

# Lucille Moore Elementary School



2014-15 School Improvement Plan

## Lucille Moore Elementary School

1900 MICHIGAN AVE, Panama City, FL 32405

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

80%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

54%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

F

D

C

B

### School Board Approval

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

### SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Lucille Moore Patriots are lifelong learners who do their best every day to achieve academic excellence.

##### Provide the school's vision statement

At Lucille Moore, We are All Learners.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Knowing the students' culture involves establishing relationships with the student, parents and the community in which they live. Lucille Moore staff go to great lengths to involve parents on the school campus. We engage in activities that attempt to promote high parent attendance such as Hispanic Heritage Night, Family Fun Nights infused with at-home academic strategies and a plethora of parent conferences. These events have become very important to the parents and has aided in trust and relationship building. Many home visits are conducted that bring school staff into the community of our students. Lucille Moore partners with community agencies that serve our students. In building relationships with students, Lucille Moore strives to create a welcoming and engaging learning environment in which students feel safe to be on campus and in their classrooms. Teachers engage students in highly motivating activities in which interaction and communication is greatly encouraged. Social activities and social time are infused in learning activities to increase teacher-student relationships as well as creating community with all students

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Lucille Moore utilizes PBS. One of our 3 expectations is Lucille Moore Patriots are respectful. These expectations apply to everyone on campus, child or adult. Classes hold discussions, read stories and teach lessons about what respect is and how to demonstrate it. Adults serve as role models for students by acting respectfully towards each other, students and visitors on campus. School begins at 7:45am. In order to provide students with a safe environment before school the cafeteria opens at 7:15am serving breakfast. The cafeteria is supervised by paraprofessionals from 7:15 to 7:45 when teachers arrive to take their children to class. The media center and computer lab open at 7:30am for students who have finished breakfast and would like to read, play board games, work on computer skills, or talk with friends. In addition, several teachers including the art teacher open their classrooms for students to come in before school starts. After school teachers escort students and wait with them until their transportation arrives and they are safely on their way home. At least one teacher from each grade level is present in the parent pick up line, the bus loop and walking with student who go to the Boys and Girls Club. In addition we have teachers who volunteer their time to stay after school to tutor students that are interested in improving their skills.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Lucille Moore Elementary is a PBS school. We have 3 school wide expectations; Patriots are respectful, responsible and ready to learn. Student demonstrating these expectations earn Patriot Pennies which can then be spent at the Patriot Pride Store or for special events or treats. Each year at our back to school inservice the PBS plan is reviewed, suggestions for classroom implementation are given, examples of successful use are shared and teachers are required to write up their personal PBS classroom plan and turn it in to administration. PBS is our tier 1 behavior plan to meet the needs of the student body as a whole.

Students for whom the tier 1 plan is not enough are referred for MTSS. At this time a plan is put into place based on the individual student's needs and behaviors. The most commonly used course of action is a check in/check out system. With this plan, the student checks in with the guidance counselor or other assigned adult each morning. They discuss expectations and set goals for the day. The student is given a point sheet to take to class. Throughout the day the teacher marks the point sheet as appropriate. Students return to the appointed adult at the end of the day with their point sheet to discuss the day and receive a treat if enough points have been earned. Teachers and guidance counselors meet monthly to monitor and discuss student progress.

**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**

Our school currently has two guidance counselors. These counselors over see the MTSS check in/check out system to monitor student behavior and meet with students daily to discuss behavior and social skills. In addition this year we are receiving a mental health counselor to work with students and families.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Lucille Moore Elementary School Warning Systems:

Attendance below 90%- 104

One or more suspensions- 33

Course failure in English Language Arts or math- 22

A Level 1 score on statewide assessments in ELA or Math- 84

Two or more indicators- 28

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	26	30	15	17	10	6	104
One or more suspensions	7	5	3	1	8	9	33
Course failure in ELA or Math	0	6	4	5	4	3	22
Level 1 on statewide assessment	0	0	0	27	29	28	84

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	2	7	8	9	28

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students exhibiting low academic performance and low rate of progress are immediately referred for MTSS. If other factors are not identified as impacting academic progress (ie attendance or behavior) Tier II interventions are started immediately. Progress monitoring is continuously conducted for each child. Math and Reading differentiated instruction is implemented for all children.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

- Highland Park Baptist Church provides shoeboxes at Christmas/Students write thank you letters
- Field Day volunteers from local military bases, fire stations, churches, and businesses
- School wide gift drive for local nursing home
- Partnership with local businesses for teacher t-shirts
- Donations from local groups for weekend food program

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

## School Leadership Team

### Membership

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

Name	Title
Jones, Paula Kaye	Other
Schmidt, Kathleen	Principal
Holzman, Teresa	Assistant Principal
Frigon, Tracy	Instructional Media
Sweet, Carey	Instructional Coach
Giles, Wanda	Teacher, K-12
Taws, Mary Vickie	Teacher, K-12
Story, Anika	Other

### Duties

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

The School Leadership Team met in the summer as part of a continuous cycle of reviewing and updating our School Improvement Plan. As a team we reviewed various data sources to conduct a need's assessment to determine the best direction for our school in the School Improvement process. All members listed above participated in this shared decision making process. Together we determined our school barriers, developed our goal and strategies and how we should monitor effectiveness. A primary focus this year is implementing effective PLCs and Common Assessments; and making sure teachers have the tools, resources and knowledge base they need to increase effectiveness. All members of the leadership are participating in a group book study of DeFour's Learning by Doing: A Handbook for Professional Learning Communities at Work. Each member has an equal stake in the school leadership team, but as we carry out our yearly charge our roles vary from person to person:

Kathleen Schmidt- Principal: Oversees and evaluates all functions of the school. She evaluates teacher and paraprofessional performance through the teacher appraisal system, classroom walkthroughs, data chats, assessment data, etc. She sits on various committees to give guidance and input (ie MTSS). She leads and guides the school leadership team and the implementation of effective PLCs. She makes sure that teachers have the resources they need to implement curriculum, assessment and instruction effectively. She is the main connection between district initiatives and implementation of those initiatives at Lucille Moore Elementary School.

Teresa Holzman- Assistant Principal: Ms. Holzman supports Mrs. Schmidt in her administrative role. She aides in the evaluation of teacher and paraprofessional performance, data analysis, etc. She helps to provide teachers with what resources they need to implement effective instruction in the classroom. She meets regularly with teachers to discuss student data and teacher performance data. She works with guidance to implement effective discipline procedures and strategies with at-risk students. She is also a valuable part of determining strategies for implementing effective PLCs.

Tracy Frigon- Instructional Media and Technology: Tracy participates in all leadership meetings and is one of three Instructional Personnel that has been given the charge of meeting with two grade level PLCs throughout the year. She has been assigned Kindergarten and Third Grade PLCs and meets with them as an active participator in their PLC meetings. As with the other two, she guides the process of implementing strategies, practices, resources and materials needed to carry out their Professional Learning Communities. She is guiding them in the process of forming valuable Common Assessments aligned with the Florida standards and designated complexity levels. In addition, she provides much needed support and resources to all teachers and staff in the area of media and

technology. Tracy is the leader of the Literacy Leadership Team.

Carey Sweet- Instructional Coach: Carey is one of the three Instructional personnel designated to PLCs and she has been designated to work with First and Fourth grade. She performs all responsibilities with PLCs as described under Tracy Frigon. In addition, she meets once a month with all PLCs in the role of Literacy Coach. Carey provides teachers with a variety of resources in relation to ELA instruction and standards. She has trained the teachers in Webb's Depth of Knowledge and continues to follow-up with a variety of resources and information. She also goes into the classrooms and provides instruction to teachers through guidance, modeling and on-the-job training. An added responsibility of Mrs. Sweet's is providing parent trainings to teach parents at-home literacy activities. She has an active role on the Literacy Leadership Team.

Tanja Roulhac- Math Coach: Tanja provides the teachers and staff with a variety of resources in math instruction and standards. She works hard to coach teachers in effective math practices and instruction. She participates in parent trainings to teach parents at-home math learning activities. She is continuously finding resources and materials for teachers and training them in how to use various resources. She has an active role on the Math Achievement Committee.

Paula Kaye Jones- Title I Resource Teacher: Paula Kaye is one of the three Instructional personnel designated to PLCs and she has been designated to work with Second and Fifth grade. She performs all responsibilities with PLCs as described under Tracy Frigon. In addition, she oversees all activities, mandates, budget, requirements, etc connected to Title I. She provides teachers and staff with the resources, tools and information they need to carry out effective instruction. She works with Guidance and Instructional district personnel in providing resources/strategies to students in special programs such as MTSS, Behavior MTSS, students in crisis, low attendance, etc. She also oversees the Parent Involvement Plan and implementation of the plan and activities at Lucille Moore Elementary.

Anika Story- Crisis Prevention: Anika is an active participant on the leadership team and works with the team through the shared decision-making process in all areas. She is also the leader of the PBS team and providing guidance and direction to the PBS team. In return, this team provides a wealth of information, resources and data analysis for all faculty and staff. Anika oversees the attendance and implements procedures and strategies for students/parents struggling with poor attendance. She works with the guidance counselor in implementing MTSS and other areas associated with guidance for grades three through five. ESE as it relates to guidance falls under her umbrella.

Wanda Giles- Teacher K-12: Wanda actively participates on the School Leadership Team. She gives much needed input and shared decision-making from a classroom teacher perspective. She is the leader of the Science Committee and her and her team work hard to provide effective school leadership in the area of Science and integration to math. Wanda provides a variety of math and science resources to all teachers throughout the school. She has provided valuable training in Webb's Depth of Knowledge and other various topics.

Mary Vickie Taws- Teacher K-12: As with Wanda, Mary Vickie provides very valuable input as a School Leadership Team participant through the eyes of a classroom teacher and advocate for all classroom teachers. She is also a chosen Math Mentor for our school and has participated in many district level math trainings. In return she has brought back much valuable information and has trained teachers and shared information for implementing effective math instruction.

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

Some of the members of the leadership team are selected because of their position and job responsibilities. The role that they play allows them to gain knowledge of resources available at the federal, state and district level. Also, the job positions they hold connects them with key areas of education. For instance, our instructional coaches regularly attend trainings and informational meetings related to ELA and math; They stay current on federal, state and local initiatives and

research-based practices/resources in their areas. In return, this information is brought back to the School Leadership Team and the faculty and staff. Tracy Frigon oversees Instructional media and technology on our campus. She works closely with the district instructional media services and other media specialists in the district, keeping abreast of current trends in media and technology. She in turn provides information/resources to Leadership Team, faculty and staff. The same holds true for our Crisis Prevention teacher, Title I Resource teacher and the classroom teachers on the school leadership team as they participate in district initiatives and current research. Our administrators not only participate in all the trainings, initiatives and mandates set by the district, but they also stay current and very knowledgeable of current educational trends through activities such as research, book studies and seeking out what works with peer principals.

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

Several types of meetings are continuously held throughout the school year to allow instructional staff opportunity to make needs known in terms of needed resources. These meetings consist of monthly MTSS meetings, monthly PBS meetings, monthly academic achievement committee meetings, weekly PLC meetings, quarterly data chats and assessment group meetings, meetings with instructional coaches and the administration open-door policy. Teresa Holzman-Assistant Principal, maintains textbook inventory, Kimberlee Bateman- paraprofessional, maintains technology inventory, Tracy Frigon- Instructional Media Specialist maintains media inventory and Dr. Paula Kaye Jones- Title I Resource Teacher maintains Title I inventory.

### **School Advisory Council (SAC)**

#### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kathleen Schmidt	Principal
Kelsey Kerr	Parent
Jennifer Pemkiewicz	Parent
Dilcia Clas	Parent
Chutney King	Parent
Aricha Jackson	Parent
Audrey Jones	Parent
Kaethe McGill	Parent
Kemisha Mathis	Parent
Danielle Merchant	Parent
Rachelle Spedale	Parent
Jennifer Sexton	Parent
Candy Scott	Parent
Jennifer Medina	Parent
Theresa Hunter	Parent
Theresa Holzman	Principal
Anika Story	Education Support Employee
Carey Sweet	Education Support Employee
Tanja Roulhac	Education Support Employee
Tracy Frigon	Education Support Employee

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

#### *Evaluation of last year's school improvement plan*

The School Advisory Council participates in a review of the School Improvement Plan to evaluate progress and formulate future direction. Data and Problem Solving elements are reviewed and discussed. The School Advisory Council input and discussion is considered and used to formulate future direction and plan

#### *Development of this school improvement plan*

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.

#### *Preparation of the school's annual budget and plan*

Kathleen Schmidt, principal, invites all SAC members to attend budget preparation meeting for the upcoming year. At that time, a draft and explanation is presented to the School Advisory Council. The

needs of the school and necessities in terms of budget is discussed. An open discussion is held and encouraged for the School Advisory Council to give input, clarity, concerns and suggestions. All discussion is considered and used in finalizing the budget.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Our school was allocated \$2500 for school improvement funds. The School Advisory Council has discussed and voted to allow teachers to submit mini-grants to request funding for classroom materials to further the implementation of our School Improvement strategies. Mini-grants are \$200 or less, in order to spread the effect, unless there are materials that will have high impact for all students and that would allow for some funding above \$200. All will be voted on and improved by the School Advisory Council.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

LMES encourages every parent to be a member of SAC. We send out letters, fliers, IRIS alerts and 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.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Frigon, Tracy	Instructional Media
Sweet, Carey	Instructional Coach
Dodge, Amy	Teacher, K-12
Ware, Wanda	Teacher, K-12
Hutchinson, Angela	Teacher, K-12
Kelly, Debra'Lynne	Teacher, K-12
Thompson, Julie	Teacher, K-12
Horvatic, Dian	Teacher, K-12
Krepper, Linda	Teacher, ESE
Brooks, Susan	Other
Chaplik, Christina	Other
Schmidt, Kathleen	Principal
Atchison, Nancy	Teacher, ESE
Jones, Wendy	Teacher, ESE
Reeves, Ellen	Teacher, ESE
Slatcoff, Julie	Other
Williams, Marilyn	Teacher, ESE

## Duties

### ***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT are the implementation of the new Florida 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.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

As part of our school improvement strategies for this year, the leadership team is providing greater support and resources in working with PLC's. Members of the Leadership Team will be an integrated part of the PLC's and work with the teachers to implement the process of effective learning communities. To be more effective, the leadership team will guide the process and act in a supportive role, but will not dictate the process. Effective strategies are implemented in a safe and open environment in which teachers work as teams and all input is valued.

Other strategies are implemented with faculty and staff to promote positive working relationships. Some include monthly socials, "Random Acts of Kindness" motivators, PBS developed teacher incentives, staff t-shirts with a singular-focused motto and administration motivational colloquies

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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.

### **Describe the school's teacher mentoring program, including the rationale for pairings and 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 and Math Coach are available to mentor new and struggling teachers in the area of Language Arts and Mathematics. They also mentor and coach 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, Curriculum and Instruction Department and Human Resource Department.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All teachers are using the Bay District Schools adopted curriculum. Teachers are also supplementing the adopted curriculum with research based strategies to enhance individual learning. Among grade groups, teachers have developed thematic units that integrate the Florida Standards across the content areas. Grade groups have developed curriculum maps, tailored with opportunities for enrichment and remediation. This upcoming year, teachers will be working in PLC's (Professional Learning Communities) to develop common assessments to measure individual student progress on each of the Florida Standards. Teachers will be also be training students on how to measure their progression of each standard or group of standards by using the progression goals and scales that have been developed by Bay District Schools. Instructional specialist will be a vital role to assist in running effective PLC's and ensuring fidelity. Administrators will be analyzing the curriculum maps, evaluating lesson plans, and performing walk-throughs to ensure fidelity of the core instructional program and supplemental resources that are being utilized in individual classrooms.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers, administrators, and instructional Specialist will continue to analyze diagnostic, formative, and summative assessments throughout the school year. PLC's (Professional Learning Communities) will meet twice a month to analyze grade group, class, and individual data in relation to the Florida Standards. Using common assessment data among grade levels, will allow individual teachers to restructure individual lessons to remediate or enhance student learning. This data will also be used as a guide for job embedded training. Grade groups, along with administrators, instructional specialist, speech therapist, and school psychologist will also meet once a month to revisit, review, and restructure teaching strategies to meet the diverse needs of our students who have a MTSS or MTSSB plan in action. To meet the varying needs of our Tier 1 and Tier 2 students, SRA Corrective Reading will be utilized. Classroom teachers will evaluate their own classroom data and use this data to provide for individual differentiation among all students. To meet the diverse needs of our students, special area teachers and paraprofessionals will offer small group or individualized instruction in math for one hour each morning.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Summer Program

**Minutes added to school year:** 1,080

K through 5 teachers met with PLCs to develop Instructional Pacing Guides incorporating Florida Standards, common assessments and activities supporting Florida Standards.

**Strategy Rationale**

The summer-time curriculum development meetings are one of the most valuable strategies for our teachers. It gives them time to meet, plan and develop without interruption. It affords them the time to build and adjust curriculum based on the prior year's findings and newly gained information from the district of future direction.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Jones, Paula Kaye, jonespk@bay.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

**Strategy:** Extended School Day

**Minutes added to school year:** 10,680

State mandated extra hour is used to implement an extra hour of ELA

**Strategy Rationale**

state mandated but something we have been begging for as we feel extra time for ELA instruction will increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Schmidt, Kathleen, schmikd@bay.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Florida State assessment scores for 3 through 5 and SAT 10 scores for K-2

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Staff responsible for implementing the Pre-K transition plan include 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**

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

N/A

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase proficiency across all content areas through the use of explicit instruction utilizing research-based strategies and materials.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Increase proficiency across all content areas through the use of explicit instruction utilizing research-based strategies and materials.** 1a

G035791

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	63.0

**Resources Available to Support the Goal** 2

- 1. School Leadership Team 2. Book- Learning by Doing by DuFour 3. Professional Development Sessions PLCs 4. Administrative Support 5. Technology Infrastructure 6. Stipend budget for PD follow-up 7. Summer Curriculum Development if funds available in Spring 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. School monies allocated to Media Center maintained 16. Math Coach and Writing Coach 17. Extra Instructional Hour 18. Grant monies for Chrome Books

**Targeted Barriers to Achieving the Goal** 3

- Grade level PLC's lacking skills to implement effective PLC practices.
- Students struggle to think and work on a more complex level.

**Plan to Monitor Progress Toward G1.** 8

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, and MTSS data and data chat findings)

**Person Responsible**

Kathleen Schmidt

**Schedule**

Quarterly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

Increase in MTSS achievement, DE achievement and Common Assessments. Increase of indicators achieved in classroom walkthrough data.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

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

**1** = Problem Solving Step       **S123456** = Quick Key


**G1.** Increase proficiency across all content areas through the use of explicit instruction utilizing research-based strategies and materials. **1**

 **G035791**

**G1.B2** Grade level PLC's lacking skills to implement effective PLC practices. **2**

 **B085791**

**G1.B2.S1** School Leadership Team will provide structure and support to PLC's to ensure implementation of effective PLC's practices. **4**

 **S096493**

### Strategy Rationale

We have tried for years to train teachers in implementing effective PLCs, but PLCs are still not where they need be. So this strategy will provide the guidance PLCs need to implement strategies and practices with fidelity

### Action Step 1 **5**

Selected Leadership Team members will engage in a book study using DuFour's Learning by Doing- A Handbook for Professional Learning Communities at Work.

#### Person Responsible

Paula Kaye Jones

#### Schedule

Weekly, from 8/11/2014 to 9/11/2014

#### Evidence of Completion

Book study notes/summary of important elements

### Action Step 2 5

Leadership Team Members will plan agendas for PLCs to provide consistency throughout grade levels and to ensure effective practices are being met.

**Person Responsible**

Paula Kaye Jones

**Schedule**

Biweekly, from 7/28/2014 to 5/22/2015

***Evidence of Completion***

Developed Agendas

### Action Step 3 5

Select Leadership Team members will lead PLC meetings twice a month in order to model all effective practices of a PLC.

**Person Responsible**

Paula Kaye Jones

**Schedule**

On 5/29/2015

***Evidence of Completion***

PLC minutes

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership Team members will meet twice a month for reflection and future agenda planning as compared to research-based best practices gleaned from the DuFour book study.

**Person Responsible**

Paula Kaye Jones

**Schedule**

Monthly, from 9/30/2014 to 5/22/2015

***Evidence of Completion***

Agendas and PLC notes

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Student increased proficiency on statewide assessments such as FSA and DEA; Common assessments developed within PLCs with assistance from Leadership Team

**Person Responsible**

Paula Kaye Jones


**Schedule**

Quarterly, from 8/25/2014 to 4/30/2015

**Evidence of Completion**

FSA 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.B11** Students struggle to think and work on a more complex level. 2

 B086674

**G1.B11.S1** Teachers will utilize Webb's Depth of Knowledge to ensure instruction and assessment are at a higher level of rigor and complexity. 4

 S097737

**Strategy Rationale**

Implementing DOK is a continuation and building block to Essential Questioning and Higher Order Thinking questions focused on last year. Also, this strategy streamlines with the direction of Bay District Schools.

**Action Step 1** 5

Teachers will participate in district led training on Webb's Depth of Knowledge.

**Person Responsible**

Teresa Holzman

**Schedule**

On 8/7/2014

**Evidence of Completion**

AIMS documented attendance

## Action Step 2 5

Teachers will work with Coaches to analyze depth of knowledge with each standard to ensure that Instruction and Assessment align with requirement the rigor and complexity of the Florida Standards.

### **Person Responsible**

### **Schedule**

Monthly, from 9/1/2014 to 5/22/2015

### ***Evidence of Completion***

Training agendas, PLC notes, training notes

## Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Administrators will conduct Classroom Walk-throughs, Coaches will visit classrooms and meet with teachers monthly to determine if Instruction and Assessment coincide with the required DOK levels of the standards.

### **Person Responsible**

Teresa Holzman

### **Schedule**

Monthly, from 9/1/2014 to 5/22/2015

### ***Evidence of Completion***

Agendas, meeting notes, Classroom Walk-through data and Coach logs will be kept for documentation

**Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7**

Student increased proficiency on statewide assessments such as FSA and DEA; Common assessments developed within PLCs with assistance from Leadership Team

**Person Responsible**

Teresa Holzman

**Schedule**

Quarterly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

FSA 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

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Selected Leadership Team members will engage in a book study using DuFour's Learning by Doing- A Handbook for Professional Learning Communities at Work.	Jones, Paula Kaye	8/11/2014	Book study notes/summary of important elements	9/11/2014 weekly
G1.B11.S1.A1	Teachers will participate in district led training on Webb's Depth of Knowledge.	Holzman, Teresa	7/7/2014	AIMS documented attendance	8/7/2014 one-time
G1.B2.S1.A2	Leadership Team Members will plan agendas for PLCs to provide consistency throughout grade levels and to ensure effective practices are being met.	Jones, Paula Kaye	7/28/2014	Developed Agendas	5/22/2015 biweekly
G1.B11.S1.A2	Teachers will work with Coaches to analyze depth of knowledge with each standard to ensure that Instruction and Assessment align with requirement the rigor and complexity of the Florida Standards.		9/1/2014	Training agendas, PLC notes, training notes	5/22/2015 monthly
G1.B2.S1.A3	Select Leadership Team members will lead PLC meetings twice a month in order to model all effective practices of a PLC.	Jones, Paula Kaye	9/1/2014	PLC minutes	5/29/2015 one-time
G1.MA1	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	Schmidt, Kathleen	9/1/2014	Increase in MTSS achievement, DE achievement and Common Assessments. Increase of indicators achieved in classroom walkthrough data.	5/22/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	indicators, and MTSS data and data chat findings)				
G1.B2.S1.MA1	Student increased proficiency on statewide assessments such as FSA and DEA; Common assessments developed within PLCs with assistance from Leadership Team	Jones, Paula Kaye	8/25/2014	FSA 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	4/30/2015 quarterly
G1.B2.S1.MA1	Leadership Team members will meet twice a month for reflection and future agenda planning as compared to research-based best practices gleaned from the DuFour book study.	Jones, Paula Kaye	9/30/2014	Agendas and PLC notes	5/22/2015 monthly
G1.B11.S1.MA1	Student increased proficiency on statewide assessments such as FSA and DEA; Common assessments developed within PLCs with assistance from Leadership Team	Holzman, Teresa	9/1/2014	FSA 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	5/22/2015 quarterly
G1.B11.S1.MA1	Administrators will conduct Classroom Walk-throughs, Coaches will visit classrooms and meet with teachers monthly to determine if Instruction and Assessment coincide with the required DOK levels of the standards.	Holzman, Teresa	9/1/2014	Agendas, meeting notes, Classroom Walk-through data and Coach logs will be kept for documentation	5/22/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Increase proficiency across all content areas through the use of explicit instruction utilizing research-based strategies and materials.

**G1.B2** Grade level PLC's lacking skills to implement effective PLC practices.

**G1.B2.S1** School Leadership Team will provide structure and support to PLC's to ensure implementation of effective PLC's practices.

### PD Opportunity 1

Selected Leadership Team members will engage in a book study using DuFour's Learning by Doing- A Handbook for Professional Learning Communities at Work.

#### Facilitator

Kathleen Schmidt

#### Participants

School Improvement Leadership Team

#### Schedule

Weekly, from 8/11/2014 to 9/11/2014

### PD Opportunity 2

Select Leadership Team members will lead PLC meetings twice a month in order to model all effective practices of a PLC.

#### Facilitator

Tracy Frigon, Paula Kaye Jones, Carey Sweet

#### Participants

All regular education teachers and some ESE teachers

#### Schedule

On 5/29/2015

**G1.B11** Students struggle to think and work on a more complex level.

**G1.B11.S1** Teachers will utilize Webb's Depth of Knowledge to ensure instruction and assessment are at a higher level of rigor and complexity.

**PD Opportunity 1**

Teachers will participate in district led training on Webb's Depth of Knowledge.

**Facilitator**

District Staff

**Participants**

All teachers

**Schedule**

On 8/7/2014

**PD Opportunity 2**

Teachers will work with Coaches to analyze depth of knowledge with each standard to ensure that Instruction and Assessment align with requirement the rigor and complexity of the Florida Standards.

**Facilitator**

Literacy Coach, Math Coach and Writing Coach

**Participants**

All teachers

**Schedule**

Monthly, from 9/1/2014 to 5/22/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase proficiency across all content areas through the use of explicit instruction utilizing research-based strategies and materials.	100
<b>Grand Total</b>	<b>100</b>

### Goal 1: Increase proficiency across all content areas through the use of explicit instruction utilizing research-based strategies and materials.

Description	Source	Total
<b>B2.S1.A1</b>	General Fund	100
<b>B11.S1.A2</b> - District and school Title I funds	Title I Part A	0
<b>Total Goal 1</b>		<b>100</b>