Moton Elementary School

2018-19 Schoolwide Improvement Plan

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Moton Elementary School

7175 EMERSON RD, Brooksville, FL 34601

https://www.hernandoschools.org/mes

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	53%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	C*

School Board Approval

This plan is pending approval by the Hernando County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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 ENGAGED. 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.

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.

School Leadership Team

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

Name	Title
Gaustad, Brent	Principal
Carr, Juretta	Instructional Coach
Fitzgerald, Kevin	Dean
Halstead, Stephanie	Dean
Martin, Patty	Assistant Principal
Sauvageot, Stephanie	Other
Shaw, Debbie	Other
Casey, Erin	Attendance/Social Work
Kimbrough, Kari	Instructional Coach
Leone, Lisa	School Counselor
McCarthy, Nancy	Instructional Coach
Spatz, Patricia	Instructional Coach
Crosby, Dana	Teacher, K-12
Fournand, Valerie	Teacher, K-12
Grim, Rebecca	Teacher, ESE
Mills, Jodi	Teacher, K-12
Pilato, Shannon	Teacher, K-12
Sermons, Tisha	Teacher, K-12
Stewart, Adriann	Teacher, K-12
Kidd, Robin	Teacher, K-12

Duties

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

Principal and Assistant Principal - convene weekly School Based Leadership Team (SBLT) meetings during which staff review data including lagging (state) and leading (formative) assessment data to identify areas of concern and collaboratively select and apply resources to address the identified needs.

Elementary Assistant and Dean - support school safety and delivery of services specific to student needs. This includes MTSS academic and behavioral interventions.

Assessment Teacher - provides timely and actionable assessment data and trend analysis to ensure instructional data is available and comprehensible for the purpose of aligning instruction with standards and resources with student areas of need.

Instructional Practice Coaches - model instructional strategies and provide feedback to teachers regarding current instructional practice and the impact on student performance.

Resource Teachers - provide direct service delivery to students to meet academic needs in the areas of reading, math, and science. Services are adjusted based on the most recent response to intervention data.

Grade Level Team Leaders - provide timely feedback regarding successes and barriers to implementing school-wide and grade-level specific interventions to ensure resources are deployed to at the point of need and administration has necessary information to remove barriers.

Guidance Counselor and Social Worker - work with students and families to meet the social-emotional needs of students and connect families to available school, district, and outside agency resources.

This team meets each Wednesday.

Early Warning Systems

Year 2017-18

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	18	20	15	14	5	0	0	0	0	0	0	0	76
One or more suspensions	1	8	26	29	0	0	0	0	0	0	0	0	0	64
Course failure in ELA or Math	4	12	5	24	4	9	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	11	12	26	0	0	0	0	0	0	0	49

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	16	28	40	29	39	0	0	0	0	0	0	0	156

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	1	15	2	1	0	0	0	0	0	0	0	25
Retained Students: Previous Year(s)	4	3	4	21	1	2	0	0	0	0	0	0	0	35

Date this data was collected

Saturday 9/1/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math learning gains of the bottom quartile was the lowest component at 30% reflecting a 16 percentage point drop from the prior year. Two years prior, this number was at 20% making this trend an area of continuing concern. An additional area of concern is English Language Arts achievement given that Moton Elementary school remains a Lowest 300 Elementary School based on a three year aggregate of reading performance making this a significant trend.

Which data component showed the greatest decline from prior year?

Math learning gains of the bottom quartile was the greatest decline from the prior year.

Which data component had the biggest gap when compared to the state average?

Math lowest quartile learning gains had the biggest gap (17 percentage points) when compared to the state.

Which data component showed the most improvement? Is this a trend?

Science scored a 34 point gain. This has not been a trend as historically it has been low with the two prior years trending downward and below 40%. MES made science a strategic priority in January of 2018 with changes initiated by the new administration team.

Describe the actions or changes that led to the improvement in this area.

MES placed instructional practice coaches into the positions in fifth grade. These teachers then focused on areas of deficiency based on classroom formative assessments. We implemented 1 to 1 laptop to student ratio in fifth grade and began to incorporate more reading and writing in the curriculum dedicating a full 60 minutes to science in a restructured schedule.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	55%	56%	34%	51%	52%
ELA Learning Gains	54%	53%	55%	31%	48%	52%
ELA Lowest 25th Percentile	58%	51%	48%	24%	40%	46%
Math Achievement	46%	62%	62%	45%	63%	58%
Math Learning Gains	49%	53%	59%	38%	58%	58%
Math Lowest 25th Percentile	30%	43%	47%	20%	43%	46%
Science Achievement	66%	58%	55%	37%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4 (6)	18 (29)	20 (22)	15 (26)	14 (18)	5 (16)	76 (117)
One or more suspensions	1 (8)	8 (7)	26 (11)	29 (25)	0 (9)	0 (19)	64 (79)
Course failure in ELA or Math	4 (5)	12 (7)	5 (5)	24 (14)	4 (2)	9 (5)	58 (38)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (22)	12 (29)	26 (37)	49 (88)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	35%	62%	-27%	57%	-22%	
	2017	37%	61%	-24%	58%	-21%	
Same Grade Comparison		-2%					
Cohort Comparison							
04	2018	39%	53%	-14%	56%	-17%	
	2017	40%	55%	-15%	56%	-16%	
Same Grade Comparison		-1%					
Cohort Comparison		2%					
05	2018	38%	53%	-15%	55%	-17%	
	2017	30%	54%	-24%	53%	-23%	
Same Grade Comparison		8%					
Cohort Comparison		-2%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	46%	67%	-21%	62%	-16%	
	2017	46%	66%	-20%	62%	-16%	
Same Grade Comparison		0%					
Cohort Comparison							
04	2018	40%	60%	-20%	62%	-22%	
	2017	41%	66%	-25%	64%	-23%	
Same Grade Comparison		-1%					
Cohort Comparison		-6%					
05	2018	35%	56%	-21%	61%	-26%	
	2017	34%	57%	-23%	57%	-23%	
Same Grade Comparison		1%					
Cohort Comparison		-6%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	63%	56%	7%	55%	8%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	30	38	21	35	17	40				
ELL	25	60		50	55						
BLK	18	43		27	39		43				
HSP	35	50		48	48	30	69				
MUL	75	64		73	60						
WHT	51	59	48	51	52	28	76				
FRL	39	52	59	42	45	29	63				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	31	37	8	22	13	6				
ELL	23			46							
BLK	27	38		29	40		33				
HSP	26	32		45	40		14				
MUL	50			67							
WHT	42	47	38	45	49	44	33				
FRL	31	40	42	40	44	32	31				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Reading
Rationale	Provide additional support to students struggling with phonemic awareness, phonics, fluency, vocabulary, and comprehension and to teachers to meet the needs of these students through the use of resource teachers and a literacy coach. This will be coupled with targeted professional development to support Writing with Elaboration. This strategy is based on our continued status as a Lowest 300 School for reading and initial classroom data indicating phonics and vocabulary deficiencies at all grade levels.
Intended Outcome	By strengthening core instruction and increasing support at the Tier 2 and Tier 3 levels, students will close the achievement gap in reading. This improvement will be measured by a an increase of four percentage points each in performance in ELA Achievement and ELA Learning Gains for bottom quartile students.
Point Person	Brent Gaustad (gaustad_b@hcsb.k12.fl.us)
Action Step	
Description	During the week prior to teachers returning for duty, we had Core Connections training with follow-up during our PLC. We will have ongoing monitoring for fidelity through walk-throughs as well as SBLT data chats. We also have trainings scheduled for Project Read as well as iReady reading. Support may be sought from the School Advisory Council to fund materials to support standards-based instruction and professional development where needed.
Person Responsible	Patty Martin (martin_p@hcsb.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Walk-through data will identify areas of need to support instructional practice coaches implementing the coaching cycle. Teachers will receive continued feedback from coaches and administration to support implementation of evidence-based instructional practices.
Person Responsible	Brent Gaustad (gaustad_b@hcsb.k12.fl.us)

Activity #2	
Title	Math
Rationale	Implement i-Ready Math for all students and ST Math for targeted students with conceptual deficiencies with intensive support from the math resource teacher, math coach, and two computer lab managers coupled with strategic professional development. This is in response to continued deficiencies in math achievement and inadequate learning gains in math for students in the bottom quartile.
Intended Outcome	By strengthening core instruction through professional development and the coaching cycle, while providing research-based supplemental programs to differentiate instruction, it is expected students in the bottom quartile will increase learning gains by four percentage points as measured by FSA.
Point Person	Brent Gaustad (gaustad_b@hcsb.k12.fl.us)
Action Step	
Description	Implement coaching cycle with fidelity Monitor and adjust implementation of i-Ready and ST Math to ensure program protocols are followed to increase likelihood of success Provide classroom resources and technology to differentiate instruction Support may be sought from the School Advisory Council to fund materials to support standards-based instruction and professional development where needed.
Person Responsible	Patty Martin (martin_p@hcsb.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Use program data, classroom observations, and progress monitoring data to evaluate impact on core instruction. Administration receives weekly iReady updates on minute reports as well as weekly passing rates. Evaluate effectiveness of professional development by looking for implementation of strategies
Person Responsible	Brent Gaustad (gaustad_b@hcsb.k12.fl.us)

Activity #3	
Title	Behavior Intervention and Redirection
Rationale	Provide strategic professional development for teachers and parent workshops and information nights to support students as we teach coping strategies for students to manage emotions and reactions/responses in the school setting. This is based on discipline data indicating classroom disruptions were an area of concern in 2017-2018 and students and Early Warning System data for suspension rates.
Intended Outcome	By supporting student acquisition of coping strategies, Moton Elementary School will see a decrease of three percentage points in Early Warning System indicators as measured by in-school, and out-of-school suspension events.
Point Person	Brent Gaustad (gaustad_b@hcsb.k12.fl.us)

Action Step	
Description	Mind-Up and Cloud 9 training for all staff Purchase materials to support implementation of Mind-Up and Cloud 9. Establish restorative circle practices in classrooms Inform and engage parents in the process by hosting parent workshops to make parents familiar with these strategies Purchase materials and supplies necessary to sustain these initiatives. Additional funding may be requested from the School Advisory Council to provide materials and training in this area if needed.
Person Responsible	Patty Martin (martin_p@hcsb.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Monitor completion and implementation of PD follow-up activities Conduct classroom walk-throughs to observe the implementation of strategies Provide additional support to staff when needed to ensure strategies are implemented with fidelity. Provide ongoing reminders and redirection for students using program strategies and terms Provide mid-year refresher PD through PLC for staff to ensure there is consistency and sustained implementation of strategies. Monitor EWS and discipline data to gauge the effectiveness of implementation.
Person Responsible	Brent Gaustad (gaustad_b@hcsb.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Moton Elementary School fosters positive relationships with parents, families and other community stakeholders through ongoing parent events throughout the school year, including the Title I Annual

Meeting, Schools of Hope parent outreach to provide services to parents and families and frequent print, digital, and telephone communication with our community. Additionally, parents are active participants in the development of the Title I Compact and Parent Involvement Plan, sharing ideas to make Moton Elementary School a welcoming and productive learning environment. Parent meetings are held at varied times to accommodate parent schedules and parent input is sought when planning services and workshops to ensure the services provided match parent needs. In addition to face to face meetings, parent input is also sought through online surveys and paper surveys sent home to make the opportunities for parent input as comprehensive as possible.

PFEP Link

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

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. Outside agencies also provide support to students and staff to ensure the social and emotional needs of our students are being met. To further support students in this area, Moton uses Mind Up to help students understand and manage their emotional responses to daily events and support students through character education and restorative classroom circles.

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 also have Pre-K programs funded through ESE and the Schools of Hope grant. Our Pre-K teachers are provided professional development in conjunction with our Kindergarten team to ensure vertical alignment.
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. To further support the transition to middle school, Moton Elemantary School and D. S. Parrott Middle School will participate in the joint venture, Leopards in the Park to provide interaction between elementary school students and middle school teachers and students in a non-instructional environment at a local community park that lies within the attendance zone of both schools.

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 walk-throughs by administration and Instructional Practice Coaches will help us monitor the progress of instructional initiatives and fidelity to best practice. Our School Based Leadership Team 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, School Advisory Council, Schools of Hope team members, and district support staff. Action plans and walk-through 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 Instructional Practice Coaches prompt improvements in instructional delivery. Subsequent monitoring determines future problem solving activities. Further supporting these efforts are ongoing site visits from district office teams, professional development supported through Title II, SAI funds to provide additional staff and instructional resources and the remaining funds of the UNISIG grant to recruit and retain highly qualified staff. For our families in transition who experience an unexpected loss of housing, HCSB provides staff to inform parents about their rights and resources available through the McKinney Vento Act and help families access these resources with the help of District Liaisons who are available to:

Inform families and unaccompanied youths of their rights under the McKinney Vento Homeless Assistance Act;

Determine and verify eligibility, educate district administrators and staff on the McKinney Vento Homeless Assistance act. and distribute necessary information and materials to Moton Elementary School to provide to families.

The Title I facilitator maintains a property inventory using Alexandria - our district-wide management software for tracking the cost, location and condition of items purchased using Title I funds.

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

Moton Elementary School (MES) serves students Pre-K through fifth grade, but supports college and career awareness for parents through our Schools of Hope grant. MES partners with the Hernando County School District Adult Education program and hosts on-site GED classes for parents and has already had one parent transition from the GED class to Pasco Hernando State College within the first sixty days the program was available. MES advertises this opportunity through print communication, automated calls, and flyers available at the front office counter.