math club to remediate and enhance math skills
- Computer assisted instruction using I-Ready,
- 60 minutes per day of direct math instruction - Go Math Curriculum
- Classroom intervention centers
- Classroom extension centers

Plan to Monitor Progress Toward G2. 8

mid-chapter and chapter assessments, I-Ready Data Reports

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Analysis of student performance on 2017-18 FSA

G3. Our school goal for English/Language Arts is to have 64% of our students score level 3 or above as measured by the 2017-18 FSA ELA . 1a

G096147

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	64.0

Targeted Barriers to Achieving the Goal 3

- Adjusting to state standards and state assessment
- Meeting the individual needs of students who have various reading deficiencies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wonders Reading Program
- AR/STAR
- I-Ready
- AimsWeb Plus
- Intervention Programs
- Classroom extension centers

Plan to Monitor Progress Toward G3. 8

Weekly analysis of progress and increase in skill attainment using data from I-Ready, AIMSWeb Plus, AR reports, benchmark assessments, and classroom data will allow us to monitor our students' progress toward this goal.

Person Responsible

Kerri Anderson

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Analysis of student performance on 2017-18 FSA

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. 59% of students will score at level 3 or above on the 2017-18 Statewide Science Assessment. **1**

 G096145

G1.B1 Lack of student scientific content knowledge **2**

 B258797

G1.B1.S1 Provide more opportunities to engage in scientific experiences, STEM Club/activities **4**

 S274014

Strategy Rationale

More experiences will allow more critical thinking

Action Step 1 **5**

Use of scientific experiences to enhance critical thinking, SRA Science Snapshot kits, systematic science vocabulary instruction and exposure to science experiments via hands-on science centers, manipulatives and online labs.

Person Responsible

Kerri Anderson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Formative assessments, student work documenting mastery, pre/post tests, Statewide Science Assessment, Progress Monitoring meetings, Documentation in lesson plans, Administrative observations

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

Implementation of scientific experiences to enhance critical thinking

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring meetings, documentation in lesson plans, and administrative observations

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

Administrators and teachers will monitor effective utilization of scientific experiences that enhance critical thinking.

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring meetings, documentation provided in lesson plans, and administrative observations

G2. Our school goal for Math is to have 60% of our students score level 3 or above as measured by the 2017-18 FSA Math. **1**

 G096146

G2.B1 Various gaps in knowledge of struggling math students **2**

 B258798

G2.B1.S1 Continuation of weekly after school math club to remediate and enhance math skills; 60 minutes per day of direct math instruction; additional computer based instruction; additional math interventions provided (45 minutes before school daily) **4**

 S274015

Strategy Rationale

Struggling math students, based on beginning of the year assessments, need additional support and instruction

Action Step 1 **5**

We are going to disaggregate data within subgroups to progress monitor struggling math students using GoMath chapter assessments and I-Ready Math

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Fidelity of instruction as observed by formal and informal observations, walk-throughs, analysis of student performance, student performance on end of chapter tests, IP and I-Ready data reports

Action Step 2 **5**

We are going to reteach and reassess students who score below 70% on their initial assessment

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Reassessment scores

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

GoMath and I-Ready data will be analyzed to determine the progress and/or the need for additional support for struggling math students

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Analysis of implementation during team monthly meetings/data results; GoMath assessment data

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

Data will be reviewed and analyzed at monthly team meetings with administration

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress monitoring (data analysis) meetings (i.e.: FSA, I-Ready, assessments) - data will indicate the progress of struggling math students

G2.B2 Working to understand Florida State Assessment question types 2

 B258799

G2.B2.S1 Professional development on effective critical thinking strategies focusing on Florida State Standards 4

 S274016

Strategy Rationale

Understanding standards and expectations

Action Step 1 5

Professional development on effective critical thinking instructional practices using the MA.F.S. and attend all district training opportunities

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Documentation in lesson plans and administrative observations

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

Informal, walk-through observations of implementation of instructional strategies using MA.F.S.

Person Responsible

Kerri Anderson

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Documentation in lesson plans and administrative observations

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

Utilization of effective instructional strategies focusing on MA.F.S.

Person Responsible

Kerri Anderson

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Documentation in lesson plans and administrative observations

G3. Our school goal for English/Language Arts is to have 64% of our students score level 3 or above as measured by the 2017-18 FSA ELA . 1

G096147

G3.B1 Adjusting to state standards and state assessment 2

B258800

G3.B1.S1 Professional development on effective instructional strategies (i.e.: Wonders, Florida State Standards) 4

S274017

Strategy Rationale

Training and support are needed to effectively implement the curriculum, understand the state standards, and prepare for the state assessment (FSA).

Action Step 1 5

Faculty members will continue to participate in district sponsored training of the new reading series throughout the year.

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

The evidence will be the teaching and learning as monitored by evaluations, formal and informal observations and walk-throughs using Leon Leads, team meetings, and student data.

Action Step 2 5

We will provide professional development to teachers on how to teach critical thinking and analysis skills.

Person Responsible

Kerri Anderson

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

classroom observations, data

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

We will monitor student performance data and teachers will collaborate through PLCs (Professional Learning Communities)

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teachers will implement quality instruction; and staff/team meeting agendas/discussions

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teacher observations (informal and formal observations)

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

weekly assessments, unit assessments, I-Ready reports, STAR reports

G3.B2 Meeting the individual needs of students who have various reading deficiencies 2

 B258801

G3.B2.S1 Provide Tier 2 and Tier 3 interventions as needed 4

 S274018

Strategy Rationale

Struggling readers (based on progress monitoring data) need additional support and differentiated instruction

Action Step 1 5

We are going to progress monitor struggling readers weekly using AIMSWeb, STAR, and I-Ready reports

Person Responsible

Kerri Anderson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

AIMSWeb Plus, STAR and I-Ready reports

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

AIMSWeb data and I-Ready reports will be analyzed to determine the progress and/or additional need for support of struggling readers.

Person Responsible

Kerri Anderson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

AIMSWeb data and I-Ready reports

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

Data will be reviewed and analyzed at monthly team meetings with administration and reading coach.

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data will indicate the progress of struggling readers

G3.B2.S2 Match intervention materials for student needs 4

 S274019

Strategy Rationale

To differentiate instruction so that all student needs are met

Action Step 1 5

Match intervention materials to students' level

Person Responsible

Kerri Anderson

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress monitoring of student performance

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Implementation of intervention materials

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress monitoring meetings, documentation in lesson plans, administration walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Effective utilization of intervention materials

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring Meetings (i.e.: I-Ready, STAR, Aimsweb assessments), documentation in lesson plans, walk-through Observations

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.MA1 M395011	Formative assessments, student work documenting mastery, pre/post tests, Progress Monitoring...	Anderson, Kerri	8/14/2017	Analysis of student performance on 2017 Statewide Science Assessment.	5/31/2018 quarterly
G2.MA1 M395016	mid-chapter and chapter assessments, I-Ready Data Reports	Anderson, Kerri	8/14/2017	Analysis of student performance on 2017-18 FSA	5/31/2018 monthly
G3.MA1 M395023	Weekly analysis of progress and increase in skill attainment using data from I-Ready, AIMSWeb Plus,...	Anderson, Kerri	8/14/2017	Analysis of student performance on 2017-18 FSA	5/31/2018 biweekly
G1.B1.S1.MA1 M395009	Administrators and teachers will monitor effective utilization of scientific experiences that...	Anderson, Kerri	8/14/2017	Progress Monitoring meetings, documentation provided in lesson plans, and administrative observations	5/31/2018 monthly
G1.B1.S1.MA1 M395010	Implementation of scientific experiences to enhance critical thinking	Anderson, Kerri	8/14/2017	Progress Monitoring meetings, documentation in lesson plans, and administrative observations	5/31/2018 monthly
G1.B1.S1.A1 A367851	Use of scientific experiences to enhance critical thinking, SRA Science Snapshot kits, systematic...	Anderson, Kerri	8/14/2017	Formative assessments, student work documenting mastery, pre/post tests, Statewide Science Assessment, Progress Monitoring meetings, Documentation in lesson plans, Administrative observations	5/31/2018 weekly
G2.B1.S1.MA1 M395012	Data will be reviewed and analyzed at monthly team meetings with administration	Anderson, Kerri	8/14/2017	Progress monitoring (data analysis) meetings (i.e.: FSA, I-Ready, assessments) - data will indicate the progress of struggling math students	5/31/2018 monthly
G2.B1.S1.MA1 M395013	GoMath and I-Ready data will be analyzed to determine the progress and/or the need for additional...	Anderson, Kerri	8/14/2017	Analysis of implementation during team monthly meetings/data results; GoMath assessment data	5/31/2018 monthly
G2.B1.S1.A1 A367852	We are going to disaggregate data within subgroups to progress monitor struggling math students...	Anderson, Kerri	8/14/2017	Fidelity of instruction as observed by formal and informal observations, walk-throughs, analysis of student performance, student performance on end of chapter tests, IP and I-Ready data reports	5/31/2018 monthly
G2.B1.S1.A2 A367853	We are going to reteach and reassess students who score below 70% on their initial assessment	Anderson, Kerri	8/14/2017	Reassessment scores	5/31/2018 monthly
G2.B2.S1.MA1 M395014	Utilization of effective instructional strategies focusing on MA.F.S.	Anderson, Kerri	8/14/2017	Documentation in lesson plans and administrative observations	5/31/2018 biweekly
G2.B2.S1.MA1 M395015	Informal, walk-through observations of implementation of instructional strategies using MA.F.S.	Anderson, Kerri	8/14/2017	Documentation in lesson plans and administrative observations	5/31/2018 biweekly
G2.B2.S1.A1 A367854	Professional development on effective critical thinking instructional practices using the MA.F.S....	Anderson, Kerri	8/14/2017	Documentation in lesson plans and administrative observations	5/31/2018 monthly
G3.B1.S1.MA1 M395017	Teacher observations (informal and formal observations)	Anderson, Kerri	8/14/2017	weekly assessments, unit assessments, I-Ready reports, STAR reports	5/31/2018 monthly
G3.B1.S1.MA1 M395018	We will monitor student performance data and teachers will collaborate through PLCs (Professional...	Anderson, Kerri	8/14/2017	Teachers will implement quality instruction; and staff/team meeting agendas/discussions	5/31/2018 monthly
G3.B1.S1.A1 A367855	Faculty members will continue to participate in district sponsored training of the new reading...	Anderson, Kerri	8/14/2017	The evidence will be the teaching and learning as monitored by evaluations, formal and informal observations and walk-throughs using Leon Leads, team meetings, and student data.	5/31/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A2  A367856	We will provide professional development to teachers on how to teach critical thinking and...	Anderson, Kerri	8/14/2017	classroom observations, data	5/31/2018 quarterly
G3.B2.S1.MA1  M395019	Data will be reviewed and analyzed at monthly team meetings with administration and reading coach.	Anderson, Kerri	8/14/2017	Data will indicate the progress of struggling readers	5/31/2018 monthly
G3.B2.S1.MA1  M395020	AIMSWeb data and I-Ready reports will be analyzed to determine the progress and/or additional need...	Anderson, Kerri	8/14/2017	AIMSWeb data and I-Ready reports	5/31/2018 weekly
G3.B2.S1.A1  A367857	We are going to progress monitor struggling readers weekly using AIMSWeb, STAR, and I-Ready reports	Anderson, Kerri	8/14/2017	AIMSWeb Plus, STAR and I-Ready reports	5/31/2018 weekly
G3.B2.S2.MA1  M395021	Effective utilization of intervention materials	Anderson, Kerri	8/14/2017	Progress Monitoring Meetings (i.e.: I-Ready, STAR, Aimsweb assessments), documentation in lesson plans, walk-through Observations	5/31/2018 monthly
G3.B2.S2.MA1  M395022	Implementation of intervention materials	Anderson, Kerri	8/14/2017	Progress monitoring meetings, documentation in lesson plans, administration walk-throughs	5/31/2018 monthly
G3.B2.S2.A1  A367858	Match intervention materials to students' level	Anderson, Kerri	8/14/2017	Progress monitoring of student performance	5/31/2018 biweekly

V. Professional Development Opportunities

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

G1. 59% of students will score at level 3 or above on the 2017-18 Statewide Science Assessment.

G1.B1 Lack of student scientific content knowledge

G1.B1.S1 Provide more opportunities to engage in scientific experiences, STEM Club/activities

PD Opportunity 1

Use of scientific experiences to enhance critical thinking, SRA Science Snapshot kits, systematic science vocabulary instruction and exposure to science experiments via hands-on science centers, manipulatives and online labs.

Facilitator

District and school-wide sponsored trainings

Participants

Grade level/subject area teachers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

G2. Our school goal for Math is to have 60% of our students score level 3 or above as measured by the 2017-18 FSA Math.

G2.B1 Various gaps in knowledge of struggling math students

G2.B1.S1 Continuation of weekly after school math club to remediate and enhance math skills; 60 minutes per day of direct math instruction; additional computer based instruction; additional math interventions provided (45 minutes before school daily)

PD Opportunity 1

We are going to disaggregate data within subgroups to progress monitor struggling math students using GoMath chapter assessments and I-Ready Math

Facilitator

District and School sponsored PD

Participants

Grade level/Subject area teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G2.B2 Working to understand Florida State Assessment question types

G2.B2.S1 Professional development on effective critical thinking strategies focusing on Florida State Standards

PD Opportunity 1

Professional development on effective critical thinking instructional practices using the MA.F.S. and attend all district training opportunities

Facilitator

District and school-wide sponsored trainings

Participants

Grade level/subject area teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G3. Our school goal for English/Language Arts is to have 64% of our students score level 3 or above as measured by the 2017-18 FSA ELA .

G3.B1 Adjusting to state standards and state assessment

G3.B1.S1 Professional development on effective instructional strategies (i.e.: Wonders, Florida State Standards)

PD Opportunity 1

Faculty members will continue to participate in district sponsored training of the new reading series throughout the year.

Facilitator

District and School sponsored PD

Participants

Grade level/Subject area teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

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	Use of scientific experiences to enhance critical thinking, SRA Science Snapshot kits, systematic science vocabulary instruction and exposure to science experiments via hands-on science centers, manipulatives and online labs.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0421 - W T Moore Elementary School	School Improvement Funds		\$0.00
<i>Notes: Stipends for professional development and teacher training material</i>						
2	G2.B1.S1.A1	We are going to disaggregate data within subgroups to progress monitor struggling math students using GoMath chapter assessments and I-Ready Math				\$0.00
3	G2.B1.S1.A2	We are going to reteach and reassess students who score below 70% on their initial assessment				\$0.00
4	G2.B2.S1.A1	Professional development on effective critical thinking instructional practices using the MA.F.S. and attend all district training opportunities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0421 - W T Moore Elementary School			\$0.00
<i>Notes: Notes</i>						
5	G3.B1.S1.A1	Faculty members will continue to participate in district sponsored training of the new reading series throughout the year.				\$0.00
6	G3.B1.S1.A2	We will provide professional development to teachers on how to teach critical thinking and analysis skills.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0421 - W T Moore Elementary School			\$0.00
<i>Notes: Notes</i>						
7	G3.B2.S1.A1	We are going to progress monitor struggling readers weekly using AIMSWeb, STAR, and I-Ready reports				\$0.00
8	G3.B2.S2.A1	Match intervention materials to students' level				\$0.00
					Total:	\$0.00