

Hernando County School District

Moton Elementary School



2017-18 Schoolwide Improvement Plan

Moton Elementary School

7175 EMERSON RD, Brooksville, FL 34601

<https://www.hernandoschools.org/mes>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Hernando 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 Moton Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Moton Elementary welcomes parents and students into the school during Open House and the Title I Annual Meeting to collect information on the various cultures and ethnic origins represented throughout the school. The purpose is to share pertinent information regarding the Title 1 resources available to our families. Daily communication is encouraged between teachers and families through the use of newsletters, agendas, Internet, and phone calls. Teachers and administration then use this information to build positive home-school relationships that address the unique needs of all students and families. ESOL staff are available to assist with language barriers. Throughout the school year, Moton Elementary hosts a variety of events that encourage positive interaction between staff and families.

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

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

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

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

within the classrooms. Every teacher completes a weekly PRIDE chart and students earning the required 80% of points are rewarded bi-weekly. Students with exceptional behavior enjoy a quarterly celebration with the Leadership Team. Students are encouraged to reflect on choices that lead to negative consequences. This allows students to correct their own behaviors in lieu of administrative intervention. Moton has a clearly defined set of five school-wide expectations visible around the campus. These expectations are stated on morning announcements and the Leadership Team rewards students caught meeting these expectations with a PRIDE card. All staff consistently reinforce the behavioral expectations and receive professional development throughout the year based on data to make necessary adjustments to the system. Classroom and grade level expectations are established and reinforced by teachers, and a Code of Conduct summary poster was provided to teachers to review and post in classrooms and a copy was sent home to parents as a reference. At-risk students are identified and behavioral interventions which include CICO, counseling from outside agencies, and social/emotional skills training are implemented.

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

Moton utilizes its guidance counselor, social worker, and behavior specialist to collaborate with teachers to devise behavior intervention plans and lead social skills groups that promote positive interactions in the classroom, common areas, and during transitions. We are supported by the ESSS (Exceptional Student Support Services) Department to help assist our diverse population of students in self-contained settings. Outside agencies also provide support to students and staff to ensure the social and emotional needs of our students are being met.

3. Early Warning Systems

The school's response to this section may 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.

Student attendance data will be monitored regularly at weekly data discussions to ensure at-risk students are referred for truancy.
School suspension data will be shared monthly with staff at faculty meetings, and at-risk students will be closely monitored by school social worker and behavior specialist.
Mid-Year meetings will begin in November to review student data and grades to identify potential retentions. Monthly MTSS meetings will occur to monitor Level 1 and iii students, as well as those demonstrating reading deficiencies.

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	6	29	22	26	18	16	0	0	0	0	0	0	0	117
One or more suspensions	8	7	11	25	9	19	0	0	0	0	0	0	0	79
Course failure in ELA or Math	5	7	5	14	2	5	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	22	29	37	0	0	0	0	0	0	0	88

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	4	8	10	5	7	4	0	0	0	0	0	0	0	38	

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

Intensive reading block for 60 minutes daily for all students.

MTSS blocks are built into the Master Schedule. Teacher led small groups are used to deliver individualized intensive intervention (iii) to all K-2 students retained due to failing grades, or scoring in the red on the iReady Class Profile.

Behavior Contracts and Behavior Report Cards are used to develop Behavior Intervention Plans

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/432523>.

2. Description

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Frana, Joe	Principal
Carr, Juretta	Other
Shaw, Debbie	Instructional Coach
Blazsek, Dana	Instructional Coach
Maine, Colleen	Other
O'Rourke, Cari	Assistant Principal
Johnson, Iris	Other
Sermons, Tisha	Instructional Coach

b. Duties

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

The Core Leadership Team is a diverse group of school personnel with a wide variance of experience. The team is made up of administrators, a social worker, a guidance counselor, an assessment teacher, three instructional practices coaches, and a Title I Facilitator. The team meets weekly to review data and upcoming school events/happenings in relation to the SIP, in the areas of attendance and discipline, ELA, math, science, at-risk students, and ESE. All members of the team have equal responsibilities in decision making as well as implementing the action plan developed at each meeting. Relevant information and data is shared with staff during the monthly faculty and SBLT meetings. Members of the team may be assigned to provide professional development or coaching to the faculty as needed and/or small group or individual interventions to students. Instructional Practice Coaches assist in data collection using a Look For walkthrough tool in ELA and Math.

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

At Moton Elementary, we strive to involve all stakeholders to help identify needs and secure resources to maximize student outcomes. Weekly walkthroughs by administration and IPCs will help us monitor the progress of instructional initiatives and fidelity to best practice. Our SBLT discusses data monthly to target areas of focus. These areas impact school wide systems and address the specific needs of individuals. An action plan is developed often enlisting the support of other groups including Title I funded allocations, grade level teams, SAC, Organizing to Lead members, and district support staff. Action plans and walkthrough data are routinely monitored in an effort to ensure the effectiveness of core instruction, supplemental resources, technology, professional development, and instructional support. Monthly data reviews led by administration and our IP Coaches prompt improvements in instructional delivery. Subsequent monitoring determines future problem solving activities.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Joe Frana	Principal
Adriann Stewart	Teacher
Laura Casino	Parent
Juretta Carr	Teacher
Jody Kenyon	Parent
Charles Davidson	Parent
Cynthia Wiggins-Preli	Parent
Misty Sullender	Parent
Colleen Maine	Teacher
Mike Sinnett	Student
Dana Crosby	Teacher

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

Each year, the SIP is reviewed and revised by members of the SAC in response to available data using the problem solving process to address identified needs. Based on data from the 16-17 school year, low 300 status, and District and State requirements, changes to the SIP will be discussed at the first SAC meeting of the year in September.

b. Development of this school improvement plan

From last year's data, our SBLT identified the following academic target areas: knowledge and use of student data, and rigorous core instruction using multiple texts and built around student understanding of Standards. Promoting positive behavior to create an environment conducive to learning and providing incentives to individuals and classes will also be a major focus this year. Efforts will continue to be focused on last year's goal of aligning classroom instruction with current state standards.

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

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

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

\$875.00 was voted on and approved to spend on Student Agendas to promote home-school communication.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Blazsek, Dana	Instructional Coach
Shaw, Debbie	Instructional Coach
O'Rourke, Cari	Assistant Principal
Frana, Joe	Principal
Carr, Juretta	Other
Maine, Colleen	Other

b. Duties

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

At Moton Elementary school our LLT meets monthly to brainstorm ideas to promote literacy. This team will facilitate Literacy Week, Dr. Seuss Night and Book Bingo. In October during our school Book Fair a night will be provided for parents to come in a shop for books with their children. Through SBLT meetings, the LLT will review school wide data to discuss and promote state, district, and school based literacy initiatives.

D. Public and Collaborative Teaching

The school's 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.

Moton Elementary school teachers participated in iReady, Guided Reading, and ST Math training during preschool. All staff new to Moton will attend District R.I.S.E. training. Every Tuesday, teachers meet with District and Site based Instructional Coaches to collaboratively plan and review data. Teachers are encouraged to share their lesson plans on Google Docs, so administrations, teachers and coaches can collaborate on the lessons uploaded.

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

All open positions are advertised on the district employment website. All applicants are pre-screened by the district before being able to apply for any listed position. Newly hired employees participate in District orientation program. Ongoing professional development and frequent feedback is offered in a timely manner so that teachers feel supported.

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

Beginning teachers and teachers new to the district participate in RISE Hernando, the district's mentoring program. The focus of RISE is refining, inspiring and supporting our educators. Each school has a designated veteran teacher who is part of the RISE cadre and on site to provide support to new

teachers. Debbie Shaw is the RISE cadre representative for Moton Elementary. Components of the RISE program include a New Teacher Orientation, monthly meetings specifically focused on the needs of new teachers, tiered level of supports, collaborative help sessions, coaching cycles, observations with specific feedback, professional development and year 2 support. In addition, our site based cadre representative will hold regularly scheduled "check up" meetings, provide professional development, meet with teachers individually and consistently be in classrooms to provide support and encouragement. District and site based coaches create schedules to support new hires with lesson planning and modeled lessons.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our District has provided curriculum maps for ELA, math, and writing. These maps serve as a valuable resource providing alignment to current standards. Professional development on the use of the maps and available resources will continue throughout the year. Teachers will engage in extensive team planning, which is guided by the standards for the upcoming benchmark or balanced test. Administration, district reading, math and science teams as well as our site based coaches will be conducting ongoing walk throughs for fidelity checks on adherence to Florida Standards.

b. Instructional Strategies

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

The SBLT meets monthly to disaggregate data in grades K-5. We use all available data sources such as: i-Ready, Writing Task (DELA), weekly assessments from reading, math, and science, and SAM to monitor the progress of our students. In response to data, the SBLT writes an action plan to modify, if needed, the curriculum focus until the next cycle. This process continues throughout the school year. The SBLT facilitates grade level data chats examining grade level trends to support fluid walls for grouping students who need enrichment or more intensive skill based intervention. Computer programs are available for prescriptive needs of students. We provide support to students during our common grade level MTSS blocks. Sixty extra minutes of intensive reading instruction were added to the master schedule for all 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: 5,400

All students will receive an extra hour of instruction in ELA. For the first ELA block, teachers will be using SRA Reading Kits to reinforce reading foundational skills. During the second ELA block, students will receive rigorous instruction involving activities that require them to engage and interact with high-level text.

Due to the fact that our schedule already exceeded the State requirement of instructional minutes, we only needed to add an additional thirty minutes to the school day.

In the Fall, Title 1 will provide an after school learning program for students whose data reveals reading deficiencies.

Strategy Rationale

Students who are performing one or several years below grade level will benefit from an extended school day that includes multiple opportunities for intensive reading instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Frana, Joe, frana_j@hcsb.k12.fl.us

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

These students can be monitored through iReady and SAM data. FSA data will also be able to be used when it comes available.

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.

At Moton Elementary school, communication is established with local Day Care facilities regarding expectations for Kindergarten. We also work in close partnership with the local Boys and Girls Club to communicate skills desired prior to Kindergarten entry. We have two Pre-K classrooms that feed into our K-5 cohort. Our Pre-K teachers are provided professional development in conjunction with our Kindergarten team to ensure vertical alignment. Pre-K and Kindergarten teachers work collaboratively throughout the year to provide support, observations, and planning to prepare our incoming kindergarten students.

Fifth grade teachers align standards based instruction with needed prerequisites to prepare students for a successful transition into middle school. All fifth grade students participate in middle school orientation prior to the end of fifth grade to meet with teachers, plan schedules and learn expectations.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this 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.

Growth in Fourth Grade ELA proficiency and Third Grade proficiency from '15-'16

Continued need for improvement in ELA and Science proficiency

Continued focus on Reading gains and Lowest Quartile

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.

Gains in Fourth Grade ELA are a direct result of the Coaching Cycle implemented last year

Evident need to increase number of minutes built into Master Schedule for Math and Science

Need for additional minutes in school wide intensive reading block and consistent progress monitoring of MTSS

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** UniSIG Goal-To improve Moton's school grade by increasing the number of Highly Effective and Effective Teachers (Bonus for Highly Effective and/or Effective (VAM) classroom teachers to teach at MES), streamlining Multi Tiered Systems of Support (Resource Teacher for MTSS), supporting behavior (Elementary Assistant for Behavior and Positive Behavior System) and improving student and teacher proficiency with purchased technology (Technology).
- G2.** Teachers will know and own their data and utilize data to drive instruction.
- G3.** Teachers will provide rigorous standards based instruction using multiple text sources and ensuring students know and understand their purpose for learning.

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. UniSIG Goal-To improve Moton's school grade by increasing the number of Highly Effective and Effective Teachers (Bonus for Highly Effective and/or Effective (VAM) classroom teachers to teach at MES), streamlining Multi Tiered Systems of Support (Resource Teacher for MTSS), supporting behavior (Elementary Assistant for Behavior and Positive Behavior System) and improving student and teacher proficiency with purchased technology (Technology). 1a

G098827

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	48.0

Targeted Barriers to Achieving the Goal 3

- Difficulty attracting Highly Effective and Effective Teachers (VAM)
- Majority of technology is outdated and student proficiency is limited
- High need population requires oversight and monitoring of behaviors and Multi Tiered Systems of Support

Resources Available to Help Reduce or Eliminate the Barriers 2

- UniSIG Grant to fund bonuses for Highly Effective and Effective Teachers based on VAM scores
- UniSIG Grant to fund student laptops and carts
- Elementary Assistant to assist with behavioral intervention and PBS, and Resource Teacher to oversee MTSS

Plan to Monitor Progress Toward G1. 8

Monitor PAFs to ensure all positions are filled with Highly Effective or Effective Teachers (VAM scores), review purchase orders and Walk Through data to ensure devices are distributed and used to support rigorous instruction/student work, monitor the MTSS Process and behavior processes

Person Responsible

Joe Frana

Schedule

Every 6 Weeks, from 9/27/2017 to 6/30/2018

Evidence of Completion

Personnel Action Forms, Teacher VAM scores, Walkthrough Data, Progress Monitoring, FSA scores, Coaching Logs, MTSS Rosters

G2. Teachers will know and own their data and utilize data to drive instruction. 1a

G098828

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0
Math Lowest 25% Gains	44.0

Targeted Barriers to Achieving the Goal 3

- Teachers need time to disaggregate data, support, and professional development in using data to adjust instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Master Schedule that includes collaborative planning time and IPCs to facilitate data review.

Plan to Monitor Progress Toward G2. 8

Weekly common and formative assessment data and AP1, 2, and 3 reports will be monitored regularly by Leadership Team to measure student proficiency and learning gains and identify instructional goals and coaching needs.

Person Responsible

Joe Frana

Schedule

Weekly, from 9/5/2017 to 5/22/2018

Evidence of Completion

Balance and Benchmark assessments, Formative Assessments, iReady, SAM, and DELAW

G3. Teachers will provide rigorous standards based instruction using multiple text sources and ensuring students know and understand their purpose for learning. 1a

G098829

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	48.0

Targeted Barriers to Achieving the Goal 3

- Teachers still need support acquiring resources and designing rigorous standards based lessons around student friendly I Can statements.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The following support resources are available: site based Instructional Practice Coaches in ELA and Math, and district coaches in Reading, Math, and Science.
-

Plan to Monitor Progress Toward G3. 8

Leadership team will review Look For and CWT data, common and formative assessment and mid year data to determine impact of proficient or distinguished instruction on student success.

Person Responsible

Joe Frana

Schedule

Weekly, from 9/5/2017 to 5/29/2018

Evidence of Completion

The comprehensive system of support will be evident in teacher and student performance data: Classroom Look For and Walkthrough data, Common/Formative assessment data, iReady, SAM, DELAW, and D & F reports.

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. UniSIG Goal-To improve Moton's school grade by increasing the number of Highly Effective and Effective Teachers (Bonus for Highly Effective and/or Effective (VAM) classroom teachers to teach at MES), streamlining Multi Tiered Systems of Support (Resource Teacher for MTSS), supporting behavior (Elementary Assistant for Behavior and Positive Behavior System) and improving student and teacher proficiency with purchased technology (Technology). **1**

 **G098827**

G1.B1 Difficulty attracting Highly Effective and Effective Teachers (VAM) **2**

 **B266014**

G1.B1.S1 Teachers with a current Highly Effective or Effective VAM score that are or will be a core classroom teacher will receive a \$7000 bonus (Highly Effective) or a \$5,000 (Effective). Bonuses will be provided to recruit and retain Highly Effective teachers in the following way: \$1000 upon starting at Moton. At the end of the 17-18 school year they will receive the remainder (\$6000 for Highly Effective and \$4,000 for Effective). Teachers must complete the school year at Moton to qualify for this bonus. **4**

 **S281957**

Strategy Rationale

To fill positions with Highly Effective or Effective Teachers and comply with State Statutes.

Action Step 1 **5**

Advertise and communicate classroom teacher positions with bonus language

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

Job postings, Communication on job openings, Staff Roster with VAM score

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

Ensure job postings include bonus language, and teachers hired will have a VAM score of Effective or Highly Effective

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

Snap shots of postings on SearchSoft, Copies of announcements of positions, finance confirmation of bonuses being distributed to eligible teachers

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

Progress Monitor Effective and HE teachers using District Assessment and FSA data

Person Responsible

Juretta Carr

Schedule

Monthly, from 9/27/2017 to 6/30/2018

Evidence of Completion

Data reports using both District and State Assessments by teacher, Teacher VAM Scores

G1.B2 Majority of technology is outdated and student proficiency is limited **2**

 B266015

G1.B2.S1 Purchase student laptops, starting with grade 5 and move down grade level by level until all laptops are distributed. **4**

 S281958

Strategy Rationale

This will support Moton in their overall SIP goal of providing rigorous instruction.

Action Step 1 **5**

Purchase laptops with carts and provide access to teachers/students.

Person Responsible

Cari O'Rourke

Schedule

On 6/30/2018

Evidence of Completion

Bids, Purchases, Walk Through data, PAF

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

Once funds become available, ensure that District has ordered laptops/carts to be delivered to school and then facilitate distribution to classrooms/students.

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

Purchase Orders, School Inventory

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

Walk Through to ensure laptops are being used to support rigorous instruction/student work

Person Responsible

Joe Frana

Schedule

Monthly, from 10/31/2017 to 6/30/2018

Evidence of Completion

Walk Through Data

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

Records will indicate that students receive appropriate interventions, accommodations, and support.

Person Responsible

Cari O'Rourke


Schedule

Monthly, from 10/16/2017 to 6/30/2018

Evidence of Completion

D & F reports, iReady Predicted Proficiency data, Progress Monitoring, Discipline data

G1.B3 High need population requires oversight and monitoring of behaviors and Multi Tiered Systems of Support **2**

 B266016

G1.B3.S1 Hire an Elementary Assistant that will support student behavior and hire a Resource to streamline the overall MTSS Process and support Teachers providing tiered support. **4**

 S281959

Strategy Rationale

Support MTSS implementation (regular data, intervention review) and Behavior will ensure ongoing targeted remediation will occur

Action Step 1 5

Hire an Elementary Assistant to support student behavior and a Resource Teacher to support the overall MTSS Process.

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

Supporting student behavior and ensuring the fidelity of the MTSS Process

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

MTSS and Behavior Supports will be reviewed monthly to ensure fidelity

Person Responsible

Cari O'Rourke

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

MTSS Reports, Behavior/Disciplines, Student Data Reports

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

Administration will monitor MTSS Process and Behavior Supports

Person Responsible

Joe Frana


Schedule

On 6/30/2018


Evidence of Completion

MTSS Reports, Behavior Reports, Student Data

G2. Teachers will know and own their data and utilize data to drive instruction. 1

 G098828

G2.B1 Teachers need time to disaggregate data, support, and professional development in using data to adjust instruction. 2

 B266017

G2.B1.S1 Teachers will receive support from IPCs to review data, sort student work using the Student Work Analysis Protocol, and post and monitor student progress on data walls in monthly collaborative sessions. 4

 S281960

Strategy Rationale

When teachers are responsible for knowing and sharing their students' data with colleagues, accountability and collegiality will enhance student success.

Action Step 1 5

Principal will create a schedule and oversee implementation of regular data review including SWAP, monthly data chats, and Mid Year data review.

Person Responsible

Joe Frana

Schedule

Monthly, from 7/17/2017 to 5/28/2018

Evidence of Completion

Schedule of data chats, notes from data chats and SWAP, data presentations for District and State visits

Action Step 2 5

IPC coaches will facilitate data review, work sorts, and creation of data display.

Person Responsible

Dana Blazsek

Schedule

Monthly, from 9/5/2017 to 5/22/2018

Evidence of Completion

Common assessment data shared in Google Docs, Student Work Analysis Protocol, Photos of Data Displays

Action Step 3 5

Administration will review student data with teachers at mid year evaluations to identify potential retentions and need for intensive intervention.

Person Responsible

Cari O'Rourke

Schedule

Monthly, from 11/27/2017 to 5/21/2018

Evidence of Completion

AP 2 data, D and F reports, MTSS documentation

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

Principal will attend data chats, review all submitted assessment data, and oversee mid-year evaluations.

Person Responsible

Joe Frana

Schedule

Monthly, from 9/5/2017 to 5/22/2018

Evidence of Completion

Google Docs, Student Work Analysis Protocol, iReady and SAM reports, Mid Year evaluations

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

Data will be monitored to reveal improved teacher proficiency in Domains 1 & 4, improved student proficiency on common assessments, iReady, and SAM, resulting in improved FSA scores and school grade, decreased number of retentions, and increased percentage of highly effective teachers.

Person Responsible

Juretta Carr


Schedule

Quarterly, from 10/13/2017 to 6/8/2018

Evidence of Completion

Photos of data walls showing students' movement in tiers and increased proficiency, iReady, SAM, and FSA score reports, SBLT agendas, D & F reports, Classroom Walkthrough reports for Domains 1 & 4 revealing Distinguished practice, and End of Year Evaluations

G3. Teachers will provide rigorous standards based instruction using multiple text sources and ensuring students know and understand their purpose for learning. 1

 G098829

G3.B1 Teachers still need support acquiring resources and designing rigorous standards based lessons around student friendly I Can statements. 2

 B266018

G3.B1.S1 Multiple staff members including 3 site based and 4 District Instructional Practice Coaches will support teachers in developing rigorous lesson plans and formative assessments and also provide resources to teachers, students, and families on a regular basis. 4

 S281961

Strategy Rationale

Providing a comprehensive system of support and complex text for teachers, students and families ensures that standards based instruction and rigor occurs on a regular basis resulting in depth of knowledge.

Action Step 1 5

Through the coaching cycle, weekly collaborative planning will occur to design plans, student friendly I Can statements, and rigorous formative assessments as well as model lessons in classrooms and resource distribution through email and Google Docs.

Person Responsible

Debbie Shaw

Schedule

Weekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Artifacts from PD, lesson plans from facilitated planning, First Class emails, Google Docs, student work samples, data chat notes, SWAP protocol

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

Administration will oversee the coaching cycle, weekly collaborative planning, and data chats using weekly coaches meeting notes, Look For walkthrough forms for ELA and Math (that reveal the purpose of the lesson, collaboration, centers, and following of the instructional sequence), and Danielson walkthroughs and evaluations.

Person Responsible

Cari O'Rourke

Schedule

Weekly, from 8/14/2017 to 5/21/2018

Evidence of Completion

Lesson plans aligned to standards, student work samples that reveal implementation in the classroom, walkthrough data

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

Lesson plans, activities, and assessments will be monitored to ensure they include purpose, are aligned to HCMSBP and the instructional sequence, and are rigorous enough to result in improved student achievement evidenced in common assessment and end of year data, FSA scores and school grade, decreased number of retentions, and increased percentage of highly effective teachers.

Person Responsible

Dana Blazsek

Schedule

Quarterly, from 10/6/2017 to 5/21/2018








Evidence of Completion

Benchmark and Balance Test scores, Student Work Analysis Protocol, iReady and SAM, Look For walkthrough data, FSA score reports, Classroom Walkthrough reports, and End of Year Evaluations

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.A3 A380474	Administration will review student data with teachers at mid year evaluations to identify potential...	O'Rourke, Cari	11/27/2017	AP 2 data, D and F reports, MTSS documentation	5/21/2018 monthly
G3.B1.S1.MA1 M412752	Lesson plans, activities, and assessments will be monitored to ensure they include purpose, are...	Blazsek, Dana	10/6/2017	Benchmark and Balance Test scores, Student Work Analysis Protocol, iReady and SAM, Look For walkthrough data, FSA score reports, Classroom Walkthrough reports, and End of Year Evaluations	5/21/2018 quarterly
G3.B1.S1.MA1 M412753	Administration will oversee the coaching cycle, weekly collaborative planning, and data chats using...	O'Rourke, Cari	8/14/2017	Lesson plans aligned to standards, student work samples that reveal implementation in the classroom, walkthrough data	5/21/2018 weekly
G2.MA1 M412751	Weekly common and formative assessment data and AP1, 2, and 3 reports will be monitored regularly...	Frana, Joe	9/5/2017	Balance and Benchmark assessments, Formative Assessments, iReady, SAM, and DELAW	5/22/2018 weekly
G2.B1.S1.MA1 M412750	Principal will attend data chats, review all submitted assessment data, and oversee mid-year...	Frana, Joe	9/5/2017	Google Docs, Student Work Analysis Protocol, iReady and SAM reports, Mid Year evaluations	5/22/2018 monthly
G2.B1.S1.A2 A380473	IPC coaches will facilitate data review, work sorts, and creation of data display.	Blazsek, Dana	9/5/2017	Common assessment data shared in Google Docs, Student Work Analysis Protocol, Photos of Data Displays	5/22/2018 monthly
G2.B1.S1.A1 A380472	Principal will create a schedule and oversee implementation of regular data review including SWAP,...	Frana, Joe	7/17/2017	Schedule of data chats, notes from data chats and SWAP, data presentations for District and State visits	5/28/2018 monthly
G3.B1.S1.A1 A380475	Through the coaching cycle, weekly collaborative planning will occur to design plans, student...	Shaw, Debbie	8/14/2017	Artifacts from PD, lesson plans from facilitated planning, First Class emails, Google Docs, student work samples, data chat notes, SWAP protocol	5/28/2018 weekly
G3.MA1 M412754	Leadership team will review Look For and CWT data, common and formative assessment and mid year...	Frana, Joe	9/5/2017	The comprehensive system of support will be evident in teacher and student performance data: Classroom Look For and Walkthrough data, Common/ Formative assessment data, iReady, SAM, DELAW, and D & F reports.	5/29/2018 weekly
G2.B1.S1.MA1 M412749	Data will be monitored to reveal improved teacher proficiency in Domains 1 & 4, improved student...	Carr, Juretta	10/13/2017	Photos of data walls showing students' movement in tiers and increased proficiency, iReady, SAM, and FSA score reports, SBLT agendas, D & F reports, Classroom Walkthrough reports for Domains 1 & 4 revealing Distinguished practice, and End of Year Evaluations	6/8/2018 quarterly
G1.MA1 M412748	Monitor PAFs to ensure all positions are filled with Highly Effective or Effective Teachers (VAM...	Frana, Joe	9/27/2017	Personnel Action Forms, Teacher VAM scores, Walkthrough Data, Progress Monitoring, FSA scores, Coaching Logs, MTSS Rosters	6/30/2018 every-6-weeks
G1.B1.S1.MA1 M412741	Progress Monitor Effective and HE teachers using District Assessment and FSA data	Carr, Juretta	9/27/2017	Data reports using both District and State Assessments by teacher, Teacher VAM Scores	6/30/2018 monthly
G1.B1.S1.MA1 M412742	Ensure job postings include bonus language, and teachers hired will have a VAM score of Effective...	Frana, Joe	9/27/2017	Snap shots of postings on SearchSoft, Copies of announcements of positions, finance confirmation of bonuses being distributed to eligible teachers	6/30/2018 one-time
G1.B1.S1.A1 A380469	Advertise and communicate classroom teacher positions with bonus language	Frana, Joe	9/26/2017	Job postings, Communication on job openings, Staff Roster with VAM score	6/30/2018 one-time

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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
G1.B2.S1.MA1  M412743	Walk Through to ensure laptops are being used to support rigorous instruction/student work	Frana, Joe	10/31/2017	Walk Through Data	6/30/2018 monthly
G1.B2.S1.MA4  M412744	Records will indicate that students receive appropriate interventions, accommodations, and support.	O'Rourke, Cari	10/16/2017	D & F reports, iReady Predicted Proficiency data, Progress Monitoring, Discipline data	6/30/2018 monthly
G1.B2.S1.MA1  M412745	Once funds become available, ensure that District has ordered laptops/carts to be delivered to...	Frana, Joe	10/16/2017	Purchase Orders, School Inventory	6/30/2018 one-time
G1.B2.S1.A1  A380470	Purchase laptops with carts and provide access to teachers/students.	O'Rourke, Cari	10/1/2017	Bids, Purchases, Walk Through data, PAF	6/30/2018 one-time
G1.B3.S1.MA1  M412746	Administration will monitor MTSS Process and Behavior Supports	Frana, Joe	10/1/2017	MTSS Reports, Behavior Reports, Student Data	6/30/2018 one-time
G1.B3.S1.MA1  M412747	MTSS and Behavior Supports will be reviewed monthly to ensure fidelity	O'Rourke, Cari	10/1/2017	MTSS Reports, Behavior/Disciplines, Student Data Reports	6/30/2018 monthly
G1.B3.S1.A1  A380471	Hire an Elementary Assistant to support student behavior and a Resource Teacher to support the...	Frana, Joe	10/1/2017	Supporting student behavior and ensuring the fidelity of the MTSS Process	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. UniSIG Goal-To improve Moton's school grade by increasing the number of Highly Effective and Effective Teachers (Bonus for Highly Effective and/or Effective (VAM) classroom teachers to teach at MES), streamlining Multi Tiered Systems of Support (Resource Teacher for MTSS), supporting behavior (Elementary Assistant for Behavior and Positive Behavior System) and improving student and teacher proficiency with purchased technology (Technology).

G1.B2 Majority of technology is outdated and student proficiency is limited

G1.B2.S1 Purchase student laptops, starting with grade 5 and move down grade level by level until all laptops are distributed.

PD Opportunity 1

Purchase laptops with carts and provide access to teachers/students.

Facilitator

J. Marshall

Participants

Grade level and Specials teachers, ELA & Math IPCs

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.

G1. UniSIG Goal-To improve Moton's school grade by increasing the number of Highly Effective and Effective Teachers (Bonus for Highly Effective and/or Effective (VAM) classroom teachers to teach at MES), streamlining Multi Tiered Systems of Support (Resource Teacher for MTSS), supporting behavior (Elementary Assistant for Behavior and Positive Behavior System) and improving student and teacher proficiency with purchased technology (Technology).

G1.B3 High need population requires oversight and monitoring of behaviors and Multi Tiered Systems of Support

G1.B3.S1 Hire an Elementary Assistant that will support student behavior and hire a Resource to stream line the overall MTSS Process and support Teachers providing tiered support.

TA Opportunity 1

Hire an Elementary Assistant to support student behavior and a Resource Teacher to support the overall MTSS Process.

Facilitator

Elementary Assistant and Resource Teacher

Participants

School Wide

Schedule

On 6/30/2018

VII. Budget

1	G1.B1.S1.A1	Advertise and communicate classroom teacher positions with bonus language				\$76,615.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0271 - Moton Elementary School	UniSIG	0.0	\$70,000.00
			Notes: Teachers with a current Highly Effective VAM score that are/will be a classroom teacher at MES will receive a \$7,000 bonus. Teachers with a current Effect VAM score that are/will be a classroom teacher at MES will receive a \$5000 bonus. Bonuses will be provided at the end of the 17-18 school year for the Highly Effective or Effective Teachers that complete the school year at MES. Local code is 196. Maximum number of teachers would be 14.			
	5100	220-Social Security	0271 - Moton Elementary School	UniSIG	0.0	\$1,260.00
			Notes: Social Security for Highly Effective or Effective Teacher bonuses-7.6%			
	5100	240-Workers Compensation	0271 - Moton Elementary School	UniSIG	0.0	\$5,355.00

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			Notes: Workers Compensation for Highly Effective or Effective Teacher bonuses-1.8%			
2	G1.B2.S1.A1	Purchase laptops with carts and provide access to teachers/students.				\$42,582.95
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0271 - Moton Elementary School	UniSIG	0.0	\$42,582.95
			Notes: Student laptops (HP X360) under \$1000.00 (\$460 each for a total of 87) and laptop carts (Anywhere Cart AC Plus) under \$1000.00 (\$850 each for a total of 3).			
3	G1.B3.S1.A1	Hire an Elementary Assistant to support student behavior and a Resource Teacher to support the overall MTSS Process.				\$119,998.24
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	0271 - Moton Elementary School	UniSIG	1.0	\$45,465.62
			Notes: Elementary Assistant (Instructional) MTSS and Behavior			
	6300	210-Retirement	0271 - Moton Elementary School	UniSIG	0.0	\$3,600.00
			Notes: Elementary Assistant Retirement 7.92%			
	6300	220-Social Security	0271 - Moton Elementary School	UniSIG	0.0	\$3,478.12
			Notes: Elementary Assistant - Social Security 7.64%			
	6300	230-Group Insurance	0271 - Moton Elementary School	UniSIG	0.0	\$6,637.00
			Notes: Elementary Assistant Group Insurance - Flat Rate			
	6300	240-Workers Compensation	0271 - Moton Elementary School	UniSIG	0.0	\$818.38
			Notes: Elementary Assistant Workers Comp 1.8%			
	6300	130-Other Certified Instructional Personnel	0271 - Moton Elementary School	UniSIG	1.0	\$45,465.62
			Notes: Resource Teacher - Support overall MTSS Process			
	6300	210-Retirement	0271 - Moton Elementary School	UniSIG	0.0	\$3,600.00
			Notes: Resource Teacher - Support overall MTSS Process - Retirement 7.92%			
	6300	220-Social Security	0271 - Moton Elementary School	UniSIG	0.0	\$3,478.12
			Notes: Resource Teacher - Support overall MTSS Process - Social Security 7.64%			
	6300	230-Group Insurance	0271 - Moton Elementary School	UniSIG	0.0	\$6,637.00
			Notes: Resource Teacher - Support overall MTSS Process - Group Insurance - Flat Rate			
	6300	240-Workers Compensation	0271 - Moton Elementary School	UniSIG	0.0	\$818.38
			Notes: Resource Teacher - Support overall MTSS Process - Workers Comp 1.8%			

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4	G2.B1.S1.A1	Principal will create a schedule and oversee implementation of regular data review including SWAP, monthly data chats, and Mid Year data review.				\$0.00
5	G2.B1.S1.A2	IPC coaches will facilitate data review, work sorts, and creation of data display.				\$0.00
6	G2.B1.S1.A3	Administration will review student data with teachers at mid year evaluations to identify potential retentions and need for intensive intervention.				\$0.00
7	G3.B1.S1.A1	Through the coaching cycle, weekly collaborative planning will occur to design plans, student friendly I Can statements, and rigorous formative assessments as well as model lessons in classrooms and resource distribution through email and Google Docs.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0271 - Moton Elementary School			\$0.00
Total:						\$239,196.19