

Hernando County School District

Moton Elementary School



2019-20 Schoolwide Improvement Plan

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Moton Elementary School

7175 EMERSON RD, Brooksville, FL 34601

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

Demographics

Principal: **Patty Martin D**

Start Date for this Principal: 7/1/2019

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 (46%) 2017-18: C (49%) 2016-17: D (40%) 2015-16: D (33%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

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 Hernando 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>53%</p>

School Grades History

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

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<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.

Moton Elementary school is a place of excellence where children respect core values, such as compassion, determination, and integrity, and achieve academic success through critical thinking and active engagement so that as citizens of our community they will contribute to it's growth and success.

Provide the school's vision statement.

Showing P.R.I.D.E in all we do!

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
Martin, Patty	Principal	
Fitzgerald, Kevin	Dean	
Sauvageot, Stephanie	Other	
Casey, Erin	Attendance/Social Work	
Kimbrough, Kari	Instructional Coach	
McCarthy, Nancy	Teacher, ESE	
Spatz, Patricia	Instructional Coach	
Grim, Rebecca	Teacher, ESE	
Mills, Jodi	Teacher, K-12	
Sermons, Tisha	Teacher, K-12	
Kidd, Robin	Administrative Support	
Howland, Tiffany	Teacher, K-12	
Davis, Susan	Dean	
Neal, Alexa	Assistant Principal	

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	108	87	91	86	82	78	0	0	0	0	0	0	0	532
Attendance below 90 percent	22	14	22	19	14	12	0	0	0	0	0	0	0	103
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	5	4	8	17	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	14	13	21	0	0	0	0	0	0	0	48

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	22	14	22	19	14	12	0	0	0	0	0	0	0	103

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	12	0	7	15	1	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	7	3	3	14	0	0	0	0	0	0	0	27

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

50

Date this data was collected or last updated

Monday 8/19/2019

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	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 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	4	16	28	40	29	39	0	0	0	0	0	0	0	156

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	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 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	4	16	28	40	29	39	0	0	0	0	0	0	0	156

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	40%	54%	57%	37%	54%	55%
ELA Learning Gains	47%	53%	58%	42%	54%	57%
ELA Lowest 25th Percentile	39%	52%	53%	40%	54%	52%
Math Achievement	43%	58%	63%	43%	63%	61%
Math Learning Gains	52%	57%	62%	46%	58%	61%
Math Lowest 25th Percentile	53%	48%	51%	39%	50%	51%
Science Achievement	48%	54%	53%	32%	54%	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	108 (0)	87 (0)	91 (0)	86 (0)	82 (0)	78 (0)	532 (0)
Attendance below 90 percent	22 (4)	14 (18)	22 (20)	19 (15)	14 (14)	12 (5)	103 (76)
One or more suspensions	0 (1)	1 (8)	0 (26)	0 (29)	0 (0)	0 (0)	1 (64)
Course failure in ELA or Math	0 (4)	0 (12)	5 (5)	4 (24)	8 (4)	17 (9)	34 (58)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (11)	13 (12)	21 (26)	48 (49)

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	38%	57%	-19%	58%	-20%
	2018	35%	62%	-27%	57%	-22%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	40%	59%	-19%	58%	-18%
	2018	39%	53%	-14%	56%	-17%
Same Grade Comparison		1%				
Cohort Comparison		5%				
05	2019	38%	52%	-14%	56%	-18%
	2018	38%	53%	-15%	55%	-17%
Same Grade Comparison		0%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	62%	-18%	62%	-18%
	2018	46%	67%	-21%	62%	-16%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	33%	62%	-29%	64%	-31%
	2018	40%	60%	-20%	62%	-22%
Same Grade Comparison		-7%				
Cohort Comparison		-13%				
05	2019	43%	54%	-11%	60%	-17%
	2018	35%	56%	-21%	61%	-26%
Same Grade Comparison		8%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	48%	55%	-7%	53%	-5%
	2018	63%	56%	7%	55%	8%
Same Grade Comparison		-15%				
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	18	35	33	24	48	50					

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
ELL	35	67		63	69						
BLK	22	38	50	20	31	36	30				
HSP	37	59		49	59		36				
MUL	69			69							
WHT	46	45	21	46	57	64	54				
FRL	38	46	41	38	50	57	48				
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				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	59
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
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	69
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	48
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	45
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 lowest performance in data was in our ELA bottom quartile at 39 percentage points. The factors that contributed to this was a large number of Tier 3 students (approx.85%) which is a tier I instruction concern. This was compounded by student mobility and high staff turn over.

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

The greatest decline in data was in 5th Grade Science, which was a decline of 18 percentage points for students scoring a level 3 or higher on FCAT Science. The factors that contributed to this decline was an increase from 32 to 66 percentage points the previous year on FCAT Science. This rate of growth was very high and unable to replicate it the following year.

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 two areas of data with the greatest gap compared to the state were ELA and Math proficiency; both areas were 17 percentage points below the state average. One factor that contributed to these gaps was the transition from two years of a school grade of D during which which 92% of our staff were replaced. This new staff included 22 probationary teachers and new administration for the 2018-2019 school year.

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

The most improvement was in our Math bottom quartile students making learning gains from 30% to 53% making adequate progress. The factors that contributed to this was having a highly effective teacher who supported teachers and students in fifth grade.

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

Our areas of concern are our students with disabilities, African American students, and our lowest quartile students in ELA.

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

1. Tier I instruction in ELA
2. Tier I Instruction in Math
3. Data Chats
4. ESSA subgroups not meeting 32% proficiency (SWD & Black Students)
5. Standards-based instruction in Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Student performance data indicates 40% of all students were proficient in ELA while only 22% of Black Students and 18% of Students with Disabilities were proficient in ELA. Improving alignment between instruction and standards by focusing phonemic awareness, phonics, fluency, vocabulary, and comprehension through the use of our Focused Five small groups, will increase student achievement. Evidence-based strategies and resources, such as i-Ready, Project Read, NewsELA Pro, LETRS, EasyCBM Reading A to Z, Flocabulary will increase the effectiveness of classroom instruction.

State the measurable outcome the school plans to achieve	80% of student will demonstrate one year's growth as measured by i-Ready data in Reading. School-wide ELA student achievement will increase to 44%. Student achievement Black Students and Students with Disabilities will increase by 4 percentage points each.
Person responsible for monitoring outcome	Patty Martin (martin_p@hcsb.k12.fl.us)
Evidence-based Strategy	<p>Focused 5- Daily small groups specifically focused on reading skills with multiple text interactions will be used in ELA blocks. The small groups are guided reading, listening to reading, reading with a purpose, writing about reading, and word works (vocabulary).</p> <p>Standards-based formative assessments will be created and implemented with support provided by administration, resource teachers, and the literacy coach, along with the data chats following each assessment to set goals.</p> <p>We chose to extend data chats to include students with teachers, teachers with peers, general education with ESE staff, and teachers with administration increasing the frequency and accountability for all involved.</p> <p>We chose to implement the Focused Five small groups because each component addresses an area of need indicated by i-Ready data and classroom data.</p>
Rationale for Evidence-based Strategy	<p>We chose to implement and monitor formative assessments to guide instruction based on student mastery of standards.</p> <p>We chose to extend data chats to include students with teachers, teachers with peers, general education with ESE staff, and teachers with administration increasing the frequency and accountability for all involved.</p>

Action Step	
Description	<ol style="list-style-type: none"> 1. Providing PD- 20 Day Lesson Plan for Focused Five 2. Providing PD to address each area of Focused Five 3. Providing PLC time to share examples and create Focused Five small group lessons 4. Providing PD/PLC on Formative Assessments focusing on standards alignment and quality of the formative assessment. 5. Establish regularly scheduled data chats following any assessments or progress monitoring event 6. Formative assessments will be created and implemented with support provided by

administration, resource teachers, and the literacy coach, along with the data chats following each assessment to set goals.

Person Responsible Patty Martin (martin_p@hcsb.k12.fl.us)

#2	
Title	Math
Rationale	Student performance data indicates 43% of all students were proficient in Math while only 20% of Black Students and 24% of Students with Disabilities were proficient in Math. Improving alignment between instruction and standards by focusing concept mastery and fact fluency will increase student achievement. Evidence-based strategies and resources, include i-Ready Math and Reflex Math. Tier 2 and Tier 3 small groups for identified students with conceptual or fluency deficiencies with intensive support from resource teachers, math coach, computer lab managers, and MTSS/RTI paraprofessionals will increase student achievement.

State the measurable outcome the school plans to achieve	80% of K-5 students will demonstrate one year's growth in Math as measured by i-Ready data. School-wide Math student achievement will increase to 44%. Student achievement in Math for Black Students and Students with Disabilities will increase by 4 percentage points each.
Person responsible for monitoring outcome	Patty Martin (martin_p@hcsb.k12.fl.us)
Evidence-based Strategy	<p>Improve MTSS Small group instruction to meet the needs of students in Tier 2 and Tier 3.</p> <p>Standards-based formative assessments will be created and implemented with support provided by administration, resource teachers, and the literacy coach, along with the data chats following each assessment to set goals.</p> <p>Moton Elementary School staff chose to extend data chats to include students with teachers, teachers with peers, general education with ESE staff, and teachers with administration increasing the frequency and accountability for all involved.</p> <p>If we improve core instruction while implementing MTSS Tier 2 and Tier 3 groups with research based materials, student achievement will increase.</p>
Rationale for Evidence-based Strategy	<p>We chose to monitor and implement formative assessments because they were not done and not done on a regular basis.</p> <p>We chose to implement data chats as a continuation of what was done last year, but increasing the frequency and accountability for all involved.</p>

Action Step	
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Description	<ol style="list-style-type: none"> 1. Provide PD on MTSS and the implementation process 2. Highly effective 5th grade math teacher will support instructional improvement by leading PLCs, modeling lessons, and having her classroom serve as a model classroom 3. Provide Math Facilitated Planning PLCs with Site-Based Math Coach 4. Side-by side classroom support from Site-Based Math Coach (ongoing) 5. Support from District Math Coach (ongoing) 6. Providing PD/PLC on Formative Assessments focusing on standards alignment and quality of the formative assessment. 7. Formative assessments will be created and implemented with support provided by administration, resource teachers, and the literacy coach, along with the data chats following each assessment to set goals.
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8. Establish regularly scheduled data chats following any assessments or progress monitoring event

Person Responsible Patty Martin (martin_p@hcsb.k12.fl.us)

#3

Title Character Building and Discipline

Rationale Discipline data for 2018-2019 indicated Moton Elementary School students accrued 625 In School Suspension events of one or more days and 560 Out of School Suspension events of one or more days for a total 1185 events representing one or more days. Providing strategic professional development for teachers and parent involvement opportunities through Title I and SAC will support changes in student behavior through the use of grant-funded and SAC funded resources and technology such as Mind Up, Cloud 9. Additional strategies include Restorative Justice, and PBS.

State the measurable outcome the school plans to achieve Moton Elementary School will decrease the number of ISS and OSS events from 1185 to fewer than 1000 ISS and OSS events during the 2019-2020 school year.

Person responsible for monitoring outcome Patty Martin (martin_p@hcsb.k12.fl.us)

Evidence-based Strategy Mind-Up, Restorative Justice, and PBS.

Rationale for Evidence-based Strategy All of the strategies presented through Mind-Up, Restorative Justice, and PBS will help improve the overall school culture and "thinking" of our students and staff. Also, this will then help decrease our discipline and behavior issues.

Action Step

Description

1. Providing PD on Mind-Up
2. Providing PD on Restorative Justice
3. Restorative Justice Circles in the Classroom
4. PBS Activities School-Wide
5. Provide parental engagement events and training focusing supporting parents dealing with student behaviors

Person Responsible Patty Martin (martin_p@hcsb.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.

Moton Elementary School convenes monthly School Advisory Council meetings with parents and community stakeholders where student performance data are shared as well as initiatives at the school to respond to the data. Additionally, MES has planned a parent and family event every month which will include student-led data chats. Also, every other week the principal is doing a Monday Mindful Message to increase communication and provide data to our Moton families. These messages include a information to help parents support the Character Development goal.

Moton Elementary School also 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 also supported by Exceptional Student Education staff to help assist our diverse population of students. Moton Elementary also uses District and Schools of Hope grant funds to provide additional support to meet the behavioral needs of students.

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. In 2019-2020 Moton Elementary School is establishing Den Clubs in which students choose a preferred activity that focuses on character development and career exploration. These clubs are hosted by Moton staff and meet monthly. Students who need additional academic and behavioral support may also participate in Academic Clinics and Mindful Moments clubs as the need arises.

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

In Spring 2019, Moton staff took resources into the neighborhood community centers for incoming kindergarten students and shared strategies and materials for parents to use in the summer prior to starting kindergarten in August.

At Moton Elementary School also communicates with local day care facilities regarding expectations for Kindergarten and works in close partnership with the local Boys and Girls Club to communicate skills desired prior to Kindergarten entry. MES has Pre-K programs funded through ESE and the Schools of Hope and Title I grants. 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 Elementary School collaborates with D. S. Parrott Middle School to publicize the sixth grade orientation each May to ensure all students are aware of this on-site visit to the middle school prior to the end of the student's fifth grade 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.

Moton Elementary School strives to involve all stakeholders to help identify needs and secure resources to maximize student outcomes. Weekly walk-throughs by administration and Instructional Practice Coaches help to monitor the progress of instructional initiatives and fidelity to best practice. The School Based Leadership Team discusses data monthly to identify and address areas of concern. These meetings 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 staff, 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. 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, 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 has partnered with the Hernando

County School District Adult Education program to host 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. We are providing a certified teacher to provide CET courses to our third, fourth, and fifth grade students.

MES also hosts monthly Den Clubs for students to focus on character education and careers. These clubs include guest speakers to increase student awareness of careers available within the county.