Lucille Moore Elementary School

2019-20 Schoolwide Improvement Plan

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Lucille Moore Elementary School

1900 MICHIGAN AVE, Panama City, FL 32405

[no web address on file]

Demographics

Principal: Christina Bordelon

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: D (36%) 2016-17: D (34%) 2015-16: D (36%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Lucille Moore Elementary School

1900 MICHIGAN AVE, Panama City, FL 32405

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	88%

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	D	D

School Board Approval

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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.

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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. 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	Job Duties and Responsibilities
Bordelon, Christina	Assistant Principal	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 Worker to implement effective discipline procedures and strategies with at-risk students.
Frigon, Tracy	Instructional Media	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.
Davis, Kevin	Other	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.
Weatherly, Keri	Principal	Keri Weatherly- Principal: Oversees and evaluates all functions of the school. Mrs. Weatherly evaluates teacher and paraprofessional performance through the teacher appraisal system, classroom walk-throughs, 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.
Gaddy, Melissa	Teacher, 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.
Wielenga, Crystal	Teacher, 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.
Dolan, Penny	Teacher, K-12	Teachers actively participate on the School Leadership Team. They give much needed input and shared decision-making from a classroom teacher's

Name	Title	Job Duties and Responsibilities
		perspective. They also provide leadership to the PLCs and resources to all teachers throughout the school.
Etheridge, Deandria	Teacher, 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.
Pickrell, Kathy	Teacher, 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.
Miller, Jennifer	Instructional Coach	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.
Rushing, Ronada	Assistant Principal	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 Worker to implement effective discipline procedures and strategies with at-risk students.
Williams, Lynda	Teacher, 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.
Carl, Diane	School Counselor	Guidance Counselor actively participate on the School Leadership Team. They give much needed input and shared decision-making from a classroom guidance counselor's perspective. They also provide leadership to the PLCs and resources to all teachers and students throughout the school

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	79	71	68	63	83	0	0	0	0	0	0	0	441
Attendance below 90 percent	15	14	12	10	6	10	0	0	0	0	0	0	0	67
One or more suspensions	1	0	0	2	2	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	1	6	3	1	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	5	17	27	0	0	0	0	0	0	0	49

The number of students with two or more early warning indicators:

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

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	4	3	7	1	1	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	8	0	0	0	0	0	0	0	8

FTE units allocated to school (total number of teacher units)
28

Date this data was collected or last updated
Friday 8/9/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	8	4	16	28	29	0	0	0	0	0	0	0	86

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	8	4	16	28	29	0	0	0	0	0	0	0	86

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	55%	57%	27%	49%	55%
ELA Learning Gains	56%	59%	58%	42%	54%	57%
ELA Lowest 25th Percentile	65%	57%	53%	54%	55%	52%
Math Achievement	41%	56%	63%	20%	52%	61%
Math Learning Gains	52%	54%	62%	36%	55%	61%
Math Lowest 25th Percentile	56%	42%	51%	41%	48%	51%
Science Achievement	37%	53%	53%	17%	44%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	77 (0)	79 (0)	71 (0)	68 (0)	63 (0)	83 (0)	441 (0)
Attendance below 90 percent	15 (15)	14 (34)	12 (24)	10 (28)	6 (34)	10 (20)	67 (155)
One or more suspensions	1 (2)	0 (8)	0 (5)	2 (22)	2 (17)	0 (22)	5 (76)
Course failure in ELA or Math	0 (0)	1 (7)	6 (5)	3 (5)	1 (5)	0 (4)	11 (26)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (14)	17 (30)	27 (39)	49 (83)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	39%	61%	-22%	58%	-19%	
	2018	21%	57%	-36%	57%	-36%	
Same Grade Comparison		18%					
Cohort Comparison							
04	2019	44%	58%	-14%	58%	-14%	
	2018	23%	51%	-28%	56%	-33%	
Same Grade Comparison		21%					
Cohort Comparison		23%					
05	2019	30%	56%	-26%	56%	-26%	
	2018	25%	50%	-25%	55%	-30%	
Same Grade Comparison		5%					
Cohort Comparison		7%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	48%	62%	-14%	62%	-14%	
	2018	37%	63%	-26%	62%	-25%	
Same Grade Comparison		11%					
Cohort Comparison							
04	2019	46%	59%	-13%	64%	-18%	
	2018	16%	59%	-43%	62%	-46%	
Same Grade Comparison		30%					
Cohort Comparison		9%					
05	2019	23%	54%	-31%	60%	-37%	
	2018	14%	57%	-43%	61%	-47%	
Same Grade Comparison		9%					
Cohort Comparison		7%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	42%	54%	-12%	53%	-11%	
	2018	23%	54%	-31%	55%	-32%	
Same Grade Comparison		19%					
Cohort Comparison							

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	29	49	56	35	47	47	14				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
ELL	19	57		35	48						
BLK	40	56	69	37	49	64	38				
HSP	25	58		36	48		30				
MUL	33			55							
WHT	48	59		43	63		44				
FRL	37	57	61	42	54	58	39				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The school-wide data component that performed the lowest is science, 37%. This was also the lowest performing area from the year before, although there was an increase from the 2018 school year to the 2019 school year of 13%.
The contributing factor would be the current reading level of our students. Our students struggle to successfully read and comprehend the science content and assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There was not school-wide data component with the greatest decline from the 2018 school year to the 2019 school year. There was an increase in every area.
The plan and strategies that were implemented last year assisted in ensuring that we were moving in the right direction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The school-wide data component with the biggest gap when compared to the state average is Math Achievement, with a difference of 22%.
Although this is the greatest gap when comparing our school to the state, we closed the gap by 10% when compared to the gap that existed in the 2018 school year. The lack of certain skills the students must have to be successful in their current grade level is evident and hinders the academic success of demonstrating proficiency.

Which data component showed the most improvement? What new actions did your school take in this area?

The school-wide component that showed the most improvement is the ELA Lowest 25th Percentile, with an increase of 22%.
Focusing on the academic needs of the students has allowed us to provide specific instruction that assisted in closing the gap with our lowest 25%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The sub group area not meeting the target of 41%, according to the ESSA Federal index, is Students with Disabilities currently at 40%. This is our area of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Reading Proficiency
2. Math Proficiency
3. Science Proficiency
4. Students with Disabilities
5. Behavior

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lucille Moore will increase student proficiency in science, reading, and math, by using appropriate data to identify specific needs in order to plan and provide interventions, instruction, and enrichment.
Rationale	Focusing on interventions and enrichment 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, math,and science.
State the measurable outcome the school plans to achieve	The number of students in the lowest 25% making learning gains in ELA will increase from 65% to 70%. The number of students in the lowest 25% making learning gain in math will increase from 56% to 60%. The number of student making learning gains overall in ELA will increase from 56% to 60%. The number of students making learning gains overall in math will increase from 52% to 60%. With these learning gain projected we will increase proficiency in the are of ELA from 38% to 50% and in area of math from 41% to 50%. Increase the ESSA number of ESE students from 40% to 43% This intended outcome will allow the overall growth to increase from 49% to 54% (5%), raising our school grade from a C to a B!
Person responsible for monitoring outcome	Keri Weatherly (weathka@bay.k12.fl.us)
Evidence-based Strategy	1.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. 2. 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. 3. Simplified MTSS/RTI at Work will be implemented,allowing us to strengthen and support the school's academic program through strategic focus. 4. Data Chat meetings (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. 5. Dedicated Intervention/Enrichment Time
Rationale for Evidence-based Strategy	1. Teacher meet at least once as week to prepare and plan for standards based instruction. They will 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. 2.The collaboration with TNTP will ensure that instruction meets the intended rigor of the standards and intervention is based on the academic needs of the students. 3. Monthly Data chat meetings with 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 will discuss the needs of the students and develop a plan to address the needs. 4. Intervention Fidelity, Fluidity, Accountability, Monitoring. Within the master schedule,

students have a specific Math as well AS ELA time for providing intervention and enrichment to all students at Lucille Moore.

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. 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. 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. 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. 1. Effective PLCs, administration attendance and 2. Collaboration and Professional Development with TNTP 3. Simplified MTSS/RTI 4. Data Meetings 5. Dedicated Intervention and Enrichment time, ensuring ESE students, students below grade level, lowest 25%, and students above grade levels academic needs are met. Monitoring for effectiveness: a) Data collected and reviewed will be MAP, FSA, Classroom Walk-through data, Common Assessments, MTSS data, and SRA data, TNTP data b) When and how often data will be collected and reviewed: MAP (3 Times per year) Classroom walk-though data will be reviewed weekly or as it occurs Common Assessment data will be reviewed weekly during the PLC and monthly SRA data will be reviewed monthly at SRA meetings

TNTP Data (per district schedule)
FSA (Annually)
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)

#2	
Title	Lucille Moore will continue to perfect the 15 minute implementation of character education daily and the positive incentives to continue the decrease in the number of discipline referral by 5%.
Rationale	Implementing character education daily will teach behavior expectations and how to respond to tough situations.

State the measurable outcome the school plans to achieve	Effective instruction in character education will led to a decrease of discipline incidents by 5%.
Person responsible for monitoring outcome	Keri Weatherly (weathka@bay.k12.fl.us)
Evidence-based Strategy	1.Core Essentials is the school-wide character development curriculum. 2. Positive behavior will be celebrated monthly with the Phenomenal Patriot pep rally. 3.Class DOJO is the school-wide positive behavior management system. 4. Provide wrap around services for Patriots to keep them in the classroom in order to regain instructional time.
Rationale for Evidence-based Strategy	Through the implementation of these strategies in the 2018-2019 school year, we were able to decrease our disciplinary incidents by 48%. Through the continuation and perfection of these strategies we will be able to continue the trend.

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. If a student is in crisis and the classroom teacher or 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 Keri Weatherly (weathka@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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/LINK, flyers, and social media to notify/remind parents of important events and attendance (in multiple language in most cases)
• Before, during, and after school workshops, conferences, and academic events that incorporate academic
progress and expectations
• Up-to-date social media outlets to inform
• Free event photos are provided for parents with their child
• 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 2019-2020 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, Pre-School 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.

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. Our Title I Coordinator and the classroom teachers on the school leadership team participate in district initiatives and current research. Our administrators participate trainings, initiatives, and mandates

set by the district, and stay current and very knowledgeable of current educational trends through activities such as research, book studies, principal collaboration.

Our process for coordinating and supplementing federal, state, and local funds, services and programs starts long before the actual school year begins. The Principal, Assistant Administrators, and Title I Coordinator meet with parents, staff members and work with district personnel to assure that 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 members are updated on progress of Title I and School budget. 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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lucille Moore will increase student proficiency in science, reading, and math, by using appropriate data to identify specific needs in order to plan and provide interventions, instruction, and enrichment.	$0.00
2	III.A.	Areas of Focus: Lucille Moore will continue to perfect the 15 minute implementation of character education daily and the positive incentives to continue the decrease in the number of discipline referral by 5%.	$0.00
		Total:	$0.00