

Walton County School District

Maude Saunders Elementary School



2017-18 Schoolwide Improvement Plan

Maude Saunders Elementary School

416 JOHN BALDWIN RD, Defuniak Springs, FL 32433

<http://mse.walton.k12.fl.us/>

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 KG-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Walton 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 Maude Saunders 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.

It is the mission of Maude Saunders Elementary School to be a place where all scholars succeed and achieve their maximum potential with a curriculum that is dynamic and responsive to each scholar's needs.

b. Provide the school's vision statement.

Maude Saunders Elementary School will create and sustain a school climate that encourages student success.

2. School Environment

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

Maude Saunders Elementary School's (MSE) mission is to work with parents as partners to provide a positive nurturing community in which children develop socially, emotionally, and intellectually and experience success that fosters lifelong learning. MSE recognizes that a child's education is a responsibility shared by the school and the family during the entire period the child spends in school. MSE believes that positive parent/family involvement is essential to student achievement and encourages involvement in school educational planning and operations. To support the mission of the Walton County School District to make our school the best in Florida by making all decisions in the best interest of the children, MSE faculty and parents must work as knowledgeable partners to create and sustain a school that encourages success. We must collaborate to develop the maximum potential of each child and engage each successfully in the learning process. MSE will work diligently to create an environment where parents feel welcomed and their input is valued in order to make the best possible choices for the success of all students.

Teachers are asked to conference with each student's guardian a minimum of two times per year. Parents are also invited to attend grade level parent nights to have an opportunity to understand their students' curriculum and school expectations. Students identified in our Early Warning System are assigned mentors to develop and foster positive relationship building activities. Positive activities are planned throughout the school year through our Positive Behavior System as motivation and recognition for students to participate in. Some of these activities include monthly school spirit days, a Positive Behavior System store in which students are able to redeem earned scholar dollars one time per semester and a Behavior Blitz in which fun activities are planned for students to engage in that have earned an opportunity to attend one time per semester.

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

Maude Saunders Elementary School's behavioral system is the Positive Behavior System (PBS). PBS is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The program emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. The aim of Positive Behavior Support is to build effective environments in which positive behavior is more effective than problem behavior. MSE staff members watch for students who demonstrate appropriate behavioral expectations. Those students can be rewarded with various positive reinforcements such as verbal praise, recognition among peers and teachers, and cat cash.

Collaboration with local law enforcement agencies through the School Resource Officer Program will provide

prevention activities and early identification, intervention, and crisis management for students at-risk of criminal behavior. Safe Schools funds will be utilized for employment of School Resources Officers at selected Title I schools. This collaboration will improve school safety.

Fifteen safety drills are scheduled throughout the year. Fire, weather and intruder drills are scheduled for routines and procedures to be practiced. The Safety Team meets on a regular basis to discuss safety concerns after drills or on the campus. Concerns are addressed through administration or with the school district as needed.

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.

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Staff is trained and given the supportive documents needed in order to provide clear expectations to all students and to ensure the system is fairly and consistently enforced.

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.

Through the Multi-Tiered System of Supports (MTSS), students who are in need of social-emotional supports are identified by their classroom teacher. Teachers submit a Summary of Concerns to the MTSS Team regarding the student. The MTSS Team invites the student's guardian to a meeting in which the teacher's concern as well as the student's current academic and behavioral data is shared. Students who qualify for a 504 plan will have one written at this time. Targeted interventions are put into place and carried out as planned. Every six weeks a meeting is scheduled to determine the effectiveness of the intervention where another intervention can be added or the original one can be changed. Interventions include, but are not limited to mentoring, psychological counseling, a Check-In, Check-Out System, a Behavior Intervention Plan, Formal Behavior Assessment, guidance counseling, etc. Students who do not respond to given interventions are recommended for evaluation to determine possible Exceptional Student Education eligibility.

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.

Maude Saunders's Early Warning system includes a Kindergarten - Fifth Grade Multi-Tiered System of Support plan that identifies students with the following Early Warning Indicators:

- Attendance below 90%
- One or more suspensions, in school or out of school
- Course failure in ELA or Math
- Level 1 on statewide, standardized assessments in ELA or Math

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	4	31	29	15	29	24	0	0	0	0	0	0	0	132
One or more suspensions	0	4	2	5	2	10	0	0	0	0	0	0	0	23
Course failure in ELA or Math	40	6	7	1	4	2	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	7	15	43	0	0	0	0	0	0	0	65

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	40	3	2	2	9	14	0	0	0	0	0	0	0	70

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

Early Warning System intervention strategies employed at Maude Saunders Elementary include the following:

Strategy: Each student with 2 or more early warning indicators will be provided an adult mentor to work with them on a monthly basis.

Indicator addressed: All Indicators

Strategy: Students with perfect attendance will be recognized at the end of each quarter at an Honor Roll Assembly. Classes with perfect attendance will be recognized daily in the lunchroom with student participation.

Indicator addressed: Attendance below 90%

Strategy: The research based program, Positive Behavior System (PBS) will be implemented throughout the school for Tier 1, 2 and 3 students. Through the MTSS behavior process, students in Tier 3 may have a Personal Behavior Intervention Plan (PBIP), a Functional Behavior Assessment (FBA), or both.

Indicator addressed: One or more suspensions, in school or out of school

Strategy: Students who have failed either an ELA or Math course will be placed in the MTSS process and progress monitored with appropriate interventions implemented as needed using an effective ELA instructor as an interventionist.

Indicator addressed: Course failure in ELA or Math

Strategy: Students who receive a Level 1 on the statewide standardized ELA or Math assessments will also be placed in the MTSS process and progress monitored with appropriate interventions implemented as needed using an effective ELA instructor as an interventionist.

Indicator addressed: Level 1 on statewide, standardized assessments in ELA or Math.

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/430247>.

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.

Maude Saunders works with stakeholders including family members, local community, and faculty and staff to provide a multitude of opportunities for children to demonstrate leadership, exercise their talents, and become life-long learners. Some examples include: Kiwanis-Kids; a male and a female fifth grade student is recognized each month for outstanding leadership and academic success by our local Kiwanis Club.

Safety Patrol: Participating students will benefit from the program's educational value, service, and character building aspects of the program. As a participating school, our school culture will grow through the program's: character building, safety incentives, leadership development, citizenship and volunteerism, real-world and experiential learning of teamwork, responsibility, problem solving and effective communication skills, rapport building opportunities between students and adults, a program that creates positive role models for peers and younger students, and an opportunity for students to learn about traffic safety.

Media Assistants: Selected students participate in assisting students and staff members with book check-out in the media center.

TOTS (Teachers of Tomorrow's Students): Students who earn "A" or "B" Honor Roll participate in leadership activities within the school environment that include assisting with community, parent and student events.
Walton High School: Early Childhood high school students join us by reading to and mentoring our students on a weekly basis (TeenTrendsetters).

Reading Paws: Several students benefit from reading to Logan, a highly trained therapy dog, that allows students with anxieties or other reading issues a safe, positive and non-competitive environment to practice their reading skills.

Academic (Math/Science and ELA) Parent Nights are held to inform parents of grade level academic expectations and provide materials and strategies for at-home academic support.

Parents are invited to a variety of non-academic events at school such as field day, Bring Your Dad to School, Mothers of Marvelous Scholars Day, Behavior Blitz, awards assemblies, Thanksgiving and Valentine's Day lunches, and the Winter Social.

Community donations from various sources including Target, Sheriff's Dept., and Food for Thought.

Parent Center display in safe lobby to provide parents access to school and community information.

Food for Thought program provides weekly backpack of food for identified students to take home on Fridays.

School-based interpreter to assist ELL parents in communicating with teachers and staff, a well-organized PTO program, childcare for school-wide parent activities, staff training in effective Parent Conferencing during pre-planning, email system to notify parents about school activities, active volunteers, School Improvement Team meetings, parent and instructional staff representation on Walton County District Advisory Committee.

Walton Education Foundation – Walton County School District collaborates with the Walton Education Foundation to support educational enrichment in all K-12 schools in Walton County. The foundation receives generous donations from local organizations, businesses, and individuals who want to invest in the education and youth of Walton County. Teacher mini-grants, to Walton County educators for specific education projects, have been made possible through these donations. Individual teachers are eligible for up to a \$500 grant. Cooperative teacher grants will be accepted and are eligible for up to an \$800 grant. The District and Foundation encourages

teachers to plan and implement innovative projects that enhance teaching and learning. This collaboration will improve the quality of classroom instruction.

Nokuse Plantation - Walton County School District has collaborated with MC Davis and Nokuse Plantation staff to develop a program to support district schools. The major source of education and outreach at Nokuse will be the E.O. Wilson Biophilia Center at Nokuse. This nature education facility brings elementary, middle and high school students from Walton County to Nokuse in order to learn about ecology and biodiversity in a natural setting. The curriculum has been developed and is correlated to the Florida Standards and focuses on the biodiversity of the Florida Panhandle as well as threats to biodiversity and ways in which it can be conserved. This collaboration provides opportunities for students to become personally involved in conservation.

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, Pam	Principal
Crozier, Wyndy	Assistant Principal
Anderson, Jessica	Teacher, K-12
Wassman, Jamie	Teacher, K-12
Jones, Lisa	School Counselor
English, Amanda	Teacher, K-12
Spence, Krisy	Instructional Coach
VanDyke, Marline	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 Maude Saunders Elementary Leadership Team consists of two administrators who share the roles and responsibilities of leadership through faculty, grade level and committee meetings, and communicating with grade level chairpersons to provide leadership at each grade level. Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders to staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice. Administration require the use of documented, systematic continuous improvement process for improving student learning and the conditions that support learning.

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.

School leadership have clearly defined policies, processes and procedures that ensure that school leaders have access to hire, place and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all roles and responsibilities necessary to support the school's vision, educational programs and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the school. Maude Saunders' technology infrastructure supports the school's teaching learning and operation needs as well. Highly qualified teachers and educational support personnel are hired for instruction. Title I budget allows us to hire instructional resources to support student achievement. With this budget we hire tutors, two instructional coaches, and four aides. Using STAR, FSA and MTSS data, leadership determines student need. STAR data is reviewed one time per quarter with each grade level. MTSS meeting occur every Wednesday, FSA data is reviewed with grade levels as soon as it is received and parent surveys are looked at after their receipt during monthly school improvement team meetings. An inventory of instructional materials and technology is kept through our media center and maintained by our media specialist. School internal budgets are overseen by administration and maintained by the book keeper.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Pam Jones	Principal
Beth Jackson	Business/Community
Teresa Lacour	Business/Community
Josh Mitchell	Parent
Teresa Lowery	Teacher
Kristie Boyd	Parent
Mya Boyd	Student
Carla Sconiers	Teacher
Kristy West	Teacher
Cheyenne Duncan	Student
Maria Duncan	Parent
Jamie Tolbert	Parent
Nikki Galloway	Parent
Ann Haigh	Parent
Jennifer Harrison	Parent
Mahilia Harrison	Student
Jennifer Nowling	Teacher
Nona Kummoung	Parent
George Wacha	Parent
Katrina Messer	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

Reading/ELA-Data Source: STAR Early Literacy: Target Value 71% SGP in Kindergarten: Actual Proficiency 58%: Goal Met-No

Math Data Source: STAR: Target Value 80% SGP in grades 1-5: Actual Proficiency 46.76%: Goal Met: No

PLC Data Source: PLC sign in sheets: Target Value: 100% Teacher Involvement: Goal Met: Yes

Parent Involvement Data Source Academic Parent Teacher Teams (APTT): Target Value 53% (with one or more parent in attendance): Actual Proficiency: 65%: Goal Met: Yes

Positive Behavior Support Data Source: FOCUS: Target Value for Out of School Suspension: 6.4%: Actual Value: 24%" Goal Met: No

Positive Behavior Support Data Source: Focus: Target Value of In School Suspension: 3.2%: Actual Value: 3.2%: Goal Met: Yes

positive Behavior Support Data Source: Focus: Target Value of Attendance: 93%: Actual Value 93.6%: Goal Met: No

b. Development of this school improvement plan

On May 9, 2017, a School Improvement Team meeting was held with Maude Saunder's entire staff to discuss review and create the 2017-2018 School Improvement Plan. On June 26, 2017 the School Improvement Team chairs, administration and district came together to complete the plan. On Tuesday, July 25, 2017, MSE's plan was reviewed by the District Advisory Team and suggestions for improvement were made. On Tuesday, August 1, 2017, MSE went before the District Advisory Team again and received preliminary approve pending the Walton County School Board for review.

Meetings with all stakeholders will continue throughout the 2017-2018 school year. The school's School Improvement Team meets one time per month and the School Improvement Committees meet after the SIT team meets each month. The District Advisory Council has annual Standing meeting dates (monthly, except in December, June, and August, but has multiple meeting dates in July for SIP review).

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

School Advisory Council work together to develop the annual School Improvement Plan and budget. The plan is based on current trends and data and monies are budgeted accordingly.

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

The following are the requested budget items that were originally written into the 2016-2017 School Improvement Plan:

BUDGET FOR ELA:

Purchase Evidence-based Program(s)/Materials(s) for Phonics First Foundations using Decodable Books and tactile resources.

Budgeted Amount \$1000.00

Purchase paper and ink to support Learning A-Z for all grade levels.

Budgeted Amount \$850.00

Total ELA Budgeted Amount \$1850.00

BUDGET FOR MATH:

Purchase journals to support Math Stations for all grade levels. Budgeted Amount \$1030.00

Total Math Budgeted Amount \$1030.00

BUDGET FOR PROFESSIONAL LEARNING COMMUNITY:

Provide substitutes for K-5 Professional Learning Budgeted Amount \$5,000.00

Total PLC Budgeted Amount: \$5000.00

PARENT INVOLVEMENT:

Provide Parent Academic Nights Budgeted Amount: \$1500.00

Total Parent Involvement Budgeted: \$1500.00
POSITIVE BEHAVIOR SUPPORT:
Evidence-based Program(s)/Materials(s)
Award students for meeting school and class goals with motivational incentives
Budgeted Amount: \$500.00

Totals for 2016-2017 School Improvement Budget:
Reading \$1,850.00
Math \$1,030.00
Professional Learning Communities \$5,000.00
Parent Involvement \$1,500.00
Positive Behavior Support \$500.00
Total: \$10,380.00

The following is the actual amount allocated by the Walton County School District : \$3,290.00
The following is the actual amount expended and purpose of monies:
Supplies for grades K-3: \$1010.80
Supplies for grades 4 & 5: \$1010.81
Total amount expended for 2016-2017 School Year for School Improvement Funds: \$2021.61

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
Jones, Pam	Principal
Crozier, Wyndy	Assistant Principal
Brooks, Candace	Teacher, K-12
English, Amanda	Teacher, K-12
Infinger, Sarah	Teacher, K-12
Laird, Becky	Teacher, K-12
Lowery, Teresa	Teacher, K-12
Merchant, Sonya	Instructional Coach
Miller, Lindsey	Teacher, K-12
Mosley, Sharon	Teacher, K-12
Parker, Tina	Teacher, K-12
Ray, Erin	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) will provide a common vision of support for the implementation of Language Arts Florida Standards (LAFS). The LLT will study assessment results and implications for instructional changes. The team will oversee the District Literacy Plan and work to complete Literacy strategies within Maude Saunders' School Improvement Plan.

The major initiatives of the LLT this year are:
and organize literacy-related activities during the school year, facilitate professional learning communities, support full implementation of the LAFS in grades K-5, and monitor students making learning gains in reading

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.

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they are aligned with the school's values and beliefs about teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning and use content-specific standards of professional practice. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching regularly occur among most school personnel. School personnel express belief in the value of collaborative learning communities. Instructional personnel are provided grade level shared planning through the Master Schedule.

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

All school administrators hold current state certification in Educational Leadership and Principalship certifications and regularly attend training sessions to become more highly qualified.

Instructional coaches assigned to the school are properly certified for their duties and regularly attend training sessions to remain current in the latest best practices. The principal also attended the Northwest Florida College interview process and the PAEC Recruitment Fair as a means to recruit this past summer.

The school maintains a process to recruit and retain effective and highly effective teachers. Any personnel teaching out of field or deemed less than effective are placed in an individualized program (deliberate practice).

The school has an active mentoring program to support new or struggling teachers that pairs them with more seasoned, effective instructors to carry out activities individualized to the needs of the mentee.

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

Teachers new to the Walton County School District or new to the profession are provided individual support during their first year of employment. All new teacher hires are assigned a Mentor teacher during pre-planning or within their first week of employment. Mentor teachers are exemplary teacher leaders. Their role is to orient their assigned Mentee or Veteran new Hire to the routines, expectations, procedures, and policies of the school and the district as a whole. Mentor teachers review a pre-planning checklist and corresponding monthly checklist with their assigned Mentee or Veteran New Hire during their first year of employment. Both the Mentor teacher and their assigned Mentee or Veteran New Hire will sign off on the monthly checklists verifying they have reviewed the required information. Mentee teachers are not assigned more than three Mentees in a year. New Teacher Induction Adobe Connect Sessions have been assigned for the 2017-2018 school year as follows: 9/15/17, 10/20/17, 12/14/17, 2/16/18 and 3/16/18. Additionally, all teachers with Alternative degrees (teachers without education degrees), are required to participate in a 20 hour online course. This course includes topics about classroom management, differentiating instruction, equity and diverse learners, and assessment. This course begins on September 1, 2017 and closes on April 1, 2018. Alternative Education teachers also must complete a FEAP's portfolio. Portfolio's must be completed by the second year of teaching.

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.

Instructional personnel are held accountable for providing instruction that is correlated with the course description/Florida Standards to ensure the students are prepared for any resulting state EOC and/or FSA assessment. Maude Saunders Leadership Team and the district coordinator responsible for monitoring the program verify that instruction is of appropriate rigor to meet Florida Standards. The district provides state adopted instructional materials in order to provide students with access to high-quality aligned curriculum and assessment materials.

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.

Ready-Gen is a differentiated reading curriculum where all students are taught on their instructional level. All students including ESE students are taught using this curriculum. STAR Assessments are given three times per year. Data is uploaded to FOCUS where instructional staff have access to detailed diagnostics of students. Compass Learning is a software program that provides students with differentiated Math and ELA curriculum.

Students are able to log on and work through rigorous math and reading material independently. Data collected from Compass Learning is sent to FOCUS where it is available for instructional staff to use to plan instruction. Engage NY is our primary curriculum for math instruction. This is another rigorous tool for teachers to use in math instruction. Teachers use exit tickets after instruction to determine student needs. Students are assessed at mid module and end of module for mastery. In addition, Maude Saunders Elementary actively participates in the MTSS process. A team meets weekly to review school-wide behavior and academic data in order to evaluate the effectiveness of core programs. The team identifies subgroups and students needing additional academic and/or behavior support. Through the problem-solving process and the evaluation of the response to a given intervention, the teacher is able to see what a child knows and is able to do. We identify barriers that interfere with the student's progress in order to implement interventions and strategies to address weaknesses. Student progress is measured continuously and growth is charted. The effectiveness of the implemented interventions is continuously evaluated. MSE believes that our school staff has the creativity, desire, and resources to provide improved educational opportunities in order for each child to be successful. The S-BIT team process analyzes student and teacher academic data for Kindergarten through 5th grade and meets once a week with these teachers to discuss interventions for students.

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: 6,300

The 175 extra minutes/week in ELA are dedicated to intensive, research-based reading strategies to raise student achievement levels. We will utilize ReadyGen curriculum resources and COMPASS learning. Our bottom quartile will be receiving instruction with our school based interventionist.

Strategy Rationale

The extended day and additional reading instruction time using research-based teaching strategies will improve student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, Pam, jonesp@walton.k12.fl.us

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

STAR Reading reports-Uploaded to FOCUS. Administration team meets with grade levels to identify trends and plan interventions.

COMPASS Learning reports-Uploaded to FOCUS and available for teachers to identify students who need to be remediated and retested for mastery.

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.

An orientation/visitation for Kindergarten students is scheduled at a time that is separate from all other grade levels. This meeting is used to inform parents/guardians of pertinent information regarding attendance,

behavioral and academic expectations, and introduce parental involvement opportunities. The visitation also provides students an opportunity to become acclimated to Maude Saunders and decrease anxiety at the beginning of the school year. Maude Saunders Elementary School currently hosts a visitation for Chautauqua Neighborhood Day Care (Even Start), WISE Voluntary Pre-K, and Head Start for Pre-K students transitioning to Kindergarten. ESPs assist Kindergarten students the first week of school in the morning and fifth grade students assist Kindergarten students to the buses in the afternoon for the first few weeks of school. Fifth grade students attend an orientation/preview at Walton Middle School. Pre-K and 5th grade Exceptional Education Students participate in a scaffolded transition into Kindergarten and 6th grade at the end of the 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.

Teachers at Title I schools will continue to be provided with professional development (in district trainings, materials, subscriptions, consultants and conferences) targeting effectively implementing Florida's Standards and Florida's Multi-Tiered System of Support in order to provide students with appropriate and timely interventions.

The majority of Walton County's Title I schools are elementary schools; with only one middle school and one alternative secondary school. Therefore, the primary focus of activities intended to increase graduation rates is to ensure successful transition from school to school and maximize the number of students who stay on track from year to year, performing at or above grade level, and are not retained.

District- and school-based intensive analysis of student assessment data, use of data to improve instruction in the classroom, and guided school-wide collaborative curriculum planning, through the full implementation of the Problem Solving/Multi-Tiered System of Supports and support of math, literacy and instructional coaches and consultants, will result in improved student academic achievement, including a higher percentage of on-grade-level students.

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

1 = Problem Solving Step

 **S123456** = Quick Key

Strategic Goals Summary

- G1.** Based on the 2016-2017 FCAT 2.0 Science Assessment it has been determined that core instruction and student engagement are directly impacting student achievement. 37% of 5th grade students will score a Level 3 or above on the 2018 FCAT 2.0 Science Assessment.
- G2.** In grades K-5, the overall SGP will increase to 50% or greater as measured on the STAR Early Literacy and STAR Math.
- G3.** By May 2018, our average school SGP of all students tested in grades K-5 using STAR Reading will increase by 7 or more percentage points, therefore the targeted value statistic will be an overall SGP of 50%.

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. Based on the 2016-2017 FCAT 2.0 Science Assessment it has been determined that core instruction and student engagement are directly impacting student achievement. 37% of 5th grade students will score a Level 3 or above on the 2018 FCAT 2.0 Science Assessment. 1a

G098572

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	37.0

Targeted Barriers to Achieving the Goal 3

- Core instruction for Science is directly impacting student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District led professional development involving science standards and online resources.
- Implementation of 5 E Lesson Format with planned investigative activities for grades 3-5.
- Purchase resources for science investigations.
- SCIMS mini assessments for 5th teachers to utilize during science content instruction.

Plan to Monitor Progress Toward G1. 8

School based science data review will be conducted triannually.

Person Responsible

Pam Jones

Schedule

Triannually, from 8/1/2017 to 5/31/2018

Evidence of Completion

Science progress monitoring data collection sheets.

G2. In grades K-5, the overall SGP will increase to 50% or greater as measured on the STAR Early Literacy and STAR Math. 1a

G098573

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Core instruction and student engagement are directly impacting student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Engage New York math curriculum

Plan to Monitor Progress Toward G2. 8

School-based data meetings will be conducted quarterly to review STAR Math data to determine student interventions. Grades 3-5 will focus on STAR FSA data reports.

Person Responsible

Pam Jones

Schedule

On 5/31/2018

Evidence of Completion

FSA data, STAR data, Data Chat sign in sheets, agendas and minutes

G3. By May 2018, our average school SGP of all students tested in grades K-5 using STAR Reading will increase by 7 or more percentage points, therefore the targeted value statistic will be an overall SGP of 50%. 1a

G098574

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Core Tier 1 Instruction & Student Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Research-based Curriculum (ReadyGen) Site-based Instructional Coaches District Literacy and Math Coaches PLCs STAR Reading Extended School Day

Plan to Monitor Progress Toward G3. 8

Administration will participate in PD activities and review PD documents from PD opportunities. School-based data review will be conducted monthly (classroom assessment and grades) and district level data review will be conducted each quarter (STAR, MTSS).

Person Responsible

Pam Jones

Schedule

Quarterly, from 7/1/2017 to 6/30/2018

Evidence of Completion

FSA data, STAR data, student grades and retention data, teacher effectiveness data, PLC and PD sign in sheets, agendas and minutes

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. Based on the 2016-2017 FCAT 2.0 Science Assessment it has been determined that core instruction and student engagement are directly impacting student achievement. 37% of 5th grade students will score a Level 3 or above on the 2018 FCAT 2.0 Science Assessment. **1**

 G098572

G1.B1 Core instruction for Science is directly impacting student achievement. **2**

 B265236

G1.B1.S1 Teachers in grades 3-5 will administer pre, mid, and post science standards assessments and use data to drive instruction. **4**

 S281130

Strategy Rationale

Collecting and reviewing standards based assessments for progress monitoring.

Action Step 1 **5**

Teachers will participate in district led science professional development.

Person Responsible

Pam Jones

Schedule

Semiannually, from 8/1/2017 to 5/31/2018

Evidence of Completion

Sign In Sheets, PD Handouts, Lesson Plans

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

Administration will collect and review lesson plans, PD materials, and walk through feedback to monitor fidelity of implementation.

Person Responsible

Pam Jones

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

PD hand outs, lesson plans, walk through documents

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

School based data review will be conducted triannually. Review science progress monitoring data.

Person Responsible

Pam Jones

Schedule

Triannually, from 8/1/2017 to 5/31/2018

Evidence of Completion

Science progress monitoring data, data chat minutes and agendas

G2. In grades K-5, the overall SGP will increase to 50% or greater as measured on the STAR Early Literacy and STAR Math. **1**

 G098573

G2.B1 Core instruction and student engagement are directly impacting student achievement. **2**

 B265240

G2.B1.S1 Math Florida Standards (MFAS) will be effectively implemented in grades K-4. **4**

 S281131

Strategy Rationale

Teachers will utilize Engage NY curriculum for instruction.

Action Step 1 **5**

Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.

Person Responsible

Pam Jones

Schedule

On 5/31/2018

Evidence of Completion

Lesson plans Classroom Walkthrough follow-ups STAR Math Reports PLC Minutes

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

The MSE Leadership Team will conduct classroom walkthroughs to measure teacher strengths and target areas of concern.

Person Responsible

Pam Jones

Schedule

On 5/31/2018

Evidence of Completion

STAR Math Data Teacher Evaluation Rubric PLC Minutes

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

Person Responsible

Schedule

Evidence of Completion

G2.B1.S2 K-5 teachers will utilize Compass Learning to enhance differentiated instruction. 4

 S281132

Strategy Rationale

Compass Learning is linked to STAR math data to develop prescribed instruction for students.

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select
it

G3. By May 2018, our average school SGP of all students tested in grades K-5 using STAR Reading will increase by 7 or more percentage points, therefore the targeted value statistic will be an overall SGP of 50%. 1

G098574

G3.B1 Core Tier 1 Instruction & Student Engagement 2

B265241

G3.B1.S1 Language Arts Florida Standards (LAFS) will be effectively implemented in grades K-5. 4

S281133

Strategy Rationale

Effective implementation of FL standards in ELA will improve Core Tier 1 instruction and student achievement for all students.

Action Step 1 5

Administration and all ELA teachers will participate in professional development with TNTP (The New Teacher Project).

Person Responsible

Pam Jones

Schedule

Quarterly, from 7/1/2017 to 5/31/2018

Evidence of Completion

Sign in sheets Agendas Handouts Program Notes Lesson Plans Walk throughs Reports/feedback from TNTP

Action Step 2 5

An additional instructional coach will support effective implementation of core ELA instruction.

Person Responsible

Pam Jones

Schedule

On 6/30/2018

Evidence of Completion

PAF, semi-annual certification, personnel records

Action Step 3 5

Administrators and select teacher leaders will participate in Standards Institute professional development.

Person Responsible

Pam Jones

Schedule

On 6/30/2018

Evidence of Completion

Conference registrations, agendas, handouts

Action Step 4 5

Library books will be purchased to update the media center and provide students more opportunities to engage with high-quality texts of their choosing.

Person Responsible

Amanda English

Schedule

Daily, from 8/31/2017 to 5/23/2018

Evidence of Completion

Evidence of completion of activity will be invoices of books ordered for media center and media circulation records.

Action Step 5 5

Teachers will participate in ELA Curriculum Alignment Project PD.

Person Responsible

Pam Jones

Schedule

On 6/30/2018

Evidence of Completion

Evidence of completion of activity will include PD sign in sheets, agendas and handouts.

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

Administration will collect and review PD sign in sheets, lesson plans and walk through feedback to monitor fidelity of implementation.

Person Responsible

Pam Jones

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

coaching notes/minutes, consultant notes, lesson plans, walk through documents

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

Administration will participate in PD activities and review documents from PD opportunities. School-based data review will be conducted monthly and district level data review will be conducted each quarter.

Person Responsible

Pam Jones

















Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

FSA data, STAR data, student grades and retention data, teacher effectiveness data, PLC and PD sign in sheets, agendas and minutes

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					
G2.B1.S1.MA1  M411000	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.A4  A379049	Library books will be purchased to update the media center and provide students more opportunities...	English, Amanda	8/31/2017	Evidence of completion of activity will be invoices of books ordered for media center and media circulation records.	5/23/2018 daily
G1.MA1  M410999	School based science data review will be conducted triannually.	Jones, Pam	8/1/2017	Science progress monitoring data collection sheets.	5/31/2018 triannually
G2.MA1  M411002	School-based data meetings will be conducted quarterly to review STAR Math data to determine...	Jones, Pam	8/1/2017	FSA data, STAR data, Data Chat sign in sheets, agendas and minutes	5/31/2018 one-time
G1.B1.S1.MA1  M410997	School based data review will be conducted triannually. Review science progress monitoring data.	Jones, Pam	8/1/2017	Science progress monitoring data, data chat minutes and agendas	5/31/2018 triannually
G1.B1.S1.MA1  M410998	Administration will collect and review lesson plans, PD materials, and walk through feedback to...	Jones, Pam	8/1/2017	PD hand outs, lesson plans, walk through documents	5/31/2018 quarterly
G1.B1.S1.A1  A379044	Teachers will participate in district led science professional development.	Jones, Pam	8/1/2017	Sign In Sheets, PD Handouts, Lesson Plans	5/31/2018 semiannual
G2.B1.S1.MA1  M411001	The MSE Leadership Team will conduct classroom walkthroughs to measure teacher strengths and target...	Jones, Pam	7/1/2017	STAR Math Data Teacher Evaluation Rubric PLC Minutes	5/31/2018 one-time
G2.B1.S1.A1  A379045	Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs...	Jones, Pam	7/1/2017	Lesson plans Classroom Walkthrough follow-ups STAR Math Reports PLC Minutes	5/31/2018 one-time
G3.B1.S1.A1  A379046	Administration and all ELA teachers will participate in professional development with TNTP (The New...	Jones, Pam	7/1/2017	Sign in sheets Agendas Handouts Program Notes Lesson Plans Walk throughs Reports/feedback from TNTP	5/31/2018 quarterly
G3.MA1  M411005	Administration will participate in PD activities and review PD documents from PD opportunities....	Jones, Pam	7/1/2017	FSA data, STAR data, student grades and retention data, teacher effectiveness data, PLC and PD sign in sheets, agendas and minutes	6/30/2018 quarterly
G3.B1.S1.MA1  M411003	Administration will participate in PD activities and review documents from PD opportunities....	Jones, Pam	7/1/2017	FSA data, STAR data, student grades and retention data, teacher effectiveness data, PLC and PD sign in sheets, agendas and minutes	6/30/2018 monthly
G3.B1.S1.MA1  M411004	Administration will collect and review PD sign in sheets, lesson plans and walk through feedback to...	Jones, Pam	7/1/2017	coaching notes/minutes, consultant notes, lesson plans, walk through documents	6/30/2018 monthly
G3.B1.S1.A2  A379047	An additional instructional coach will support effective implementation of core ELA instruction.	Jones, Pam	8/31/2017	PAF, semi-annual certification, personnel records	6/30/2018 one-time
G3.B1.S1.A3  A379048	Administrators and select teacher leaders will participate in Standards Institute professional...	Jones, Pam	7/1/2017	Conference registrations, agendas, handouts	6/30/2018 one-time
G3.B1.S1.A5  A379050	Teachers will participate in ELA Curriculum Alignment Project PD.	Jones, Pam	5/1/2018	Evidence of completion of activity will include PD sign in sheets, agendas and handouts.	6/30/2018 one-time

V. Professional Development Opportunities

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

G1. Based on the 2016-2017 FCAT 2.0 Science Assessment it has been determined that core instruction and student engagement are directly impacting student achievement. 37% of 5th grade students will score a Level 3 or above on the 2018 FCAT 2.0 Science Assessment.

G1.B1 Core instruction for Science is directly impacting student achievement.

G1.B1.S1 Teachers in grades 3-5 will administer pre, mid, and post science standards assessments and use data to drive instruction.

PD Opportunity 1

Teachers will participate in district led science professional development.

Facilitator

Kim Stafford

Participants

Teachers in grades 2-5

Schedule

Semiannually, from 8/1/2017 to 5/31/2018

G2. In grades K-5, the overall SGP will increase to 50% or greater as measured on the STAR Early Literacy and STAR Math.

G2.B1 Core instruction and student engagement are directly impacting student achievement.

G2.B1.S1 Math Florida Standards (MFAS) will be effectively implemented in grades K-4.

PD Opportunity 1

Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.

Facilitator

District Math Instructional Coach

Participants

MSE Math Teachers

Schedule

On 5/31/2018

G3. By May 2018, our average school SGP of all students tested in grades K-5 using STAR Reading will increase by 7 or more percentage points, therefore the targeted value statistic will be an overall SGP of 50%.

G3.B1 Core Tier 1 Instruction & Student Engagement

G3.B1.S1 Language Arts Florida Standards (LAFS) will be effectively implemented in grades K-5.

PD Opportunity 1

Administration and all ELA teachers will participate in professional development with TNTP (The New Teacher Project).

Facilitator

TNTP (The New Teacher Project)

Participants

Administration, teacher leaders and all ELA teachers

Schedule

Quarterly, from 7/1/2017 to 5/31/2018

PD Opportunity 2

An additional instructional coach will support effective implementation of core ELA instruction.

Facilitator

WCSD Human Resource Department & School

Participants

Instructional Staff

Schedule

On 6/30/2018

PD Opportunity 3

Administrators and select teacher leaders will participate in Standards Institute professional development.

Facilitator

UnboundEd

Participants

Administrators and select teacher leaders at school

Schedule

On 6/30/2018

PD Opportunity 4

Teachers will participate in ELA Curriculum Alignment Project PD.

Facilitator

Instructional coaches/teacher leaders

Participants

Teachers

Schedule

On 6/30/2018

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	Teachers will participate in district led science professional development.				\$11,309.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$5,000.00
			Notes: Substitutes for science professional development. 13 teachers x 4 days=52 x \$100			
	5100	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$3,000.00
			Notes: Materials for science investigations will include: Measuring tools-beakers, graduated cylinders, metric rulers, measuring cups, triple beam balance, scale, pull scale. Pans, cups, pipette, test tubes, safety goggles, thermometers, hand lenses, tongue depressors,			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$396.00
			Notes: Retirement 7.92%			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$310.00
			Notes: Social Security 6.2%			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$72.50
			Notes: Medicare 1.45%			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$31.00
			Notes: Worker's Compensation 0.62%			
	6400	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$2,500.00
			Notes: Materials for science professional development Tape, markers, highlighters, usb flash drives, chart paper, copy paper, binders, folders, card stock, notebooks, binder clips, bins			
2	G2.B1.S1.A1	Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.				\$8,309.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$5,000.00
			Notes: Substitutes for teachers to participate in math PLCs/professional development. 13 teachers x 4 days=52 x \$100			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$396.00
			Notes: Retirement 7.92%			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$310.00

Walton - 0281 - Maude Saunders Elementary School - 2017-18 SIP
Maude Saunders Elementary School

			<i>Notes: Social Security 6.2%</i>			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$72.50
			<i>Notes: Medicare 1.45%</i>			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$31.00
			<i>Notes: Workers Compensation</i>			
	6400	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$2,500.00
			<i>Notes: Supplies for Math PLCs: Tape, markers, highlighters, usb flash drives, chart paper, copy paper, binders, folders, card stock, notebooks, binder clips, bins</i>			
3	G3.B1.S1.A1	Administration and all ELA teachers will participate in professional development with TNTP (The New Teacher Project).				\$80,382.90
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$60,000.00
			<i>Notes: Contracted consultant fees for TNTP.</i>			
	6400	750-Other Personal Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$16,500.00
			<i>Notes: Substitutes for teachers to participate in TNTP (33 teachers x 5 times = 165@\$100=\$16,500</i>			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,116.90
			<i>Notes: Retirement at 7.92%</i>			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$874.20
			<i>Notes: Social Security at 6.2%</i>			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$204.40
			<i>Notes: Medicare at 1.45%</i>			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$87.40
			<i>Notes: Workers Compensation at 0.62%</i>			
	6400	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,600.00
			<i>Notes: Materials to support TNTP PD</i>			
4	G3.B1.S1.A2	An additional instructional coach will support effective implementation of core ELA instruction.				\$36,864.10
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0281 - Maude Saunders Elementary School	UniSIG	0.5	\$28,500.00
			<i>Notes: Additional Instructional coach to support effective implementation of core ELA instruction.</i>			

Walton - 0281 - Maude Saunders Elementary School - 2017-18 SIP
Maude Saunders Elementary School

	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$2,257.20
			<i>Notes: Retirement 7.92%</i>			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,767.00
			<i>Notes: Social Security 6.2%</i>			
	6400	230-Group Insurance	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$3,750.00
			<i>Notes: Group Insurance</i>			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$413.20
			<i>Notes: Medicare 1.45%</i>			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$176.70
			<i>Notes: Workers Compensation 0.62%</i>			
5	G3.B1.S1.A3	Administrators and select teacher leaders will participate in Standards Institute professional development.				\$48,335.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$30,000.00
			<i>Notes: TNTP for Standards Institute 2 weeks x \$15,000=\$30,000</i>			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,148.40
			<i>Notes: Retirement 7.92%</i>			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$899.00
			<i>Notes: Social Security 6.2%</i>			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$210.20
			<i>Notes: Medicare 1.45%</i>			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$89.90
			<i>Notes: Worker's Compensation 0.62%</i>			
	6400	750-Other Personal Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$14,500.00
			<i>Notes: 29 teachers x 5 days=145 x \$100</i>			
	6400	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,487.80
			<i>Notes: Materials and Supplies for TNTP Standards Institute</i>			
6	G3.B1.S1.A4	Library books will be purchased to update the media center and provide students more opportunities to engage with high-quality texts of their choosing.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5100	610-Library Books	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$25,000.00
			<i>Notes: Library books to update Media Center to increase student access to rich text.</i>			
7	G3.B1.S1.A5	Teachers will participate in ELA Curriculum Alignment Project PD.				\$33,410.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$25,000.00
			<i>Notes: Teacher stipends for teachers to attend ELA CAP PD outside the regular school day/year 42 teachers x 5 days=210 x \$120</i>			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,980.00
			<i>Notes: Retirement 7.92%</i>			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,550.00
			<i>Notes: Social Security 6.2%</i>			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$362.50
			<i>Notes: Medicare 1.45%</i>			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$155.00
			<i>Notes: Workers Compensation 0.62%</i>			
	6400	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$4,363.10
			<i>Notes: Materials for ELA CAP professional development.</i>			
					Total:	\$243,612.10