# Lucille Moore Elementary School



## 2018-19 Schoolwide Improvement Plan

## Table of Contents

# Lucille Moore Elementary School

1900 MICHIGAN AVE, Panama City, FL 32405

[ no web address on file ]

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2017-18 Title I School** | **2017-18 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Elementary School<br>PK-5 | Yes | 88% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 70% |

## School Grades History

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

## School Board Approval

This plan is pending approval by the Bay 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.**

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

**Provide the school's vision statement.**

Empowering students to make a difference.

### School Leadership Team

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

| Name | Title |
| --- | --- |
| Bordelon, Christina | Assistant Principal |
| Frigon, Tracy | Instructional Media |
| Davis, Kevin | Other |
| Weatherly, Keri | Principal |
| Hunter, Lauren | Teacher, K-12 |
| Gaddy, Melissa | Teacher, K-12 |
| Wielenga, Crystal | Teacher, K-12 |
| Dolan, Penny | Teacher, K-12 |
| Etheridge, Deandria | Teacher, K-12 |
| Pickrell, Kathy | Teacher, K-12 |
| Sullivan, Alicia | School Counselor |
| Miller, Jennifer | Instructional Coach |

**Duties**

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

The School Leadership Team met in the summer as part of a continuous cycle of reviewing data and updating our School Improvement Plan. As a team, we reviewed and will continue to review various data sources to conduct a need's assessment to determine the best direction for our school in the School Improvement process. All members listed above participated in this shared decision making process. Together we determined our vision and focus for the upcoming school year. Each member has an equal stake in the school leadership team.

Keri Weatherly- Principal: Oversees and evaluates all functions of the school. She evaluates teacher and paraprofessional performance through the teacher appraisal system, classroom walkthroughs, data chats, assessment data, etc. She sits on various committees to give guidance and input (ie MTSS). She leads and guides the school leadership team and the implementation of effective PLCs. She makes sure that teachers have the resources they need to implement curriculum, assessment

and instruction effectively. She is the main connection between district initiatives and implementation of those initiatives at Lucille Moore Elementary School.

Christina Bordelon- Administrative Assistant: Mrs. Bordelon supports Mrs. Weatherly in her administrative role. She aides in the evaluation of teacher and paraprofessional performance, data analysis, etc. She helps to provide teachers with what resources they need to implement effective instruction in the classroom. She meets regularly with teachers to discuss student data and teacher performance data. She works with the Behavior Interventionist and Social Workers to implement effective discipline procedures and strategies with at-risk students.

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

Hunter, Gaddy, Wielenga, Dolan, Siegal, Etheridge, and Pickrell- Teachers K-12: Teachers actively participate on the School Leadership Team. They give much needed input and shared decision-making from a classroom teacher's perspective. They also provide leadership to the PLCs and resources to all teachers throughout the school.

Kevin Davis- Title I Coordinator: Kevin oversees activities, mandates, budget, requirements, etc connected to Title I. He provides teachers and staff with the resources, tools and information they need to carry out effective instruction. He works with Guidance and Instructional district personnel in providing resources/strategies to students in special programs such as MTSS, Behavior MTSS, students in crisis, low attendance, etc. He also oversees the Parent Involvement Plan and implementation of the plan and activities at Lucille Moore Elementary.

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

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

## 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 | 15 | 34 | 24 | 28 | 34 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 155 |
| One or more suspensions | 2 | 8 | 5 | 22 | 17 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |
| Course failure in ELA or Math | 0 | 7 | 5 | 5 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 14 | 30 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 |

**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 | 1 | 8 | 4 | 16 | 28 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 86 |

**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 | 3 | 11 | 6 | 26 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Retained Students: Previous Year(s) | 7 | 3 | 1 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |

**Date this data was collected**

Wednesday 7/18/2018

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

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

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

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

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

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

## 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?**

The school-wide data component that performed the lowest is science, 24%. This was also the lowest performing area from the year before, although there was an increase from the 2017 school year to the 2018 school year of 7%.

**Which data component showed the greatest decline from prior year?**

The school-wide data component with the greatest decline from the 2017 school year to the 2018 school year is the lowest 25% in ELA, 9%.

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

The school-wide data component with the biggest gap when compared to the state average is Math Achievement and Science Achievement, with the difference of 31%.

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

The school-wide component that showed the most improvement is the area of Math achievement, with an increase of 11%.

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

The actions that led to the improvement in this area would be the implementation of Eureka Math Curriculum and the preparation involved through the effective implementation of the PLC process.

**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 | 27% | 50% | 56% | 29% | 48% | 52% |
| ELA Learning Gains | 38% | 49% | 55% | 42% | 47% | 52% |
| ELA Lowest 25th Percentile | 43% | 45% | 48% | 44% | 43% | 46% |
| Math Achievement | 31% | 57% | 62% | 34% | 53% | 58% |
| Math Learning Gains | 41% | 57% | 59% | 45% | 53% | 58% |
| Math Lowest 25th Percentile | 46% | 46% | 47% | 33% | 43% | 46% |
| Science Achievement | 24% | 50% | 55% | 24% | 44% | 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 | 15 (2) | 34 (19) | 24 (11) | 28 (20) | 34 (19) | 20 (11) | 155 (82) |
| One or more suspensions | 2 (0) | 8 (9) | 5 (11) | 22 (19) | 17 (12) | 22 (10) | 76 (61) |
| Course failure in ELA or Math | 0 (7) | 7 (3) | 5 (1) | 5 (22) | 5 (0) | 4 (0) | 26 (33) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 14 (39) | 30 (37) | 39 (31) | 83 (107) |

**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 | 21% | 57% | -36% | 57% | -36% |
| | 2017 | 29% | 59% | -30% | 58% | -29% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 23% | 51% | -28% | 56% | -33% |
| | 2017 | 25% | 52% | -27% | 56% | -31% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | -6% | | | | |
| 05 | 2018 | 25% | 50% | -25% | 55% | -30% |
| | 2017 | 22% | 49% | -27% | 53% | -31% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 37% | 63% | -26% | 62% | -25% |
| | 2017 | 14% | 56% | -42% | 62% | -48% |
| Same Grade Comparison | | 23% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 16% | 59% | -43% | 62% | -46% |
| | 2017 | 33% | 62% | -29% | 64% | -31% |
| Same Grade Comparison | | -17% | | | | |
| Cohort Comparison | | 2% | | | | |
| 05 | 2018 | 14% | 57% | -43% | 61% | -47% |
| | 2017 | 18% | 52% | -34% | 57% | -39% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | -19% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 23% | 54% | -31% | 55% | -32% |
| | 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 | 19 | 24 | 25 | 25 | 33 | 27 | 7 | | | | |
| ELL | 23 | 56 | 53 | 26 | 54 | | 30 | | | | |
| BLK | 20 | 33 | | 19 | 21 | | 9 | | | | |
| HSP | 32 | 50 | 50 | 37 | 55 | 60 | 33 | | | | |
| MUL | 25 | 36 | | 27 | | | | | | | |
| WHT | 28 | 27 | | 37 | 41 | | 17 | | | | |
| FRL | 26 | 38 | 46 | 28 | 41 | 43 | 21 | | | | |
| 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 | 17 | 38 | 39 | 9 | 32 | 40 | | | | | |
| ELL | 15 | 38 | | 15 | 32 | | | | | | |
| BLK | 17 | 40 | 36 | 8 | 32 | | 11 | | | | |
| HSP | 37 | 42 | | 26 | 41 | | | | | | |
| MUL | 31 | 50 | | 19 | 30 | | | | | | |
| WHT | 26 | 42 | | 26 | 36 | 55 | 25 | | | | |
| FRL | 25 | 43 | 48 | 20 | 36 | 40 | 16 | | | | |

## 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** | Lucille Moore will increase students learning gains, in the area of reading and math, by identifying specific student needs using appropriate data to plan and provide interventions and instruction. |
| **Rationale** | Focusing on interventions based on students needs will increase the number of students who achieve learning gains. Increasing the students making learning gains will therefore increase our number of student that will be proficient in ELA and math. |
| **Intended Outcome** | The number of students in the lowest 25% making learning gains in ELA will increase from 43% to 60%.<br>The number of students in the lowest 25% making learning gain in math will increase from 46% to 60%.<br>The number of student making learning gains overall in ELA will increase from 38% to 60%.<br>The number of students making learning gains overall in math will increase from 41% to 60%.<br>With these learning gain projected will will increase proficiency in the are of ELA from 27% to 50% and in area of math from 31% to 50%.<br>This intended outcome will allow the overall growth to increase from 36% to 54% (18 %), raising our school grade from a D to a B! |
| **Point Person** | Keri Weatherly (weathka@bay.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Through the utilization of effective grade level PLCS, teachers and instructional coaches will collaborate to plan and prepare for effective instruction and intervention based of students' needs. Teacher will meet at least once as week as a grade level team to prepare and plan for standards based instruction. Collaboration will continue as they review student data and discuss the implementation of effective instruction and invention strategies based on the needs of students as demonstrated on the data shared.<br><br>Collaboration and Professional Development with TNTP provides teachers the support and guidance needs to understand student data and base instruction and intervention on the needs of the students. The collaboration with TNTP will ensure that the instruction provided is the intended rigor of the standards and intervention based on the academic needs of the students. TNTP will be at Lucille Moore extended amounts of time over the course of the school year to provide support and coaching to ensure a high quality standards-based lesson preparation and delivery.<br><br>Simplified MTSS/RTI at Work will be implemented,allowing us to strengthen and support the school's academic program through strategic focus. We will implement a universal spreadsheet to track data on students that need extra intervention based on current academic need identified in the classroom assessments and teacher formative assessments. The universal spreadsheet will assist us monthly at MTSS Leadership Team meeting where all teachers in grade level PLCs, instructional coaches, support team members (to include MTSS Interventionist- School and District Level, School of Hope Team Members) and administration discuss the needs of the students have develop a plan to address the needs. Having the sheet available to teachers and staffallows them to update information in real time for us to problem solve the MTSS process for academics as well as behavior.<br><br>Dedicated Intervention/Enrichment Time |

Intervention Fidelity, Fluidity, Accountability, Monitoring. In addition to the use of the Universal Spreadsheet above, each teacher will keep an SRA data notebook on students in SRA which includes those below grade level. Within the master schedule, students have a specific Math as well AS ELA time specifically for providing intervention and enrichment to all students at Lucille Moore.

| **Person Responsible** | Keri Weatherly (weathka@bay.k12.fl.us) |
|---|---|

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | a) Data collected and reviewed will be MAP, FSA, Classroom Walk-through data, Common Assessments, MTSS data, and SRA data, TNTP data<br>b) When and how often data will be collected and reviewed:<br>MAP (3 Times per year)<br>Classroom walk-though data will be reviewed weekly or as it occurs<br>Common Assessment data will be reviewed weekly during the PLC and monthly<br>SRA data will be reviewed monthly at SRA meetings<br>TNTP Data (per district schedule)<br>FSA (Annually)<br>c) We plan to monitor effectiveness through teacher and student data chat meetings after the MAP administration and through monthly MTSS meetings. We will have student conferences so students will know the their current academic standings and what is needed to make growth and the areas that the most growth is needed. We will make changes as needed based on data identified through our monthly MTSS meetings and ensure the intervention utilized is effective based on the students' academic performance. If academic progress is not occurring plans will be put in place to modify intervention as needed. |

| **Person Responsible** | Keri Weatherly (weathka@bay.k12.fl.us) |
|---|---|

| Activity #2 | |
|---|---|
| **Title** | Lucille Moore will implement 15 minutes of character education daily and initiate positive incentives, in order to decrease the number of discipline incidents by 5%. |
| **Rationale** | Implementing character education daily will teach behavior expectations and how to respond to tough situations. |
| **Intended Outcome** | Effective instruction in character education will led to a decrease of discipline incidents by 5%. |
| **Point Person** | Keri Weatherly (weathka@bay.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Core Essentials is the school-wide character development curriculum. This curriculum will define and teach students the expected behavior for school. Addition to the Core Essentials curriculum, school-wide transition and behavior expectations and will be retaught and posted in classrooms, hallways, cafeteria, and common areas and coincide with the school pledge.

Positive behavior will be celebrated monthly with the Phenomenal Patriot pep rally. Each class will nominate the student that best exemplifies the core behavior trait of the month. Also, we will celebrate with a catered lunch with a firefighter for students that demonstrate phenomenal patriots characteristic quarterly. These students are chosen for this by also showing the positive characteristics of going above and beyond with their actions and behavior.

Class DOJO is the school-wide positive behavior management system. Each class will utilize classroom DOJO and grade levels will base their positive points around the school-wide expectations. Each grade level, in their PLC's, comes up with ways students can exchange their DOJO points for positive rewards.

Utilize the School of Hope grant to build wrap around services for Patriots to keep them in the classroom in order to regain instructional time. Paraprofessionals are the first line of support within the classroom setting. If a student is in crisis and the classroom paraprofessional cannot remain proactive in redirecting behavior and restoring the student's behavior then the next layer of support will be notified through the office. The behavior interventionist, PROMISE para, or assistant administrator will be called to assist. If the student is in crisis and the team must be reactive, then an available School of Hope team member will assist.

Students will be tracked using the Universal Spreadsheet in order to track progress and ensure trend lines for DRs decrease to keep instructional momentum. The MTSS-B team will meet monthly to Implement wraparound services to identify and address barriers preventing students from being engaged learners and support strategies for demonstrating positive traits. School of Hope team members and PROMISE para will see students who have been identified as needing social/emotional supports. |
| **Person Responsible** | Kevin Davis (daviskb@bay.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|

**Description**

Core Essentials is the schoolwide character development curriculum. This is evident in teachers lesson plans and a character education block in the master schedule. It will be monitored as walk-throughs are completed and lesson plans are reviewed, on a weekly basis.

MTSS-B Team Meetings will occur with HOPE team involved.

When and how often will data be collected and reviewed?
Monthly at MTSS Leadership meetings then during MTSS-B meetings
Weekly during Grade level PLCs,

During regular classroom walk-throughs administration will take note of support needed in classrooms regarding behavior and initiate behavior supports through HOPE referral or MTSS-B team to reteach character traits, teach strategies, and provide support.

**Person Responsible**   Keri Weatherly (weathka@bay.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, Â§ 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.**

• IRIS to notify/remind parents of important events and attendance
• Before, during, and after school workshops, conferences, and academic events that incorporate academic
progress and expectations
• Up-to-date web-site
• Free event photos are provided for parents with their child
• Tri-fold flyer is sent home at least twice a year explaining our mission and expectations
• Parent Portal is kept up to date with student progress and teacher comments
• Shirt stickers are used the day before an event to remind parents
• Parent/Teacher/Student compacts

**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.**

For the 2017-2018 school year, LMES will have an MTSS interventionist, Behavior Specialist, Social Worker and Parent Liaison hired with school Title I funds. The MTSS Interventionist oversees the MTSS check in/check out system to monitor student behavior and meet with students daily to discuss behavior

and social skills. The social worker receives referrals from MTSS, teachers, other instructional staff and administration. She meets with students in need and provides support for them on campus. This support is in the form of counseling, mentoring, behavior plans, connection to medical/behavioral services, etc. The Social Worker frequently conducts home visits to connect with the families, provide support and to work on current needs of the students.. The Behavior Specialist will work with individual students and small groups of students who struggle in the area of behavior. He will provide support to teachers, students and families for social and emotional needs. The Parent Liaison connects with the families and provides information to parents to help students be successful in the school-to home connection.

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

Staff responsible for implementing the Pre-K transition plan include Administration, Pre-K teachers, Kindergarten teachers, Guidance Counselor, Registrars and Parent Center Staff. The following strategies assist preschoolers with low readiness rates: The state's volunteer Pre-K program, Head Start, and ESE Pre-K. Additionally, each school has an Orientation before school begins. Furthermore, at Lucille Moore parents are introduced to the Parent Center, parent activities, and tentative schedule of events for the year to come. The Title I Coordinator discusses Title I.
Parent involvement and communication regarding transition programs is sent using fliers to kindergarten parents and newsletters home about transition events to inform parents with younger children. Other information is provided in the community through school newsletters and posters/flyers in the community. There are dedicated funds in Title I to address the Pre-K transition strategies outlined above.
Parents assist in transition planning by participating in transition meetings, SAC meetings, District Advisory Council and by offering feedback. Parents receive an evaluation survey and their comments are considered when updating the transition plan.
Transition Plan involves: Students and parents from the community, local daycare, and Headstart programs who may attend our school next year are invited to participate in a culminating event referred to as Transition Day. Prior to Transition Day, visits are made and fliers dispersed to daycares, housing projects, apartments, businesses, and homes in the community to invite parents and young children to participate in Transition Day. Incentives are advertised and given to participating families and refreshments are served. During Transition Day, PreSchool children are divided among Kindergarten classes for the purpose of being introduced to kindergarten teachers and their future new surroundings. Parents participate in a short seminar designed to answer their questions, familiarize them with enrollment procedures, and share expectations. Guardians can also enroll their children for the upcoming year.

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

Some of the members of the leadership team are selected because of their position and job responsibilities. The role that they play allows them to gain knowledge of resources available at the federal, state and district level, Also, the job positions they hold connects them with key areas of education. For instance, Tracy Frigon oversees Instructional media and technology on our campus. She works closely with the district instructional media services and other media specialists in the district, keeping abreast of current trends in media and technology. She in turn provides information/resources to Leadership Team, faculty and staff. The same holds true for our Title I Coordinator and the classroom teachers on the school leadership team as they participate in district initiatives and current research. Our administrators not only participate in all the trainings, initiatives and mandates set by the district, but they also stay current and very knowledgeable of current educational trends through activities such as research, book studies and seeking out what works with peer principals.

Our process for coordinating and supplementing federal, state and local funds, services and programs starts long before the actual school year in which money is applied. The principal, Assistant Administrator, and Title I Coordinator meet with parents, staff members and work with district personnel to assure that allocated monies are being used appropriately and wisely. Also, several data sources are used in needs assessment, such as Title I Spring Survey, Climate Survey, teacher surveys, State and district test results, school-based needs assessment, etc. School Advisory Council meetings are held monthly and the members are updated on progress of Title I and School budget. In May, we meet with stakeholders and openly discuss a draft plan of the Title I budget, Parent Involvement funds and School budget. Approximately four Title I meetings are held during the school year to give parents and staff opportunity for input into the Title I budget. Administration works with the district for guidance and problem solving in allocating Exceptional Student Education funds.

Several types of meetings are continuously held throughout the school year to allow instructional staff opportunity to make needs known in terms of needed resources. These meetings consist of monthly MTSS meetings, monthly MTSS-B meetings, monthly Leadership meetings, weekly PLC meetings, quarterly data chats and assessment group meetings, meetings with instructional coaches and the administration open-door policy. Christina Bordelon-Administrative Assistant, maintains textbook inventory, Tracy Frigon- Instructional Media Specialist, maintains technology inventory media inventory and Kevin Davis- Title I Coordinator maintains Title I inventory.

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

N/A

| Part V: Budget | |
|---|---|
| **Total:** | **$612,547.25** |