

Chester A. Moore Elementary School



2014-15 School Improvement Plan

Chester A. Moore Elementary School

827 N 29TH ST, Fort Pierce, FL 34947

<http://www.stlucie.k12.fl.us/cam/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
94%

Alternative/ESE Center
No

Charter School
No

Minority
94%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	C

School Board Approval

This plan is pending approval by the St. Lucie 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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Chester A. Moore School family, a community of learners, is to provide challenging, engaging and satisfying work in a safe and caring environment, ensuring that all students are equipped with the knowledge and skills to succeed.

Provide the school's vision statement

C.A. Moore will be recognized as a learning center of excellence where all students achieve their highest potential.

School Environment

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

Faculty and staff members embrace students through conferencing as well as informal conversations throughout the school day. Individuals are available to translate for families and students that do not speak English. For students that do not speak English, the teacher assigns another student that speaks the native language to assist the student through peer tutoring. Parent teacher conferences are held to learn more about students' cultures, heritage and backgrounds. C.A. Moore is a Kids at Hope school where all children are capable of success and the faculty and staff is committed to the philosophy of the Kids at Hope Initiative. Kids at Hope ensures that there is a caring adult in the lives of the children. The adults on campus serve as those caring adults.

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

Through the Positive Behavior Intervention Support (PBIS) Program, the expectations are being courteous,, making safe choices and being accountable. PBiS addresses safety and behavior. These expectations are taught in the classroom as well as reinforced throughout the school. Parent communication is disseminated monthly to remind parents of the school-wide PBS and Kids at Hope expectations. There is a safety committee that meets monthly to discuss concerns and suggestions to maintain a safe and orderly environment. C.A. Moore is a Kids at Hope School. The philosophy of Kids at Hope is that all children are capable of success, no exceptions. Through Kids at Hope, the adults are treasure hunters as they are the caring adults in the lives of the children. Every morning on morning announcements, the Kids at Hope Pledges are recited by students and adults.

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

Positive Behavior Intervention Support (PBiS) is a collaborative (team-based), educative, proactive, and functional process to developing effective interventions for problem behavior. In tandem with PBiS is the CHAMPS method used to provide clear behavioral expectations, and proactive strategies to promote a positive learning environment. Students learn strategies to interact positively with one another and how to follow routines and procedures. The school-wide systems of support include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create

positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within the school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms, etc.) Positive behavior support (PBS) is an application of a behaviorally-based systems approach to enhance the capacity of schools, families and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. In other words, PBS uses evidence-based practices to change our school systems, our school environments and ultimately the behavior of our staff and students. Attention is focused on creating an sustaining universal (school-wide), supplemental (classroom and targeted groups), and intensive (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. • DATA is used to help track progress and identify areas to target for intervention. PBiS at CAM is,

- Discipline referral PROCESS & PROCEDURES are CONSISTENT throughout the school.
- Uses school-wide EXPECTATIONS & RULES in specific settings to TEACH students appropriate behavior.
- REWARD SYSTEM (CAM Cash) to encourage and model appropriate behavior and EFFECTIVE CONSEQUENCES TO DISCOURAGE inappropriate behavior.

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

Through Problem Solving Team (PST) meetings, students are referred for various services such as check-in, check-out with an adult mentor. The guidance counselor and behavior tech meet with students to model for them how to make safe choices and learn strategies for self control. Outside agencies come to the school to meet with students that meet the criteria.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183387>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Chester A. Moore is a neighborhood school that benefits from numerous community partnerships that support a caring, safe and secure learning-environment. Community partners and parents are invited to the school to participate in various events such as Celebrate Literacy where community members read with students. Various organizations donate school supplies to the school. The community partners support the students and teachers in various ways. Community members volunteer to assist the students to increase student performance. The parents are always welcome to participate in events with their

child. Resources in the parent resource room are available for parents to utilize to learn how to help their child at home. Staff will model for parents how to utilize the Skyward system to track the progress of their child. Flyers are distributed when available promoting the district parent activities.

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
Holmes, Pamela	Principal
Jerome, Janet	Other
Harris, Stephanie	Assistant Principal
Sutton, Barbara	Instructional Coach
Harris, Beverly	Instructional Coach
Cintron, Rachelle	Instructional Coach

Duties

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

- John Lynch - Assistant Superintendent
- Sunny Booker - School Renewal
- Eric James - Assistant Principal
- Keonisha Bobo - Teacher on Special Assignment
- Rachelle Cintron - Mathematics Coach
- Beverly Harris - Instructional Coach
- Barbara Sutton - Literacy Coach
- Marjorie Laster - Instructional Partner
- Molly Peters - Instructional Partner
- Chris Worley - Instructional Partner

The group's primary focus is to support the instructional process, from planning, data analysis, behavior, attendance, resources, parent involvement and modeling and coaching. Professional Development is data-driven and is supported by this team, from delivery to implementation.

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

Chester A. Moore (CAM) is a Title I School that is receiving district support. In this category as a Rising Tide School, CAM has been allocated additional resources, funding, and programming. The implementation and monitoring of these resources is conducted collaboratively between school and district. The school-based team meets weekly on identified days with district Instructional Partners to plan Standards-based instruction. In addition, the Instructional Partners meet weekly with teachers. They also go into classrooms to monitor instruction. The members of the District Instructional Partners are Marge Laster-Science, Chris Worley-Math, and Molly Peters-Math. The administration,

Barbara Sutton-school-based literacy coach, Rachele Sutton-school-based Math Coach and Beverly Harris-school-based Instructional Coach monitor the collaborative planning process, delivery of instruction and the data.

Principal Pam Holmes and Assistant Eric James are the coordinators of the collaboration and ensures that the needs of CAM students and school community is being met.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Martha Nixon	Teacher
Frankie Sayles	Business/Community
Jenna Stinnett	Business/Community
Maria Campos	Education Support Employee
Barbara Chenette	Teacher
Barbara Sutton	Teacher
Pamela Holmes	Principal
Jodi Morris	Teacher
Denise Sirmons	Business/Community
Beverly Hinton	Business/Community
Lily Bowe	Parent
Dee Coe	Parent
Keonisha Bobo	Teacher

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 Improvement Plan was discussed at various intervals throughout the year with input from the SAC Team. Data was presented as it related to the goals and strategies and the SAC Team was given opportunities to comment and ask questions on the goals, strategies and data.

Development of this school improvement plan

The 2013-2014 data was presented and strategies were discussed as to how overall student performance could be increased . Best practices were shared by teachers and how instruction could be delivered differently to ensure that students have a deep understanding of the content.

Preparation of the school's annual budget and plan

The Title I budget for 2015-15 will be reviewed to include how resources are allocated, The SAC members will learn how resources are aligned with the mission and vision of the school to improve and support the overall learning environment. The team will be given opportunities to ask questions, provide comments and suggestions.

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

N/A

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Holmes, Pamela	Principal
Jerome, Janet	
Sutton, Barbara	Instructional Coach
Harris, Stephanie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT is comprised from a representative from each grade level, literacy coach, instructional coach and administration. The LLT analyzes reading data from district to school to classroom to individual student. Enrichment and intervention activities are prescribed according to the data and needs of the students. The team monitors the effectiveness of programs and interventions. As additional needs and situations occur within the school, the LLT analyzes the concern and creates a plan of action, implements strategies, and reflects on the progress. The LLT will monitor Action 100 SchoolPace and continue with rewards and incentives to increase the percentage of students achieving their goals at higher levels. This process is continuous throughout the year.

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

Training in collaborative planning is provided with support from the district instructional partners throughout the year. Grade teams meet with the partners and academic coaches to plan collaboratively. Teachers meet weekly with the instructional partners and academic coaches.

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

New teachers are part of the District SHINE Program and the NEST (New Educator Support System) Program at the school site. New teachers are paired with an experienced teacher to mentor and coach them. The new teachers are supported by the mentor as well as having access to online courses. Professional development activities are available throughout the school year. The NEST meetings are held monthly and mentors meet with the new teachers on a regular basis and a log of hours is submitted to the district SHINE liaison. District SHINE meetings are held quarterly. The topics to be presented at the NEST meetings are decided based on the need of the participants. In addition to the mentor and mentee, all staff work collaboratively to support the new teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with an experienced teacher (mentor) preferably within their grade band or department. The mentor serves as a coach and mentor throughout the school year. The assistant principal monitors the NEST and mentor/mentee process.

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

Teachers utilize the Florida Standards during collaborative planning sessions to align units of instruction and tasks with the Standards. Collaborative sessions are monitored by administration, academic coaches and instructional partners. Core programs and instructional resources will include rigor. Administration will monitor the use of instructional programs through formal and informal observations and walkthroughs utilizing the SLC Framework based on Marzano's research.

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

C.A. Moore houses two Title I Voluntary Pre-Kindergarten classes. Kindergarten teachers administer assessments prior to students entering kindergarten. This process begins in the summer prior to the opening of school. For students that are not able to participate at the time, they are assessed at the beginning of school. These assessments are Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge and Phonological Awareness. This data drives the collaborative planning process for all students and for groups of students or individual students who may need intervention beyond core instruction. The guidance counselor and teachers explain to fourth and fifth grade students the expectations of middle school and the importance of earning passing grades and scores. Students transitioning to middle school have the necessary skills to be successful at the middle school level.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. A focused, rigorous delivery of standards-based instruction in Tier I.

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. A focused, rigorous delivery of standards-based instruction in Tier I. 1a

G039265

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
FSA - English Language Arts - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	50.0
FSA - Mathematics - Proficiency Rate	62.0

Resources Available to Support the Goal 2

- Rising Tide program which includes added funds, personnel and support.
- Non Negotiable Items that have been embraced by a positive and motivated faculty. The implementation strategies include: the CBC, Collaborative planning protocol, SLPS Framework for Quality Teaching and Learning and the additional sixty minutes for reading instruction.
- Volunteers for individual reading support. These volunteers include Americorps, Big Brothers Big Sisters, Community-based retired teachers.
- Florida Standards Assessment tools, test item specs, and the practice tests.
- District provided progress monitoring, Classworks, Informatives, and Comprehensive Benchmarks.
- Identified grade groups that have stability and high teacher effectiveness that work collaboratively to support new teachers to the grade-level.
- Think through Math, Classworks, Thinking Maps, Foundations,
-

Targeted Barriers to Achieving the Goal 3

- The lack of follow up support for initiatives and professional development to ensure successful implementation and to monitor for effectiveness. All initiatives to be directly aligned to the students.
- Belief system about Chester A. Moore students and need a firm understanding of how to push the rigor and to differentiate. Teachers rely on Teacher Editions. The supplemental reading program is more prescriptive and will need to be adjusted to ensure the Florida Standards are the focus. More support is needed for high-yield strategies, higher-order questioning, and rigorous tasks aligned to the standards.
- Identified grade groups not working consistently and being fully engaged in the process of increasing student achievement.
- Lack of parent involvement through supporting at home, and being aware of the expectations of school.

Plan to Monitor Progress Toward G1. 8

Utilizing the Comprehensive Benchmark Exams to ensure reading, math and science scores are improving for identified students.

Person Responsible

Pamela Holmes

Schedule

Semiannually, from 10/15/2014 to 2/17/2015

Evidence of Completion

The scores from the science and reading exams will show significant growth.

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. A focused, rigorous delivery of standards-based instruction in Tier I. **1**

 G039265

G1.B1 The lack of follow up support for initiatives and professional development to ensure successful implementation and to monitor for effectiveness. All initiatives to be directly aligned to the students. **2**

 B094442

G1.B1.S1 Through ongoing PD sessions with coaches, trainers and instructional partners, teachers will participate in follow-up PD for initiatives to align rigorous tasks with the Standards. This PD will allow for teachers to deepen their understanding of the Standards and how the initiative aligns with the Standards. **4**

 S112394

Strategy Rationale

According to the 2013-2014 FCAT 2.0 assessment data, 33% of the students in grades 3-5 scored proficient in reading, 39% of the students in grades 3-5 scored proficient in math, 66% of the fourth grade students scored proficient in writing and 26% of the fifth grade students scored proficient in science.

Action Step 1 **5**

Teachers will participate in PD sessions for initiatives and programs to ensure the tasks align with the rigor and complexity of the Standards.

Person Responsible

Pamela Holmes

Schedule

Monthly, from 9/3/2014 to 6/12/2015

Evidence of Completion

Sign-in sheets and walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

All teachers will attend as scheduled 100% of the time (if they are not absent from work).

Person Responsible

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Sign in Sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walk-throughs will show that teachers are utilizing the strategies learned and applying them through rigorous tasks aligned with the standards.

Person Responsible

Pamela Holmes

Schedule

Weekly, from 9/8/2014 to 5/25/2015

Evidence of Completion

The coaches, and Instructional Partners will have trend data that shows an increase in tasks aligned to the standards.

G1.B2 Belief system about Chester A. Moore students and need a firm understanding of how to push the rigor and to differentiate. Teachers rely on Teacher Editions. The supplemental reading program is more prescriptive and will need to be adjusted to ensure the Florida Standards are the focus. More support is needed for high-yield strategies, higher-order questioning, and rigorous tasks aligned to the standards. 2

 B094470

G1.B2.S1 Increased collaborative planning. During planning specific texts, aligned tasks, and higher order questioning will be constructed. 4

 S105545

Strategy Rationale

Planning will be more rigorous and supported by coaches and IPs. It will encourage teachers to implement new strategies and ensure the Florida Standards are the focus and not the Teacher Editions.

Action Step 1 5

Teachers will collaborate weekly with District Instructional Partners, School Site-Based Coaches and administration using resources designed for standards-based rigorous instruction.

Person Responsible

Pamela Holmes

Schedule

Weekly, from 9/8/2014 to 9/12/2014

Evidence of Completion

Informal Observations, Classroom walkthroughs, Data Planning forms in grade level binder

Action Step 2 5

Disseminate Test Item Specs and Standards to each teacher to be utilized during Collaborative planning sessions. These documents will be printed as approved by the FLDOE.

Person Responsible

Barbara Sutton

Schedule

On 11/1/2014

Evidence of Completion

Teachers will bring Standards and Test Item Specs to collaborative planning sessions.

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

Teachers will collaborate weekly with district Instructional Partners, school based coaches, and administration using resources that are aligned with the Standards to design rigorous, complex Standards based instruction

Person Responsible

Pamela Holmes

Schedule

Weekly, from 9/3/2014 to 6/12/2015

Evidence of Completion

The process will be monitored through Instructional Rounds, classroom walkthroughs, informal and formal observations based on the SLC Framework

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

Teachers will effectively implement planned lessons in the classroom.

Person Responsible

Pamela Holmes

Schedule

Evidence of Completion

Trend data will show aligned tasks, grade-level text and effective HOTQs are utilized.

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

Teachers will effectively implement planned lessons in the classroom.

Person Responsible

Pamela Holmes

Schedule

Evidence of Completion

Trend data will show aligned tasks, grade-level text and effective HOTQs are utilized.

G1.B2.S2 During MTSS targeted students with high reading proficiency will participate in rigorous science based learning. 4

 S105546

Strategy Rationale

It will increase science proficiency by providing differentiated instruction.

Action Step 1 5

The students need to be identified.

Person Responsible

Pamela Holmes

Schedule

On 8/29/2014

Evidence of Completion

Data driven list will be provided to Ms. Sutton to be implemented into the MTSS Schedule.

Action Step 2 5

Create enrichment lessons to be provided twice-weekly by Ms. Harris and Ms. Laster. Science based reading materials to be given to MTSS teachers for Tier I students. Twice weekly.

Person Responsible

Pamela Holmes

Schedule

Weekly, from 9/10/2014 to 4/15/2015

Evidence of Completion

Significant increase with student achievement in science progress monitoring. (Classworks and Informatives)

Action Step 3 5

Teachers will assume the role of enrichment facilitator during MTSS.

Person Responsible

Pamela Holmes

Schedule

Daily, from 4/1/2015 to 5/29/2015

Evidence of Completion

Teachers will better understand how to differentiate for high achieving students during MTSS.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

To ensure the schedule begins on time and is occurring twice-weekly. Also ensure that teachers are receiving the standards-based reading materials.

Person Responsible

Pamela Holmes

Schedule

On 5/1/2015

Evidence of Completion

Attendance lists.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Science Mini-BATS (Classworks) and Informatives (weekly and after each Pacing Unit).

Person Responsible

Pamela Holmes

Schedule

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

Evidence of Completion

The Item Analysis by teacher and the data charts by students.

Appendix 1: Implementation Timeline

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

St. Lucie - 0111 - Chester A. Moore Elementary School - 2014-15 SIP
Chester A. Moore Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1	The students need to be identified.	Holmes, Pamela	8/25/2014	Data driven list will be provided to Ms. Sutton to be implemented into the MTSS Schedule.	8/29/2014 one-time
G1.B2.S1.A1	Teachers will collaborate weekly with District Instructional Partners, School Site-Based Coaches and administration using resources designed for standards-based rigorous instruction.	Holmes, Pamela	9/8/2014	Informal Observations, Classroom walkthroughs, Data Planning forms in grade level binder	9/12/2014 weekly
G1.B1.S1.A1	Teachers will participate in PD sessions for initiatives and programs to ensure the tasks align with the rigor and complexity of the Standards.	Holmes, Pamela	9/3/2014	Sign-in sheets and walkthrough data	6/12/2015 monthly
G1.B2.S2.A2	Create enrichment lessons to be provided twice-weekly by Ms. Harris and Ms. Laster. Science based reading materials to be given to MTSS teachers for Tier I students. Twice weekly.	Holmes, Pamela	9/10/2014	Significant increase with student achievement in science progress monitoring. (Classworks and Informatives)	4/15/2015 weekly
G1.B2.S1.A2	Disseminate Test Item Specs and Standards to each teacher to be utilized during Collaborative planning sessions. These documents will be printed as approved by the FLDOE.	Sutton, Barbara	9/10/2014	Teachers will bring Standards and Test Item Specs to collaborative planning sessions.	11/1/2014 one-time
G1.B2.S2.A3	Teachers will assume the role of enrichment facilitator during MTSS.	Holmes, Pamela	4/1/2015	Teachers will better understand how to differentiate for high achieving students during MTSS.	5/29/2015 daily
G1.MA1	Utilizing the Comprehensive Benchmark Exams to ensure reading, math and science scores are improving for identified students.	Holmes, Pamela	10/15/2014	The scores from the science and reading exams will show significant growth.	2/17/2015 semiannually
G1.B2.S1.MA1	Teachers will effectively implement planned lessons in the classroom.	Holmes, Pamela	Trend data will show aligned tasks, grade-level text and effective HOTQs are utilized.	one-time	
G1.B2.S1.MA1	Teachers will effectively implement planned lessons in the classroom.	Holmes, Pamela	Trend data will show aligned tasks, grade-level text and effective HOTQs are utilized.	one-time	
G1.B2.S1.MA1	Teachers will collaborate weekly with district Instructional Partners, school based coaches, and administration using resources that are aligned with the Standards to design rigorous, complex Standards based instruction	Holmes, Pamela	9/3/2014	The process will be monitored through Instructional Rounds, classroom walkthroughs, informal and formal observations based on the SLC Framework	6/12/2015 weekly
G1.B1.S1.MA1	Classroom walk-throughs will show that teachers are utilizing the strategies learned and applying them through rigorous tasks aligned with the standards.	Holmes, Pamela	9/8/2014	The coaches, and Instructional Partners will have trend data that shows an increase in tasks aligned to the standards.	5/25/2015 weekly
G1.B1.S1.MA1	All teachers will attend as scheduled 100% of the time (if they are not absent from work).		9/1/2014	Sign in Sheets	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1	Science Mini-BATS (Classworks) and Informatives (weekly and after each Pacing Unit).	Holmes, Pamela	9/22/2014	The Item Analysis by teacher and the data charts by students.	5/1/2015 weekly
G1.B2.S2.MA1	To ensure the schedule begins on time and is occurring twice-weekly. Also ensure that teachers are receiving the standards-based reading materials.	Holmes, Pamela	9/17/2014	Attendance lists.	5/1/2015 one-time

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. A focused, rigorous delivery of standards-based instruction in Tier I.

G1.B2 Belief system about Chester A. Moore students and need a firm understanding of how to push the rigor and to differentiate. Teachers rely on Teacher Editions. The supplemental reading program is more prescriptive and will need to be adjusted to ensure the Florida Standards are the focus. More support is needed for high-yield strategies, higher-order questioning, and rigorous tasks aligned to the standards.

G1.B2.S2 During MTSS targeted students with high reading proficiency will participate in rigorous science based learning.

PD Opportunity 1

Create enrichment lessons to be provided twice-weekly by Ms. Harris and Ms. Laster. Science based reading materials to be given to MTSS teachers for Tier I students. Twice weekly.

Facilitator

Marjorie Laster and Beverly Harris

Participants

5th grade teachers and students.

Schedule

Weekly, from 9/10/2014 to 4/15/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. A focused, rigorous delivery of standards-based instruction in Tier I.

G1.B2 Belief system about Chester A. Moore students and need a firm understanding of how to push the rigor and to differentiate. Teachers rely on Teacher Editions. The supplemental reading program is more prescriptive and will need to be adjusted to ensure the Florida Standards are the focus. More support is needed for high-yield strategies, higher-order questioning, and rigorous tasks aligned to the standards.

G1.B2.S1 Increased collaborative planning. During planning specific texts, aligned tasks, and higher order questioning will be constructed.

PD Opportunity 1

Disseminate Test Item Specs and Standards to each teacher to be utilized during Collaborative planning sessions. These documents will be printed as approved by the FLDOE.

Facilitator

Participants

Schedule

On 11/1/2014

G1.B2.S2 During MTSS targeted students with high reading proficiency will participate in rigorous science based learning.

PD Opportunity 1

The students need to be identified.

Facilitator

Beverly Harris and Barbara Sutton

Participants

Fifth Grade Teachers and Students

Schedule

On 8/29/2014

Budget Rollup

Summary	
Description	Total
Grand Total	0