2013-2014 SCHOOL IMPROVEMENT PLAN

Lucille Moore Elementary School
1900 MICHIGAN AVE
Panama City, FL 32405
850-767-1428

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	80%

Alternative/ESE Center	Charter School	Minority Rate
No	No	54%

School Grades History

2013-14	2012-13	2011-12	2010-11
F	D	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lucille Moore Elementary Schl

Principal

Kathleen Schmidt

School Advisory Council chair

Paradice O'Conner

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kathleen Schmidt	Principal
Deborah Dixon	Administrative Assistant
Dr. Paula Kaye Jones	Title I Resource Teacher
Tracy Frigon	ELA Committee Chairperson
Wanda Giles	Math Committee Chairperson
Stacie Eckles	Science Committee Chairperson
Carey Sweet	Literacy Coach

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is comprised of Parent Members, Principal, and academic committee chairs of school-based school improvement teams:
Parent Members: Paradice O'Connor, Kelsey Kerr, Amber West, Kelsey Kerr, Jennifer Peninski, Rachel Wooten, Delcia, Rebecca Davis, Erica Turner, Paul Gibson, Michelle Gibson
Community/Business Partner- Jeanette Best
Principal: Kathleen Schmidt
PBS Committee Chair: Anika Story
ELA Committee Chair: Tracy Frigon
Math Committee Chair: Wanda Giles
Science Committee Chair: Stacie Eckles

Participants supporting SAC but not members are Administrative Administrative Assistant Deborah Dixon, Literacy Coach Carey Sweet, Parent Liaison Carol Garner and Title I Resource Teacher Dr. Paula Kaye Jones

Involvement of the SAC in the development of the SIP

Lucille Moore Elementary School views the development of the school improvement plan as an ongoing process. The SAC does approve the plan once a year, however, involvement of development is ongoing. The SAC meets monthly to discuss the current status of the SIP. From there SAC gives feedback, discusses kudos and concerns and helps to continually update the Parent Involvement piece of the SIP. The school improvement committee chairs act as an ongoing liaison between SAC and teachers and staff. Committee chairs bring feedback from SAC to academic committees and from academic committees to SAC. All information is considered and used for the ongoing development of the SIP.

Activities of the SAC for the upcoming school year

The primary activities of the SAC Committee is to meet once a month to oversee such items as the school improvement plan, school-wide academic events, Title I Parent Involvement and spending, review data, give input,

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

LMES encourages every parent to be a member of SAC. We send out letters, fliers, IRIS alerts, volunteer applications. We provide food and childcare to encourage participation. We have partnered with PTO to encourage greater membership. However, we struggle to maintain the subgroup balance required.

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kathleen Schmidt		
Principal	Years as Administrator: 16	Years at Current School: 8

Credentials	B.S.- ElementaryEducation M.S.- Educational Leadership
Performance Record	Lucille Moore Elementary School: 2012-2013: Grade D, Reading Mastery: 48%, Math Mastery 43%, Writing Mastery 32%, Learning Gains Lowest Quartile Reading 68%, Learning Gains Lowest Quartile Math 52%, Learning Gains Reading, Learning Gains Math, ELL subgroup met target in reading, SWDs showed "improving" in reading, all other subgroups scored "declining in reading", for math all subgroups made Safe Harbor except for Black and Economically Disadvantaged. AMO targets not met for reading or math except for white subgroup. 2011-2012: Grade C, Reading Mastery: 57%, Math Mastery 42%, Writing Mastery:56%, Science Mastery: 41%, Lowest Quartile: 70% Reading, 55% Math, Learning Gains: 67% Reading, 50% Math 2010-2011: Grade B, ReadingMastery:74%, Math Mastery 70%, Writing Mastery:62%, Science Mastery:42%,AYP-79%; Lowest Quartile- 63% Reading, 73% Math; Learning gains-66% Reading, 57% Math. Black, Economically Disadvantaged and SWDs did not make AYP in reading. Total, White, Black, ED and SWDs did not make AYP in math. 2009-2010: Grade C, Reading Mastery:67%, Math mastery:74%, Writing mastery:60%, Science mastery:43%. AYP- 79%; Lowest Quartile- 50% Reading, 58% Math; Learning gains- 52% Reading, 63% Math. Total, Black, Economically Disadvantaged and SWDs did not make AYP in reading. Total, Black and SWDs did not make AYP in math.

Deborah Dixon		
Asst Principal	Years as Administrator: 8	Years at Current School: 22

Credentials	B.S. Special Education Certified-SLD, EMH, and Elementary Education M.S- Educational Leadership
Performance Record	Lucille Moore Elementary School: 2012-2013: Grade D, Reading Mastery: 48%, Math Mastery 43%, Writing Mastery 32%, Learning Gains Lowest Quartile Reading 68%, Learning Gains Lowest Quartile Math 52%, Learning Gains Reading, Learning Gains Math, ELL subgroup met target in reading, SWDs showed "improving" in reading, all other subgroups scored "declining in reading", for math all subgroups made Safe Harbor except for Black and Economically Disadvantaged. AMO targets not met for reading or math except for white subgroup. 2011-2012: Grade C, Reading Mastery: 57%, Math Mastery 42%, Writing Mastery:56%, Science Mastery: 41%, Lowest Quartile: 70% Reading, 55% Math, Learning Gains: 67% Reading, 50% Math 2010-2011: Grade B, ReadingMastery:74%, Math Mastery 70%, Writing Mastery:62%, Science Mastery:42%,AYP-79%; Lowest Quartile- 63% Reading, 73% Math; Learning gains-66% Reading, 57% Math. Black, Economically Disadvantaged and SWDs did not make AYP in reading. Total, White, Black, ED and SWDs did not make AYP in math. 2009-2010: Grade C, Reading Mastery:67%, Math mastery:74%, Writing mastery:60%, Science mastery:43%. AYP- 79%; Lowest Quartile-50% Reading, 58% Math; Learning gains- 52% Reading, 63% Math. Total, Black, Economically Disadvantaged and SWDs did not make AYP in reading. Total, Black and SWDs did not make AYP in math.

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Carey Sweet		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Elementary Education 1-6, Integrated Curriculum 6-9, Media Specialist PreK-12, National Board Certified- Middle Childhood Generalist, ESOL Endorsement, Reading Endorsement.	
Performance Record	2012-2013: Grade C, Reading Mastery: 45%, Math Mastery 43%, Writing Mastery 35%, Learning Gains Lowest Quartile Reading 56%, Learning Gains Lowest Quartile Math 2%, ELL and SWD students showed improvement in reading and SWD students showed improvement in math. AMO targets not met for reading or math. 2011-2012: Grade B, Reading Mastery: 50%, Math Mastery 46%, Writing Mastery 35%, Learning Gains Lowest Quartile Reading 64%, Learning Gains Lowest Quartile Math 62% 2010-2011: Grade A, Reading Mastery: 71%, Math Mastery 73%, Science Mastery, 46%, Writing Mastery, 77%, AYP Criteria Met – 8%, All Subgroups made AYP in writing, Black, Economically Disadvantaged and SWD's did not make AYP in Reading, SWD's did not make AYP in math.	

Karen Beck		
Full-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	RtI/MTSS	
Credentials	•B.S. Elementary Education •Certified 1 - 6 •Educational consultant for Houghton Mifflin Harcourt (Per diem/4 years) •Lead tutor for SES program (2007 - 2012) •Classroom teacher for 28 years •Full time inclusion teacher for 14 years •Currently working on Reading Endorsement	
Performance Record	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

Tracy Rogers		
Full-time / District-based	Years as Coach: 0	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BS & FL certification Elementary Education 1-6 MS & FL certification Reading K-12 National Board Certification middle childhood generalist 2004-2014
Performance Record	I am highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts.

Classroom Teachers

# of classroom teachers
39

 # receiving effective rating or higher
39, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
39, 100%

 # ESOL endorsed
22, 56%

 # reading endorsed
9, 23%

 # with advanced degrees
5, 13%

 # National Board Certified
0, 0%

 # first-year teachers
5, 13%

 # with 1-5 years of experience
12, 31%

 # with 6-14 years of experience
15, 38%

 # with 15 or more years of experience
7, 18%

Education Paraprofessionals

# of paraprofessionals
39

 # Highly Qualified
39, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
12

 # receiving effective rating or higher
12, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Foremost, Lucille Moore only hires highly-qualified, certified-in-field and effective teachers. This is responsibility of administration and Human Resources Department. To retain effective teachers Lucille Moore makes sure teachers have tools and resources they need to be successful. We provide a wealth of staff development opportunities with compensation, many Title I supplemental materials, highly useful and engaging technology, support personnel such as coaches, resource teachers, crisis teacher, etc. This year a guidance counselor and the school psychologist will be meeting with every teacher once a month to ensure that struggling students are given the support needed in the classroom to increase student success, teacher success and classroom success. We provide supplemental support in carrying out mandates of MTSS and Behavior RtIB. Teachers are also given many opportunities to work with their PLCs including grade level, academic committees and problem solving teams.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Lucille Moore feels the most effective mentoring service is delivered through PLCs. PLC teams share the responsibility to mentor new or struggling teachers on their grade level.
ESE teachers who are new or struggling are partnered with highly effective teachers per their area. For example, a new teacher to autism is being mentored by a highly effective teacher of autism with years of experience in her field
In reference to MTSS, teachers in need of support are mentored by the guidance counselor and the Title I resource teacher who have years of experience in this field.
The Literacy Coach is available to mentor new and struggling teachers in the area of Language Arts. She also mentors and coaches any teacher that expresses a need in this area.
The Crisis Intervention Teacher and Title I Resource Teacher provide mentoring to teachers who are struggling with students having behavior difficulties. They also provide mentoring to teachers who lack fidelity in Tier I Classroom management.
The district provides Instructional Specialists to mentor teachers in specific areas. Instructional Specialists are provided by the MTSS Department, ESE Department and Human Resource Department.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school year begins with the training of all teachers in the MTSS process. At the training, all teachers are encouraged to focus on the effectiveness of core instruction (Tier 1), of which at least 80% of their classroom should respond positively.

Once a month, data chat meetings will be held. At this meeting, teachers of each grade level will meet with the School Psychologist, Guidance Counselor, MTSS Interventionist, and SLP. The MTSS data and fidelity will be reviewed for each student in MTSS. At that time, the success or struggles of each student will be reviewed and the team will make recommendations to encourage needs of the student is met. Also, this is the time that teachers will discuss any other students that may need to be placed in MTSS TII. The team will discuss the needs of the student with the teacher, as well as any diagnostic assessments that teacher may have done on the student.

The goal of these meetings is to support the teachers and the students with any needs - quickly. If the issues/struggles are found early, it lessens the frustration level of both the student and the teacher. Ideally, any students struggling would be addressed at the meeting. However, if there is a need that arises between meetings, the teachers can always contact the Guidance Counselor to set up a meeting to discuss the needs of the child.

In addition to the data chats, the MTSS Core Team (Guidance Counselor, Principal, Title 1 Resource Teacher, and Behavior Interventionist) meets the following day to review the data and suggestions from the data chats. The point of this meeting is to make sure there is fidelity and follow-through for each child and to provide extra support to the teachers, if needed.

Another way the teachers are supported is with the MTSS Intervention Teacher. That teacher goes into the classroom and meets with students in a small group or one-on-one setting for support of TIII interventions with the SRA program. In addition to the TIII instruction the MTSS Interventionist also probes all TII (bi-weekly) and TIII students (weekly) and reports the information out to the teachers for graphing and fidelity.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal – Kathleen Schmidt – The principal's role is to make sure information discussed at meetings, plans, and decisions are in line with federal and district policy and align with school beliefs, vision and mission. The principal also conducts data chats and assessment meetings with address individual students in MTSS.

Administrative Assistant – Deborah Dixon – Partners that of the principal role

District MTSS Specialist – Karen Beck – responsible for communicating all district information/guidelines to the school. Provides training to the faculty and staff on MTSS, Interventions, and assessments.

Title 1 Resource Teacher – Paula Kaye Jones – She makes sure budget expenditures are in line with MTSS mandates, Title 1 mandates and district vision. She meets regularly with the teachers that provide TIII support, guidance counselor, teachers, technology personnel and paraprofessionals involved in MTSS. She meets regularly with PLC's and teachers to review intervention documentation, assessment, student progress, and any other need that may arise. She models for and coaches teachers and paraprofessionals in the implementation of research-based interventions and teaching strategies.

School Psychologist- Kari Cassidy –Meets with team and teachers once a month; participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

ESE District Resource Teacher- Kay Blanchard- As part of the Case Review team, Mrs. Blanchard provides input into the MTSS procedures, interventions, process, etc. to enhance fidelity of the MTSS process. She answers questions as to procedures for

Tier III students who may need further services in the near future. She provides communication of district information related to MTSS.

Select General Education Teachers- Angela Ashmore (K), Joyce Bennett (1st), Kelly Allan (2nd), Carolyn Kent (3rd), Stacie Eckles (4th), Wanda Giles (5th)- The grade level MTSS representatives are very important in providing learned MTSS information to their PLCs. They help teachers at their grade level who may have questions about the MTSS process. They also bring questions to the MTSS team from the teachers they represent, related to school wide MTSS.

Intervention Teacher- Tracie Smith- Provides interventions to students in Tier III at select grade levels, administers probe assessments to students in Tier II and Tier III. Works with classroom teachers in planning and administering interventions at Tier II and Tier III.

ESE Teachers- Jane Ramsey and Leslie Thoma-Shaw-Participate in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers through such activities as co-teaching. Provide interventions to students in Tier III at select grade levels, administers probe assessments to students in Tier II and Tier III. Works with classroom teachers in planning and administering interventions at Tier II and Tier III.

Speech and Language Pathologists- Marilyn Williams and Brandi Tindel-Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Guidance Counselor- Colleen Williams – Meets with team on a monthly basis; facilitates monthly meetings; provides support to teachers with students needs and support; meets with MTSS Teachers weekly (as needed) to provide support and information on students and interventions; provides support to team through decision-making on problem-solving team, providing necessary information acquired through CSTs, reports, etc. and is a member of the Case Review team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

•Weekly input of information (fidelity sheets and scores into the program ENRICH, which updates the Guidance Counselor and Title 1 Resource Teacher with the new information.
•Weekly meetings with the Guidance Counselor, MTSS Interventionist, and ESE Resource Teachers to ensure fidelity of programs, supports, and probing. Data is presented by a projector for all of the team to review.
•Monthly data chats to review fidelity and data
•Monthly Core Team meetings, as a checks and balances, to present fidelity, support, and data findings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Progress Discovery Education Reading Assessment, Discovery Education Math Assessment, Discovery Education Science, Lucille Moore Writes, Florida Comprehensive Assessment Test (FCAT), Behavior- PBS database system
Progress Monitoring: DIBELS Next, Curriculum Based Measurement (CBM), FCAT Simulation writing prompts (Lucille Moore Writes), Behavior- graphs, point sheets , qualitative data
Midyear: Discovery Education Reading Assessment, Discovery Education Math Assessment, Discovery Education Science
Assessment, Lucille Moore Writes FCAT simulation. Behavior- PBS database system
End of year: Discovery Education Assessment, Lucille Moore Writes, FCAT, Behavior- PBS database system
Frequency of Data Days: Students are progress monitored every week, some Tier II are monitored every

other week, Tier II behavior students are monitored weekly and Tier III behavior students are monitored daily.

Faculty was trained during last school year on school-wide implementation plan of MTSS Academics. Teachers were trained in August on school-wide implementation plan of MTSS B. All teachers reviewed the MTSS beliefs, problem solving model, and procedures. Designated teachers were also trained on the new DIBELs Next probe system and other elements of school-wide/classroom implementation of MTSS. The Title I Resource Teacher (former RtI Coach), Crisis Intervention Specialist and/or the district MTSS Specialist will meet with PLCs for further training necessary. The Title I Resource Teacher will also meet

one-on-one with all general education teachers to help formulate intervention plans, determine Tier II students, work on schedules, define student goals, etc.

Other staff development will include training for teachers and paraprofessionals in specific intervention programs (ie Earobics, SRA, direct instruction, etc). These trainings will take place during school using district trained staff.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

•Training for the ENRICH program for the MTSS data and input.
•ENRICH program is a step-by-step program for teachers to input data – with this input, the teachers are required to go through the students data and records to build background information and meet with the parents (either face to face or phone) to explain the student's struggles and need for MTSS support. At that time the teacher prints a MTSS brochure for the parent to keep.
•The Guidance Counselor or MTSS Interventionist will sit with teachers and help them understand and use the new program. These step by step trainings will involve the teachers in all aspects of the information which will lead to better understanding and ownership of the process.
•The parents will be invited to be a part of the process from the beginning and informed along the way.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 1,080

K through 5 teachers met with PLCs to develop Instructional Focus Calendars incorporating Common Core Standards, Classroom Assessment Guidelines and develop units incorporation CCS.

Strategy Purpose(s)

• Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers submitted finished products to the principal and the Title I Resource Teachers. Also, Literacy Coach and ELA Chairman met with each PLC to guide the process.

Who is responsible for monitoring implementation of this strategy?

Administrator Kathleen Schmidt and Title I Resource Teacher Dr. Paula Kaye Jones

Strategy: Extended Day for All Students
Minutes added to school year:

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tracy Frigon	Media Specialist/ELA Committee Chair
Sayrah Jennings	Kindergarten
Angela Ashmore	Kindergarten
Joyce Bennett	First Grade
Wanda Ware	First Grade
Debra Lynn Kelly	Second Grade
Kelly Allan	Second Grade
Joni Gilbert	Third Grade
Vikki Hall	Fourth Grade
Leslie Thoma	MTSS
Mary Vicki Taws	Fifth Grade
Christine Chaplik	Music
Stephanie Gifford	ESE
Marilyn Williams	Speech Pathologist
Wendy Jones	ESE
A. Posnansky	Speech Pathologist
Nancy Atchison	ESE
Linda McMindes	First Grade
Carey Sweet	Literacy Coach
Ellen Reeves	Autism

How the school-based LLT functions

The Literacy Leadership Team meets once every month. The chairperson sets the agenda. The agenda is set according to
district information/mandates, K-12 reading plan information, problem solving process for school improvement reading goals,
and calendar. The LLT is also responsible for analyzing student reading and writing achievement data for FCAT, baseline, midyear and

end of the year monitoring.
The LLT is responsible for implementing the CRP with fidelity.

Major initiatives of the LLT

The major initiatives of the LLT are the implementation of the new
Common Core Standards and the integration of literacy among the other core subjects. In addition
teachers will increase use of nonfiction text across all content areas, embed essential questions and
higher order questions in to lessons. The LLT will follow the staff development plan as set in the school
improvement plan.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20
U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local
elementary school programs**

Staff responsible for implementing the Pre-K transition plan include our administrator, 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 are programs that are currently in use to assist preschoolers with
low readiness rates. Additionally, each school has an Orientation before school begins. During the Open
House, students are introduced to the teacher and the school. 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 Resource Teacher discusses Title I, its benefits, and other necessary components.
Parent involvement and communication regarding transition programs occur at each Title I school. Each
school sends fliers to kindergarten parents and newsletters home about transition events to inform
parents with younger children. Other information about transition is provided in the community through
information in 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.
The Lucille Moore Transition Plan is as follows: 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. While the children are interacting with the Kindergarten teachers, parents
are participating in a short seminar designed to answer
their questions, familiarize them with enrollment procedures, and share Kindergarten/school
expectations. Parents and guardians are also given the opportunity to enroll their children for the
upcoming year. On the same day, students in all grades have a chance to visit a class in which they may
be placed next school year.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	48%	No	66%
American Indian				
Asian				
Black/African American	48%	32%	No	54%
Hispanic	37%	20%	No	43%
White	76%	60%	No	78%
English language learners	28%	33%	Yes	35%
Students with disabilities	56%	46%	No	60%
Economically disadvantaged	58%	16%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	22%	30%
Students scoring at or above Achievement Level 4	45	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	71	60%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	43%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	18	28%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		20%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	43%	No	58%
American Indian				
Asian				
Black/African American	41%	16%	No	47%
Hispanic	47%	32%	No	52%
White	60%	59%	No	64%
English language learners	48%	33%	No	54%
Students with disabilities	43%	52%	Yes	48%
Economically disadvantaged	50%	41%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	25%	25%
Students scoring at or above Achievement Level 4	25	12%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	68	55%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		52%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	16%	20%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		15
Participation in STEM-related experiences provided for students	525	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	102	21%	15%
Students retained, pursuant to s. 1008.25, F.S.	45	9%	8%
Students who are not proficient in reading by third grade	38	55%	40%
Students who receive two or more behavior referrals	68	13%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	40	8%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

This year specific parental involvement targets will focus on parent understanding and accessing of student assessment and data. Our district has undergone a major change in reporting through the development of Parent Portal. We are focusing heavily on training parents in how to use Parent Portal and how to effectively interpret results of assessments, grades and classroom performance.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent participation in training of how to use Parent Portal and interpret data found on Parent Portal	0	0%	25%

Goals Summary

G1.   All students will increase in proficiency across all content areas.

Goals Detail

G1. All students will increase in proficiency across all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- 1. School Leadership Team 2. Book- Essential Questions… Jay McTighe and Grant Wiggins 3. Professional Development Sessions PLCs 4. Administrative Support 5. Technology Infrastructure 6. Stipend budget for PD follow-up 7. Summer Curriculum Development 8. PLCs 9. School Improvement Committees (including PBS team) 10. MTSS Team 11. Data (Academic and Behavior) 12. Media Specialist 13. District Support 14. Title I Checkout room/Guided Reading Room 15. Increase in school monies allocated to Media Center

Targeted Barriers to Achieving the Goal

- 1. Student behaviors and lack of social skills negatively impacting academic progress across all content areas and disrupting learning of others.
- 2. Lack of consistent, deeper instruction utilizing essential questions and higher order questions.
- 3. Students lack background knowledge to support learning across content areas.

Plan to Monitor Progress Toward the Goal

Data Sources will be analyzed and patterns of growth determined. Results will be used to determine what strategies/steps mastered, next steps and what steps need to be put in to place to increase success. (Sources of data include (Discovery Education Assessment, Grade level Common Assessments, Classroom Walkthrough indicators, schoolwide behavior data, MTSS data and data chat findings)

Person or Persons Responsible

School Improvement Leadership Team, MTSS Problem Solving Team, PBS Leadership Team, Literacy Coach, Title I Resource Teacher

Target Dates or Schedule:

Monthly

Evidence of Completion:

Decrease of behavior tracking forms, discipline referrals and suspensions. Increase in MTSS achievement, DE achievement and Common Assessments. Increase of indicators achieved in classroom walkthrough data.

Action Plan for Improvement

Problem Solving Key

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

G1. All students will increase in proficiency across all content areas.

G1.B1 1. Student behaviors and lack of social skills negatively impacting academic progress across all content areas and disrupting learning of others.

G1.B1.S1 Increase teacher understanding and effectiveness in implementing PBS Tier 1 and strategies for student engagement.

Action Step 1

Develop annual plan in the summer, provide training during pre-service and throughout the school year, meet monthly to analyze and share data with staff and be utilized as a schoolwide resource throughout the year

Person or Persons Responsible

PBS Leadership Team

Target Dates or Schedule

Summer-plan August- initial training Monthly- ongoing training and PBS team meetings

Evidence of Completion

Finalized plan Training agendas PBS team meeting minutes

Facilitator:

Members of PBS leadership team

Participants:

All school faculty and staff

Action Step 2

PLCs will work together to develop PBS Tier I plan consistent across grade level

Person or Persons Responsible

PLCs

Target Dates or Schedule

August/Sept

Evidence of Completion

Submitted plans to Administration

Action Step 3

All staff will implement consistent, schoolwide required signals to obtain student attention, control voice level, etc (Kagan)

> **Person or Persons Responsible**
>
> All staff
>
> **Target Dates or Schedule**
>
> August/Sept-training, used throughout the year
>
> **Evidence of Completion**
>
> Training notes, Reflection journal, PLC notes
>
> **Facilitator:**
>
> PBS Leadership Team
>
> **Participants:**
>
> All staff

Action Step 4

Using the analyzed data from PBS Committee, updated data will be shared out monthly to PLCs

> **Person or Persons Responsible**
>
> PBS Team/ PLCs
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> PBS minutes/PLC minutes

Action Step 5

All Lucille Moore paraprofessionals will be trained in PBS, Lucille Moore behavior procedures and key behavior practices

Person or Persons Responsible

Paraprofessionals/PLC Team leaders

Target Dates or Schedule

August/September

Evidence of Completion

Training Agenda and sign in sheet

Facilitator:

PBS Leadership Team

Participants:

Lucille Moore Paraprofessionals

Action Step 6

A PBS brochure will be sent home to provide understanding and home connection with parents. The Parent Liaison will incorporate Parent learning opportunities, related to PBS, in school newsletters.

Person or Persons Responsible

PBS Team/Parents

Target Dates or Schedule

Distributed August and January Newsletters- monthly/bi-monthly

Evidence of Completion

Developed brochure/signed document acknowledging distribution Newsletters

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

Submitted PBS plan for administrative approval and monthly analysis of data at PBS leadership committee meetings

Person or Persons Responsible

Administration and PBS Leadership Team

Target Dates or Schedule

PBS plan submitted beginning of September; PBS Meetings Monthly

Evidence of Completion

Finalized and approved Tier I PBS plans from each teacher; Decrease of inappropriate behavior patterns per individuals and classrooms.

Plan to Monitor Effectiveness of G1.B1.S1

Determine the effectiveness of implementation through data analysis of schoolwide behavior data. Trends will be noted and addressed

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease of inappropriate behavior per individual students and classrooms

G1.B2 2. Lack of consistent, deeper instruction utilizing essential questions and higher order questions.

G1.B2.S1 Increase teacher understanding and use of Essential Questions and Higher Order thinking questions across all content areas.

Action Step 1

SI team will engage in book study of Essential Questions, Jay McTighe, and develop staff development plan for entire school year

Person or Persons Responsible

SI Leadership Team

Target Dates or Schedule

July/August 2013

Evidence of Completion

Developed SD plan from SI team

Facilitator:

Kathleen Schmidt

Participants:

School Improvement Leadership Team

Action Step 2

All teachers will be trained in Essential Questioning theory and Web's Depth of Knowledge, techniques and implementation

Person or Persons Responsible

School faculty/ SI Leadership Team

Target Dates or Schedule

August- Initial training Monthly training in PLC, Academic Achievement Committees and/or Faculty Meetings

Evidence of Completion

SI minutes and sign in sheets

Facilitator:

Dr. Paula Kaye Jones

Participants:

All teachers

Action Step 3

PLCs will work together to develop Essential Questions for Thematic Units and Higher Order Questions for daily lessons. Literacy Coach will support the process.

Person or Persons Responsible

School faculty/ Literacy Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Unit/Lesson plans and PLC minutes

Facilitator:

Literacy Coach

Participants:

All regular education teachers and some ESE teachers

Action Step 4

PLCs will informally analyze implementation progress of EQs and Higher Order Questions

Person or Persons Responsible

PLC members/ Literacy Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Qualitative narratives in PLC notes.

Facilitator:

Literacy Coach

Participants:

All regular education teachers and some ESE teachers

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

Conduct classroom walkthroughs, check lesson plans, review PLC meeting documentation and provide feedback based on findings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Classroom walkthroughs continuously, all others every 4 1/2 to 9 weeks

Evidence of Completion

Essential Questions and Higher Order thinking questions evident in all pieces of data and used effectively within content areas

Plan to Monitor Effectiveness of G1.B2.S1

Student increased proficiency on statewide assessments such as FCAT and DEA; Common assessments developed within PLCs with assistance from Instructional Specialist, Literacy Coach and Title I Resource teacher.

Person or Persons Responsible

Administration, SI Leadership Team and PLCs

Target Dates or Schedule

DEA- Beginning, mid and end of year, FCAT- End of Year, Common Assessments every two to three weeks

Evidence of Completion

FCAT and DEA will provide documentation of level of effectiveness from beginning of year to end of year as indicated by a year's growth or consistent Level 3 or above. Common assessments developed within PLCs will provide continuous monitoring of effectiveness every two to three weeks on standards being taught as determined by passing performance on assessments

G1.B3 3. Students lack background knowledge to support learning across content areas.

G1.B3.S1 Increase the use of Nonfiction across all content areas to increase student background knowledge and achievement

Action Step 1

Teachers will implement the Comprehension Instructional Sequence Model which was presented to all teachers during Common Core Standards Training using non-fiction texts

Person or Persons Responsible

Teachers/ District Training

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Admin Walkthrough

Facilitator:

Literacy Coach and Media Specialist

Participants:

All Instructional Staff

Action Step 2

Literacy coach will support teachers using non-fiction texts through collaboration with PLCs and teaching model lessons.

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Meeting Documentation

Facilitator:

Literacy Coach

Participants:

All Instructional Staff

Action Step 3

Allocate funds to select and purchase high quality non-fiction texts for school use, seek out business partners and grants.

Person or Persons Responsible

Media Specialist/ Administration/ District

Target Dates or Schedule

Summer 2013

Evidence of Completion

Purchase Orders

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

Literacy Coach will meet monthly with PLCs to ensure that teachers have a good understanding of non-fiction resources available, teaching with the CIS Model, and use of non-fiction texts during lessons across content areas. Administration will check lesson plans and conduct periodic walk-throughs.

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Use of nonfiction resources clearly documented in lesson plans across content areas, Clear evidence of use of nonfiction during classroom walkthroughs and PLC documentation and Literacy Coach documentation of PLC meetings addressing this strategy

Plan to Monitor Effectiveness of G1.B3.S1

Student increased proficiency on statewide assessments such as FCAT and DEA; Common assessments developed within PLCs with assistance from Instructional Specialist, Literacy Coach and Title I Resource teacher.

Person or Persons Responsible

Administration, SI Leadership Team and PLCs

Target Dates or Schedule

DEA- Beginning, mid and end of year, FCAT- End of Year, Common Assessments every two to three weeks

Evidence of Completion

FCAT and DEA will provide documentation of level of effectiveness from beginning of year to end of year as indicated by a year's growth or consistent Level 3 or above. Common assessments developed within PLCs will provide continuous monitoring of effectiveness every two to three weeks on standards being taught as determined by passing performance on assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A funds provide much needed services and resources to our school. District level funds provide paraprofessional salaries, materials, professional development, stipends for professional development, a Parent Liaison at each school and resource teachers to help with Title I implementation. School level funds provide staff development opportunities, substitutes for professional development, stipends for curriculum and staff development, reading/math/writing/science resources, teachers, paraprofessionals, parent involvement resources, Parent Involvement workshops, parent center, technology, etc.

Title I Migrant provides services to eligible students and families through contacts, resources and agency/ service referrals. School based resources include backpack program for students, mobile food pantries for families, clothing and other needed resources funded through business partners.

Programs for Neglected and Delinquent and At-Risk Students-This program provides supports to students in residential facilities. Supports are in the form of additional teachers and materials. The district provided extra school supplies for homeless and at risk students during last year's school term. Title I, Part D provides services to eligible neglected and delinquent students returning to Lucille Moore Elementary School. School based resources include backpack program for students, mobile food pantries for families, clothing and other needed resources funded through business partners.

Title II has partnered with Title I to provide mentoring staff, a reading coach, professional development and resources for teachers.

ESOL Programs

This grant provides supplemental services and materials for Limited English Proficiency (LEP) students. Funds are provided by the district to provide ELL students with high quality instruction. Funds also provide professional development for teachers.

Title III funds have provided a paraprofessional/liaison that helps with Spanish speaking parents and students, Parent Involvement, parent workshops, translating of written communication, and other areas where an interpreter is needed. Title III funds have also provided for technology, software and staff development opportunities of instructional staff at conferences, district trainings, and ESOL endorsement activities. School based resources include backpack program for students, mobile food pantries for families, clothing and other needed resources funded through business partners.

District funds provide support to students identified as homeless. The district works in conjunction with homeless shelters to provide services to families. Homeless Staff are provided through Title X that offer homeless families contacts to services/agencies and resources that can be accessed. These staff members are also a vital source of communication between schools and families that otherwise may not exist in many situations. Lucille Moore has partnered with businesses and contributors to help families in need of shelter. We have provided housing for some families, paid motel bills, paid electricity, home start-up costs, etc in order for families to acquire or keep living arrangements. School based resources include backpack program for students, mobile food pantries for families, clothing and other needed resources funded through business partners.

District provides funds for academic support to low performing students.

SAI funds are provided to our students who have been unsuccessful. The SAI funds provide the Summer Camp for students performing at a level 1 on the FCAT. Tutorial services are also provided.

Safe and Drug Free Schools Program

The programs from this funding provides information regarding bullying, drug awareness, gangs, and school safety routines as established in the School's Safe Plan. In addition, district provides School Resource Officers to schools to assist with school safety. The Bay County Sheriff's Department and Police Department participate in provider fairs during the spring. The police department has partnered with the school to provide in classroom training to fifth graders on violence prevention, drug prevention, internet abuse, etc. The Parent Center trains parents on the dangers of not monitoring students while using the

internet. Lucille Moore has also been responsible for getting families/children/mothers out of abusive situations and helping to sustain living situations away from violence.

Due to increase in poverty at Lucille Moore, our school is implementing the backpack program to feed hungry children throughout the weekend. All students who qualify for free or reduced lunch, in accordance with federal guidelines, are provided breakfast and lunch at the school site. Lucille Moore has provided mobile food pantries for families in need through business partner funding. Food Pantries have provided quality meats, dairy, fruits and vegetables at around 70 pounds per family.

Lucille Moore has provided support to families through partnerships with local housing authorities. The Parent Center has supported homeless/needy families through business partner funding, help in acquiring information and applications, help in filling out applications and transportation to help families acquire housing.

The District Coordinator (along with the school principal) make frequent contact with PreK teachers to ensure routines and procedures are established to prepare Prek students for kindergarten at the present location or at any school where they may be in attendance. Bay District schools coordinate with Headstart Programs to ensure students transition as smoothly as possible into the public school setting. The school also communicates with the Head Start program and other preschool programs to provide information to parents on resources, enrollment and other necessary school information.

The Parent Liaison provides parental support to parents in need of educational training to assist children with home assignments via workshops such as Donuts for Dads, Muffins for Moms and Math/Reading workshops. These workshops give parents an opportunity to assist their children's' learning using nontraditional methods familiar to students and parents. Also the school provides parents with information on furthering education. For example, parents are provided with information on GCSC career center, GCSC learning center, GED courses, and other community learning opportunities. Lucille Moore will be partnering with community resources to provide training to families below the poverty line in acquiring necessary skills and knowledge in coming out of their current situations. Lucille Moore hopes to provide connections to community mentors that will help families acquire further life-skills education.

Lucille Moore Elementary has partnered up with Gulf Coast Community State College to provide connections with parents and students through field trips, workshops and guest speakers. In return, Lucille Moore has provided opportunities for FSU students and GCSC students to practice college theory in the classroom setting with students. Both college students and Lucille Moore students benefit from extra learning opportunities in small group settings. Other events provide technical experiences for young adults in training and exposure to our students through events involving Haney Technical Cosmetology students. Various field trips provide exposure to career exploration (i.e. fire station, ocean and marine, bank, etc.)

Lucille Moore provides job training opportunities for college students in the field of education. FSU students and GCSC students observe, conduct small group activities, participate in math days/nights and carry out internships on Lucille Moore campus. This benefits our students by providing learning opportunities above and beyond the regularly planned.

Lucille Moore Elementary school also partners with other community sources to provide services to families and students. These sources include the Bay County Health Department, Fire department, Banks, Ambulatory services, restaurants, local churches, A Hand-Up International, Inc., etc.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All students will increase in proficiency across all content areas.

G1.B1 1. Student behaviors and lack of social skills negatively impacting academic progress across all content areas and disrupting learning of others.

G1.B1.S1 Increase teacher understanding and effectiveness in implementing PBS Tier 1 and strategies for student engagement.

PD Opportunity 1

Develop annual plan in the summer, provide training during pre-service and throughout the school year, meet monthly to analyze and share data with staff and be utilized as a schoolwide resource throughout the year

Facilitator

Members of PBS leadership team

Participants

All school faculty and staff

Target Dates or Schedule

Summer-plan August- initial training Monthly- ongoing training and PBS team meetings

Evidence of Completion

Finalized plan Training agendas PBS team meeting minutes

PD Opportunity 2

All staff will implement consistent, schoolwide required signals to obtain student attention, control voice level, etc (Kagan)

Facilitator

PBS Leadership Team

Participants

All staff

Target Dates or Schedule

August/Sept-training, used throughout the year

Evidence of Completion

Training notes, Reflection journal, PLC notes

PD Opportunity 3

All Lucille Moore paraprofessionals will be trained in PBS, Lucille Moore behavior procedures and key behavior practices

Facilitator

PBS Leadership Team

Participants

Lucille Moore Paraprofessionals

Target Dates or Schedule

August/September

Evidence of Completion

Training Agenda and sign in sheet

G1.B2 2. Lack of consistent, deeper instruction utilizing essential questions and higher order questions.

G1.B2.S1 Increase teacher understanding and use of Essential Questions and Higher Order thinking questions across all content areas.

PD Opportunity 1

SI team will engage in book study of Essential Questions, Jay McTighe, and develop staff development plan for entire school year

Facilitator

Kathleen Schmidt

Participants

School Improvement Leadership Team

Target Dates or Schedule

July/August 2013

Evidence of Completion

Developed SD plan from SI team

PD Opportunity 2

All teachers will be trained in Essential Questioning theory and Web's Depth of Knowledge, techniques and implementation

Facilitator

Dr. Paula Kaye Jones

Participants

All teachers

Target Dates or Schedule

August- Initial training Monthly training in PLC, Academic Achievement Committees and/or Faculty Meetings

Evidence of Completion

SI minutes and sign in sheets

PD Opportunity 3

PLCs will work together to develop Essential Questions for Thematic Units and Higher Order Questions for daily lessons. Literacy Coach will support the process.

Facilitator

Literacy Coach

Participants

All regular education teachers and some ESE teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Unit/Lesson plans and PLC minutes

PD Opportunity 4

PLCs will informally analyze implementation progress of EQs and Higher Order Questions

Facilitator

Literacy Coach

Participants

All regular education teachers and some ESE teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Qualitative narratives in PLC notes.

G1.B3 3. Students lack background knowledge to support learning across content areas.

G1.B3.S1 Increase the use of Nonfiction across all content areas to increase student background knowledge and achievement

PD Opportunity 1

Teachers will implement the Comprehension Instructional Sequence Model which was presented to all teachers during Common Core Standards Training using non-fiction texts

Facilitator

Literacy Coach and Media Specialist

Participants

All Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Admin Walkthrough

PD Opportunity 2

Literacy coach will support teachers using non-fiction texts through collaboration with PLCs and teaching model lessons.

Facilitator

Literacy Coach

Participants

All Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Meeting Documentation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All students will increase in proficiency across all content areas.	$10,450
	Total	$10,450

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
Title I School funds	$10,250	$0	$10,250
Title I School Funds	$0	$200	$200
Total	$10,250	$200	$10,450

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All students will increase in proficiency across all content areas.

G1.B1 1. Student behaviors and lack of social skills negatively impacting academic progress across all content areas and disrupting learning of others.

G1.B1.S1 Increase teacher understanding and effectiveness in implementing PBS Tier 1 and strategies for student engagement.

Action Step 1

Develop annual plan in the summer, provide training during pre-service and throughout the school year, meet monthly to analyze and share data with staff and be utilized as a schoolwide resource throughout the year

Resource Type

Professional Development

Resource

Summer stipends for Leadership team and Instructional staff, funding for substitutes for PBS Committee

Funding Source

Title I School funds

Amount Needed

$3,000

Action Step 6

A PBS brochure will be sent home to provide understanding and home connection with parents. The Parent Liaison will incorporate Parent learning opportunities, related to PBS, in school newsletters.

Resource Type

Other

Resource

Printing services or paper, color copier and ink for printing brochures

Funding Source

Title I School Funds

Amount Needed

$200

G1.B2 2. Lack of consistent, deeper instruction utilizing essential questions and higher order questions.

G1.B2.S1 Increase teacher understanding and use of Essential Questions and Higher Order thinking questions across all content areas.

Action Step 1

SI team will engage in book study of Essential Questions, Jay McTighe, and develop staff development plan for entire school year

Resource Type

Professional Development

Resource

Professional Development and Professional research-based resources including Summer Curriculum Development

Funding Source

Title I School Funds

Amount Needed

$750

Action Step 2

All teachers will be trained in Essential Questioning theory and Web's Depth of Knowledge, techniques and implementation

Resource Type

Professional Development

Resource

Professional Development and Professional Research-based resources including Summer Curriculum Development

Funding Source

Title I School Funds

Amount Needed

$3,500

Action Step 3

PLCs will work together to develop Essential Questions for Thematic Units and Higher Order Questions for daily lessons. Literacy Coach will support the process.

Resource Type

Professional Development

Resource

Professional Development including Summer Curriculum Development

Funding Source

Title I School Funds

Amount Needed

$3,000