



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

William D. Moseley Elementary School

1100 HUSSON AVE

Palatka, FL 32177

386-329-0562

moseley.putnamschools.org

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 83%

School Grades History

2013-14 D	2012-13 F	2011-12 F	2010-11 D
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

William D. Moseley Elementary School

Principal

Ashley McCool

School Advisory Council chair

Christina Flake

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

Name	Title
Ashley McCool	Principal
Chris Lee	TOSA (Teacher on Special Assignment)
Christina Flake	Reading Coach
Cindy Bellamy	Math Coach
Alice Adams	Science Coach
Nicole Owens	Guidance Counselor

District-Level Information

District

Putnam

Superintendent

Ms. Phyllis Criswell

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

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

Membership of the SAC

Ashley McCool, Principal

Chris Lee, TOSA

Christina Flake, SAC Chairperson

Dana Jackson, SAC Vice-Chairperson/Secretary

Teresa Burnett, SAC Treasurer

Parent Representatives: Aleshia Cater, Cierra Mercer, Desa Jones, Travis and Tondra Hill

Student Representatives: Aniyah Wiley, Leeondra Mulberry, Cameron Myles, Tykedra Leonard

Involvement of the SAC in the development of the SIP

The SAC committee served to assist with the suggestions and approval of the School Improvement Plan.

Activities of the SAC for the upcoming school year

SAC will work to increase parental involvement through SAC meetings, PTO and PIDAC (Parent Involvement District Advisory Council). SAC will work to increase participation in school fundraising. SAC will seek to acquire local business partners. SAC will develop plans to increase positive public relations in our community.

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

The first Fall Festival held at Moseley Elementary in the past few years will be Friday, October 18, 2013. This event has traditionally been well-received in our community. This allows our school to promote positive public relations with our families. Local organizations are invited to attend to share information about services that may be of interest to our families. Each grade level will set up fundraising activities to raise money for grade level field trips and materials. Students will get to use "Marlin Money" they have earned for meeting their academic and behavior goals. SAC funds allocated to this project: \$600.00.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ashley McCool

Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

Ashley McCool has served as an administrator at Moseley Elementary School since January 2013. Her previous experience includes Assistant Principal at Beasley Middle School and Crescent City Jr/Sr High School. She is an adjunct instructor at Saint Leo University.

She has five years of experience as a Reading Coach at the elementary and secondary level, as well as five years teaching experience in the elementary grades. She has extensive experience in curriculum delivery and implementation and coordination of school-wide academic intervention programs. Ms. McCool is certified in Educational Leadership, Elementary Education, Reading and Gifted Endorsements. She holds a Bachelors Degree in Elementary Education from the University of Florida (1997) and a Masters Degree in Educational Leadership from the University of North Florida (2008).

From 2006 to 2009, Ms. McCool served as a Reading Program Specialist with the North East Florida Educational Consortium. She coordinated the Florida Reading Initiative (FRI). Her work with FRI included content development and delivery, coordination of school-based reform efforts, and budget management. She redesigned the training components and schedule for the K-12 Summer Reading Academy which included face-to-face and online training that met the requirement of Competency 2 of the Florida Reading Endorsement.

In 2011, Ms. McCool was commissioned by the Lastinger Center to write and design the Early Learning Online Modules Coaches' Manual, a 55-page guide used to assist Early Learning Professional Development Coaches as they provide training to early learning practitioners throughout Florida. The manual was in conjunction with the work of Dr. Nancy Dana, Director of the University of Florida's Center for School Improvement.

Performance Record

Assistant Principal, Crescent City Jr/Sr High School, 2009-2010- B, 2010-2011- B

Assistant Principal, Beasley Middle School, 2011-2012- D

Assistant Principal, Moseley Elementary School, 2012-2013- F

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Christina Flake		
Full-time / School-based	Years as Coach: 4	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Master of Education in Educational Leadership, Saint Leo University, Bachelor of Arts, Elementary Education, Saint Leo University, Florida Certification: Elementary Education and ESOL Endorsement	
Performance Record	C.H. Price Middle School, 2009-2010- B Ochwilla Elementary School, 2010-2011- C, 2011-2012- C	

Cindy Bellamy		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Mathematics	
Credentials	Bachelor of Arts, Elementary Education, University of North Florida Florida Certification: Elementary Education, ESOL and Reading Endorsement	
Performance Record	C. H. Price Middle School, 2012-2013- C	

Alice Adams		
Full-time / School-based	Years as Coach: 5	Years at Current School: 1
Areas	Science	
Credentials	Bachelor of Arts, Elementary Education, University of North Florida, Florida Certification: Elementary Education, Reading Endorsement, ESOL Endorsement, Educational Media Specialist	
Performance Record	Kelley Smith Elementary School, 2003-2004- A Mellon Elementary School, 2004-2005- B, 2005-2006- C, 2006-2007- C, 2007-2008- C, 2008-2009- B	

Classroom Teachers

# of classroom teachers	27
# receiving effective rating or higher	27, 100%
# Highly Qualified Teachers	100%
# certified in-field	27, 100%

ESOL endorsed

15, 56%

reading endorsed

4, 15%

with advanced degrees

8, 30%

National Board Certified

1, 4%

first-year teachers

1, 4%

with 1-5 years of experience

6, 22%

with 6-14 years of experience

6, 22%

with 15 or more years of experience

14, 52%

Education Paraprofessionals**# of paraprofessionals**

14

Highly Qualified

14, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Putnam County School District Human Resource personnel attend educational job fairs where they recruit qualified teacher candidates. Moseley Elementary School will seek to use interns in our classrooms. Therefore, administration can work with potential teaching candidates. This also allows the candidates to get to know the culture and climate of the school. A positive PR campaign will be used to attract the best teachers to Moseley Elementary School.

Teacher Mentoring Program/Plan

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

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

Moseley's beginning teachers participate in Putnam County School District's Beginning Teacher Program. Each first year teacher is paired with a mentor teacher to guide them throughout the year. Together they complete a beginning teacher packet that includes crucial information specific to their practice as an educator. New employee training is held at the district level at the beginning of each school year. The Instructional Coaches work closely with beginning teachers to ensure there is successful planning and instruction in their classrooms.

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

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

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

The direction of Moseley Elementary School's data-based problem-solving process is the responsibility of the school based leadership team (SBLT). The SBLT meets formally once a week to engage in the problem solving process which includes: identification of current issues, barriers and support systems, data analysis of student assessments, and teacher observational data to ensure fidelity of chosen learning structures to support whole class, small group and individual intervention.

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

The function and responsibility of each team member related to the school's MTSS and SIP is to provide support for the teachers and students in the areas in which they are in need of. The responsibilities will include: classroom suggestions, behavior management support and ideas, data collection, assistance in looking at students data in comparison to class averages, developing individual plans for students in need of a deeper level of support, and any other supportive roles for the teacher or student.

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

To monitor the fidelity of the school's MTSS and SIP, the school based leadership team (SBLT) meets weekly to discuss prior meetings, upcoming meetings, success of current plans for individual students, and proposed plans for students in need.

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

For academics, the data sources and management systems that we use to access and analyze data in order to monitor the effectiveness of core, supplemental, and intensive supports are as follows:
 Reading: FAIR, SRI, Performance Matters, teacher developed formative assessments, classroom grades
 Math: Performance Matters, teacher developed formative assessments, classroom grades
 Science: Performance Matters, teacher developed formative assessments, classroom grades
 Writing: Write Score, teacher developed formative assessments, classroom grades
 For behavior, teachers have a behavior plan for the classroom that all students are expected to follow. When the classroom behavior expectations are not being met (Tier 1), the teacher will contact Assistant Principal and/or Guidance Counselor and the teacher will start the initial SBT/MTSS process on the student and start collecting data with a simple behavior plan (Tier 2). If the simple plan does not adequately address the behavior issues, the SBT/MTSS Team, will review the data and make

suggestions as to a more detailed plan, as well as invite the behavior specialist in to do formal observations (Tier 3). The team will make decisions on the next step for the particular student. For attendance, the school data clerk sends out daily alerts to parents whose students are not in attendance for the day. We create monthly reports to monitor attendance. If a student has more than 5 absences for the grading period, we invite parents in and develop an attendance plan. The school resource officer is also in attendance support the team and the family involved.

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

To support understanding and build capacity for quality MTSS and data-based problem solving, training will be provided from our district MTSS Coach. On-going individual training from our MTSS on site coordinator will also be provided. Weekly meetings are held for students in the MTSS process where administration, teachers and parents attend to closely monitor student progress by analyzing current data.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year:** 10,800

While students in our district spend 6.25 hours per day at school, Moseley's students spend 7.25 hours per day at school. Each student in grades K-5 at Moseley Elementary School will receive 60 minutes of uninterrupted reading intervention beyond the 90 minute literacy block. Students will be divided among the teachers in each grade level- grouped according to need. Students will be assessed on all areas of reading- phonemic awareness, phonics, fluency, vocabulary and comprehension. The data collected will be used to determine the programs used in each teacher's reading intervention hour. Research based programs that may be used are: SRA Language for Learning, SRA Language for Thinking, SRA Language for Writing, SRA Corrective Reading, SRA Early Interventions in Reading, Comprehension ToolKit, Read Right, and others as needed. Students who are found to be highly proficient will be given enrichment opportunities through project-based learning activities.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Placement tests provided by the curriculum developers will be used to determine initial placement in the various programs. Screening, progress-monitoring, and daily formative assessments will be used throughout the year in reading. As data is analyzed, students will be placed according to need. The goal is for the number of students to be in the enrichment group to double by the end of the school year.

Who is responsible for monitoring implementation of this strategy?

Ashley McCool, Principal
 Christina Flake, Reading Coach
 April Imperio, DA Team- Reading Support

Strategy: Before or After School Program

Minutes added to school year: 34,560

The 21st Century After School Program employs certified teachers. These teachers communicate with day school teachers and offer supplemental instruction in core academic subjects. In addition, enrichment activities such as music, dance, art and drama are offered to ensure a well rounded education.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Student and teacher surveys are conducted annually. In addition, progress monitoring data as well as summative data is shared between day school and the after school program.

Who is responsible for monitoring implementation of this strategy?

Laurey Gauch, District Coordinator, 21st Century After School Program
Tiffany England, Moseley Elementary School After School Site Coordinator

Literacy Leadership Team (LLT)

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

Name	Title
Christina Flake	Reading Coach
Yvonne Hund	Literacy Lead Teacher- K
Kathy White	Literacy Lead Teacher- 1st
Hannah Wickstrom	Literacy Lead Teacher- 2nd
Priscilla Perry	Literacy Lead Teacher- 3rd
Kelly Faircloth	Literacy Lead Teacher- 4th
Robin Brown	Literacy Lead Teacher- 5th
Ashley McCool	Principal
April Imperio	DA Team- Reading Support
Yassah Lee	Lead Teacher- ESE 3-5
Kori Gedris	Lead Teacher- ESE K-2

How the school-based LLT functions

School level PLC's are held twice a week to talk about data, interventions, and lessons. Literacy leads also attend district level Literacy PLC's to collaborate, plan, and gain new understanding and then they must bring that information back and lead a PLC to disseminate that information to their teammates.

Major initiatives of the LLT

Major initiatives for literacy include unpacking standards, creating and using formative and summative assessments to drive instruction, implementing effective interventions that meet student needs, implementing lesson studies to gain a better understanding of effective instructional practices, and using book studies for professional growth.

Every Teacher Contributes to Reading Instruction

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

At Moseley Elementary, we have progressing monitoring tools and reporting procedures in place in order to track student growth. As a grade level we use the collected data to plan out differentiated small group instruction within the reading block and intervention instruction outside of the reading block in order to meet the needs of our students.

Preschool Transition

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

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

In May 2014, pre-k students will spend time in kindergarten classrooms to become more aware of the kindergarten classroom environment. Pre-K teachers will attend multiple kindergarten PLC meetings to become more aware of the Common Core State Standards, intervention strategies, and discuss the transition needs and concerns of the kindergarten teachers. The "Keys to Kindergarten Success" workshop will be held in the spring for pre-K parents. Curriculum expectations will be shared so parents can begin instruction at home over the summer. The end of the year VPK assessment is used to create balanced classrooms when grouping students in kindergarten classes. Kindergarten open enrollment is held throughout the summer.

College and Career Readiness

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

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	25%	No	50%
American Indian				
Asian				
Black/African American	41%	22%	No	47%
Hispanic	54%	31%	No	59%
White	57%	54%	No	61%
English language learners				
Students with disabilities	41%	26%	No	47%
Economically disadvantaged	42%	25%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	14%	35%
Students scoring at or above Achievement Level 4	14	8%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	70%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	75	45%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	90	54%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	37	64%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	31%	No	60%
American Indian				
Asian				
Black/African American	53%	30%	No	57%
Hispanic	63%	19%	No	66%
White	68%	69%	Yes	71%
English language learners				
Students with disabilities	38%	26%	No	45%
Economically disadvantaged	53%	31%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	23%	45%
Students scoring at or above Achievement Level 4	11	7%	15%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	68	41%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	25%	50%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		10
Participation in STEM-related experiences provided for students	15	4%	80%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	7%	3%
Students retained, pursuant to s. 1008.25, F.S.	20	5%	2%
Students who are not proficient in reading by third grade	3	0%	0%
Students who receive two or more behavior referrals	61	14%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	34	8%	3%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

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

Parental involvement targets for the school

Moseley Elementary School staff will make systematic efforts to improve parental involvement. Targets will include increased parent participation in the School Advisory Council, increased parent participation in the PCSD Parent Involvement District Advisory Council, increased attendance at Open House events, increased participation in fundraising efforts, increase in parent volunteers, increase in monthly newsletters, more comprehensive tools and information for parents on school website, increased participation in parent conferences, MTSS meetings and IEP meetings. Connect 5 phone alert system will be used regularly to keep parents aware of important information and upcoming events. Teachers will make regular positive parent contacts. Parents will be invited to curriculum and data chat events. A positive PR campaign for Moseley will be established to communicate the great things Moseley is doing with the community.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Participation in Fall Open House	30	10%	50%
Parent Participation in Monthly SAC Meetings	0	0%	5%
Parent Participation in Curriculum/Data Chat Events	30	10%	40%
Parent Participation in conferences, MTSS/IEP meetings	25	30%	60%
Parents will receive Monthly Newsletters	0	0%	100%
Parents will receive regular Connect 5 phone announcements	350	90%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The School-Based Leadership Team along with the instructional staff will improve instruction in writing that will lead to an increase in student achievement on FCAT 2.0.
- G2.** The School-Based Leadership Team along with the instructional staff will fully implement a rigorous science curriculum in all grades K-5 to lead to improved student achievement on 5th grade FCAT 2.0.
- G3.** The School-Based Leadership Team along with the instructional staff will fully implement a rigorous reading intervention program in all grades K-5 to lead to improve reading performance for all students.
- G4.** The School-Based Leadership Team will communicate a unified vision, and model a sense of community, which will lead to improved student achievement.

Goals Detail

G1. The School-Based Leadership Team along with the instructional staff will improve instruction in writing that will lead to an increase in student achievement on FCAT 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- DA Team support- Dez Floyd
- Write Score assessments
- Common Core implementation- writing across the curriculum
- Instructional Coaches
- Instructional support through PLCs

Targeted Barriers to Achieving the Goal

- There is a lack of common systematic writing instruction.
- Assessments for writing were not rigorous and ongoing.

Plan to Monitor Progress Toward the Goal

Student writing performance

Person or Persons Responsible

4th grade teachers, Christina Flake, Ashley McCool

Target Dates or Schedule:

on-going during PLCs

Evidence of Completion:

agenda, attendance records, notes

G2. The School-Based Leadership Team along with the instructional staff will fully implement a rigorous science curriculum in all grades K-5 to lead to improved student achievement on 5th grade FCAT 2.0.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Science Instructional Coach- Alice Adams
- DA Support Staff- Ryan Zimmerman
- Access to Discovery Ed Science Curriculum
- Available Science Lab for all classes to utilize
- School-wide science theme
- Science related field trips

Targeted Barriers to Achieving the Goal

- Limited teacher knowledge of science standards
- Lack of time dedicated to science instruction

Plan to Monitor Progress Toward the Goal

Student achievement in science

Person or Persons Responsible

5th grade students

Target Dates or Schedule:

weekly

Evidence of Completion:

ongoing progress monitoring data in science

G3. The School-Based Leadership Team along with the instructional staff will fully implement a rigorous reading intervention program in all grades K-5 to lead to improve reading performance for all students.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Strong instructional reading coach
- Instructional support from DA Team
- Extended school day- 60 extra minutes devoted to reading intervention
- Principal has extensive training in reading professional development and instructional delivery

Targeted Barriers to Achieving the Goal

- lack of comprehensive intervention teacher-led reading intervention program
- teacher confidence and expertise in delivery of reading intervention

Plan to Monitor Progress Toward the Goal

Reading achievement data- FAIR/SAT10/FCAT

Person or Persons Responsible

all students grades 1-5

Target Dates or Schedule:

quarterly progress monitoring/end of year outcome measures

Evidence of Completion:

all data results

G4. The School-Based Leadership Team will communicate a unified vision, and model a sense of community, which will lead to improved student achievement.

Targets Supported

- Writing
- Science - Elementary School
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Collaboration amongst the SBLT
- Coaches in the same office together
- Strong Communication Tools: Email, morning announcements (Ashley), newsletter, school calendar
- Small school/ all stakeholders are reachable
- Structured school-wide behavior management system
- Strong Collaboration- though PLCs
- Strong SBLT Day 1- Reading, math, science representation
- Sustainable structures are being developed
- Teacher leaders
- Very little faculty turnover
- Paraprofessionals could be used wisely
- Honest principal- reflective, evaluates, and monitors

Targeted Barriers to Achieving the Goal

- Lack of core curriculum, resources and structure for the reading and math block.
- Culture and climate that supports low expectations and a lack of faith in coaching, leadership and student ability.

Plan to Monitor Progress Toward the Goal

Student achievement data in reading and math

Person or Persons Responsible

students

Target Dates or Schedule:

Spring 2014

Evidence of Completion:

improved achievement on FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The School-Based Leadership Team along with the instructional staff will improve instruction in writing that will lead to an increase in student achievement on FCAT 2.0.

G1.B1 There is a lack of common systematic writing instruction.

G1.B1.S1 Dez Floyd from DA Support team will train teachers in appropriate systematic writing instruction. He will provide initial training. Christina Flake will monitor and coach teachers. Then he will return for follow-up and next steps. This will be an ongoing process throughout the year.

Action Step 1

Writing Professional Development

Person or Persons Responsible

Dez Floyd and Christina Flake

Target Dates or Schedule

October 16, 2013

Evidence of Completion

agenda and lesson plans

Facilitator:

Dez Floyd and Christina Flake

Participants:

4th grade teachers of writing

Action Step 2

Writing Professional Development

Person or Persons Responsible

Dez Floyd and Christina Flake

Target Dates or Schedule

September 12, 2013

Evidence of Completion

agenda and lesson plans

Facilitator:

Dez Floyd and Christina Flake

Participants:

4th grade teachers of writing

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

Writing instructional strategy implementation

Person or Persons Responsible

Ashley McCool

Target Dates or Schedule

on-going classroom observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G1.B1.S1

Writing Assessments analyzation

Person or Persons Responsible

4th grade teachers, Christina Flake

Target Dates or Schedule

on-going during PLCs

Evidence of Completion

PLC agendas, attendance record, and notes

G1.B3 Assessments for writing were not rigorous and ongoing.

G1.B3.S1 Implementation of Write Score Assessments throughout the year.

Action Step 1

Write Score Assessment

Person or Persons Responsible

Christina Flake will coordinate

Target Dates or Schedule

October 7, 2013

Evidence of Completion

test results

Action Step 2

Write Score Assessment

Person or Persons Responsible

Christina Flake will coordinate

Target Dates or Schedule

November 4, 2013

Evidence of Completion

test results

Action Step 3

Write Score Assessment

Person or Persons Responsible

Christina Flake will coordinate

Target Dates or Schedule

December 2, 2013

Evidence of Completion

test results

Action Step 4

Write Score Assessment

Person or Persons Responsible

Christina Flake will coordinate

Target Dates or Schedule

January 13, 2013

Evidence of Completion

test results

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

Write Score Assessment Analysis

Person or Persons Responsible

Ashley McCool, Christina Flake, 4th grade writing teachers

Target Dates or Schedule

following each of the 4 assessment dates

Evidence of Completion

data analysis notes

Plan to Monitor Effectiveness of G1.B3.S1

student writing formative assessments

Person or Persons Responsible

4th grade students

Target Dates or Schedule

weekly

Evidence of Completion

rubric scoring results

G2. The School-Based Leadership Team along with the instructional staff will fully implement a rigorous science curriculum in all grades K-5 to lead to improved student achievement on 5th grade FCAT 2.0.

G2.B2 Limited teacher knowledge of science standards

G2.B2.S1 DA Support team and science coach will train teachers in "unpacking" the benchmarks to deepen their understanding of the science standards.

Action Step 1

Teacher Professional Development through PLCs

Person or Persons Responsible

Alice Adams-Science Coach, DA Support Staff- Ryan Zimmerman, Science teachers

Target Dates or Schedule

weekly during PLCs

Evidence of Completion

agenda, developed lesson plans, iobservation data

Facilitator:

Alice Adams-Science Coach, DA Support Staff- Ryan Zimmerman

Participants:

Science teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Teacher implementation

Person or Persons Responsible

Ashley McCool

Target Dates or Schedule

ongoing classroom observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G2.B2.S1

Teacher observation data

Person or Persons Responsible

Ashley McCool

Target Dates or Schedule

ongoing classroom observation

Evidence of Completion

iObservation

G2.B4 Lack of time dedicated to science instruction

G2.B4.S1 Master schedule will include a dedicated time for science at each grade level. In grades 3-5 classes will be departmentalized. In 3rd and 4th grades, there will be two teachers for science instruction. In 5th grade, there will be one teacher for science instruction.

Action Step 1

Master Schedule Development

Person or Persons Responsible

Ashley McCool

Target Dates or Schedule

August 2013

Evidence of Completion

Master schedule and teacher assignments

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Teacher/Student survey feedback

Person or Persons Responsible

teachers and students

Target Dates or Schedule

mid-year

Evidence of Completion

survey results will indicate impact of more instructional time dedicated to science

Plan to Monitor Effectiveness of G2.B4.S1

Science data results

Person or Persons Responsible

5th grade students

Target Dates or Schedule

Spring 2014

Evidence of Completion

FCAT data

G3. The School-Based Leadership Team along with the instructional staff will fully implement a rigorous reading intervention program in all grades K-5 to lead to improve reading performance for all students.

G3.B1 lack of comprehensive intervention teacher-led reading intervention program

G3.B1.S1 Implement a research-based reading intervention program

Action Step 1

Select and purchase research-based reading intervention program.

Person or Persons Responsible

Ashley McCool, Christina Flake, April Imperio

Target Dates or Schedule

By October 1, 2013

Evidence of Completion

The following programs have been purchased: SRA Language for Learning (K), SRA Early Interventions in Reading (1st-2nd), SRA Corrective Reading (3rd-5th), Comprehension Tool Kit (3rd-5th)

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom observations of reading intervention block

Person or Persons Responsible

Ashley McCool

Target Dates or Schedule

on-going in daily classroom observations

Evidence of Completion

iObservation data

Plan to Monitor Effectiveness of G3.B1.S1

Student progress monitoring data in reading

Person or Persons Responsible

all students

Target Dates or Schedule

weekly formative assessments

Evidence of Completion

assessment results

G3.B2 teacher confidence and expertise in delivery of reading intervention

G3.B2.S1 Systematic professional development in the area of reading intervention

Action Step 1

Teacher Professional Development- SRA Early Interventions in Reading, SRA Corrective Reading, Comprehension Tool Kits

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

Friday, October 4, 2013 8:30am-3:30pm

Evidence of Completion

training agenda, notes, attendance record, observations

Facilitator:

SRA Consultant, Christina Flake, April Imperio

Participants:

All Instructional Staff

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Classroom observations of reading intervention block

Person or Persons Responsible

Ashley McCool

Target Dates or Schedule

on-going daily observations

Evidence of Completion

iObservation data

Plan to Monitor Effectiveness of G3.B2.S1

Classroom observations

Person or Persons Responsible

Ashley McCool

Target Dates or Schedule

daily classroom observations

Evidence of Completion

iObservation

G4. The School-Based Leadership Team will communicate a unified vision, and model a sense of community, which will lead to improved student achievement.

G4.B1 Lack of core curriculum, resources and structure for the reading and math block.

G4.B1.S1 Develop and utilize a structure for the math and reading block.

Action Step 1

Planning day with SBLT and DA Team to inventory resources for reading and math, look at sample structures and draft a lesson plan template for reading and math.

Person or Persons Responsible

DA Team, Instructional Coaching Team: Christina Flake, Cindy Bellamy, Alice Adams

Target Dates or Schedule

8/8/2013, Moseley Elementary School

Evidence of Completion

PD planned for first day of pre-planning to share the instructional resources chosen for use

Facilitator:

April Imperio, DA Team, Reading Support & Chris Henderson, DA Team, Math Support

Participants:

Instructional Coaching Team: Christina Flake, Cindy Bellamy, Alice Adams

Action Step 2

Create a feedback form for teachers to request support with implementing structured reading and math block. PLC during the week of 9/3/13 will focus on reviewing feedback from teachers.

Person or Persons Responsible

Instructional Coaching Team: Christina Flake, Cindy Bellamy, Alice Adams

Target Dates or Schedule

8/19/2013

Evidence of Completion

Form created, teachers completed, feedback was analyzed, Professional Development planned according to feedback on PD calendar

Action Step 3

Between 8/14/12 and 8/26/13, the SBLT will gather teacher feedback; administration and coaches will gather observational data through classroom visits; and the SBLT will do independent research to support use of research based strategies.

Person or Persons Responsible

SBLT: Ashley McCool, Chris Lee, Christina Flake, Cindy Bellamy, Alice Adams, Nicole Owens

Target Dates or Schedule

8/14/12- 8/26/13

Evidence of Completion

classroom observations, meeting agendas, attendance documentation

Action Step 4

The SBLT and DA Team will develop a PD plan to support implementing specific elements of reading and math structures and research based strategies. These PD opportunities will be provided during early release days and staff training days per the PCSD calendar and instructional contract agreement. These plans will also include PD provided twice weekly during PLC meetings for all instructional staff.

Person or Persons Responsible

Ashley McCool, Christina Flake, Cindy Bellamy, Alice Adams, April Imperio

Target Dates or Schedule

9/9/13, MES, McCool's office

Evidence of Completion

meeting notes, PD planning calendar

Facilitator:

April Imperio

Participants:

Ashley McCool, Chris Lee, Christina Flake, Cindy Bellamy, Alice Adams, Nicole Owens

Action Step 5

The SBLT will implement the PD plan created on 9-9-13. These PD opportunities will be provided during early release days and staff training days per the PCSD calendar and instructional contract agreement. They plans will also include PD provided twice weekly during PLC meetings for all instructional staff.

Person or Persons Responsible

SBLT: Ashley McCool, Chris Lee, Christina Flake, Cindy Bellamy, Alice Adams, Nicole Owens

Target Dates or Schedule

9/18/13 1:00pm 10/4/13 8:30-3:30pm twice weekly PLC meetings

Evidence of Completion

agendas, meeting notes, PD evaluations

Facilitator:

Instructional Coaching Team: Christina Flake, Cindy Bellamy, Alice Adams

Participants:

all Moseley teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom observations & participation in PLCs

Person or Persons Responsible

Ashley McCool, Instructional Coaching Team, DA Team

Target Dates or Schedule

weekly

Evidence of Completion

iObservation data, feedback from teams

Plan to Monitor Effectiveness of G4.B1.S1

Classroom formative assessments in Reading and Math

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

assessment data improvement

G4.B5 Culture and climate that supports low expectations and a lack of faith in coaching, leadership and student ability.

G4.B5.S1 A new school vision statement will be created by the administration along with the SBLT.

Action Step 1

A new school vision statement will be developed.

Person or Persons Responsible

Ashley McCool and SBLT

Target Dates or Schedule

by September 18, 2013

Evidence of Completion

Statement will be shared on school marquee, newsletter, website, around school, in classrooms and on every piece of communication that is distributed by Moseley Elementary School. New Vision Statement: All Moseley Elementary School Students CAN and WILL learn the academic and social skills needed to be successful in life.

Plan to Monitor Fidelity of Implementation of G4.B5.S1

New school vision statement

Person or Persons Responsible

Ashley McCool

Target Dates or Schedule

by September 18, 2013

Evidence of Completion

New school vision statement will be shared with faculty September 18, 2013 where they will begin crafting the school's mission statement to support the overall vision.

Plan to Monitor Effectiveness of G4.B5.S1

Staff/Student/Parent Surveys

Person or Persons Responsible

all stakeholders

Target Dates or Schedule

mid-year and end of year

Evidence of Completion

survey results

G4.B5.S2 A new school mission statement will be created by the SBLT and staff.

Action Step 1

SBLT will work with staff to craft a new school mission statement.

Person or Persons Responsible

SBLT and all staff

Target Dates or Schedule

beginning at staff professional development September 18, 2013

Evidence of Completion

reflection document and PD meeting notes created by staff

Facilitator:

Ashley McCool

Participants:

all Moseley staff

Plan to Monitor Fidelity of Implementation of G4.B5.S2

New school mission statement will be developed.

Person or Persons Responsible

SBLT and Moseley Staff

Target Dates or Schedule

by September 30, 2013

Evidence of Completion

New mission statement will be shared and displayed throughout school immediately.

Plan to Monitor Effectiveness of G4.B5.S2

Student/Staff/Parent Surveys

Person or Persons Responsible

all stakeholders

Target Dates or Schedule

mid-year and end of year

Evidence of Completion

survey results

Coordination and Integration

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

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

Title I Part A programs are coordinated through the District Instructional Team (IT) and includes the Directors of Elementary, Secondary, Exceptional Student Education and Federal Programs. This team meets monthly and establishes and monitors program evaluation for all schools to insure the entitlement programs' resources are available and fully implemented at each school site and that all funds are used as effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school; (5) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. In addition to the services provided by Title I, part A, the district uses Part C funds to Improve Academic Achievement of the schools' migratory children. Title I Part C initiative are coordinated by the district IT. The district uses Title I Part D funds to maintain collaborative and partner-like relationships with Azalea Health Care and Stewart Marchman to serve Homeless and Neglected and Delinquent students by providing health services. The district also partners with the Department of Juvenile Justice and Putnam County Sherriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (alternative center). Title II funds are used to prepare, train and recruit high quality teachers and principals. Part A includes principal training and recruiting fund and Part D includes enhancing education through technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district IT. Title III coordinates language instruction for LEP and immigrant education initiatives. The IT team monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and efficiently funded without duplication. The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless. Title IV 21st Century Schools includes Part A, Safe and Drug-free Schools and Communities. Title VI Flexibility and Accountability includes Part B, Rural Education Initiative. These Title Programs are administered by the Assistant Superintendent of Curriculum and Instruction. Finally, all students who participate in the 21st Century afterschool program are provided with a healthy snack, each school has a school wellness director and wellness information is regularly sent home on student menus and newsletters.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The School-Based Leadership Team along with the instructional staff will improve instruction in writing that will lead to an increase in student achievement on FCAT 2.0.

G1.B1 There is a lack of common systematic writing instruction.

G1.B1.S1 Dez Floyd from DA Support team will train teachers in appropriate systematic writing instruction. He will provide initial training. Christina Flake will monitor and coach teachers. Then he will return for follow-up and next steps. This will be an ongoing process throughout the year.

PD Opportunity 1

Writing Professional Development

Facilitator

Dez Floyd and Christina Flake

Participants

4th grade teachers of writing

Target Dates or Schedule

October 16, 2013

Evidence of Completion

agenda and lesson plans

PD Opportunity 2

Writing Professional Development

Facilitator

Dez Floyd and Christina Flake

Participants

4th grade teachers of writing

Target Dates or Schedule

September 12, 2013

Evidence of Completion

agenda and lesson plans

G2. The School-Based Leadership Team along with the instructional staff will fully implement a rigorous science curriculum in all grades K-5 to lead to improved student achievement on 5th grade FCAT 2.0.

G2.B2 Limited teacher knowledge of science standards

G2.B2.S1 DA Support team and science coach will train teachers in "unpacking" the benchmarks to deepen their understanding of the science standards.

PD Opportunity 1

Teacher Professional Development through PLCs

Facilitator

Alice Adams-Science Coach, DA Support Staff- Ryan Zimmerman

Participants

Science teachers

Target Dates or Schedule

weekly during PLCs

Evidence of Completion

agenda, developed lesson plans, iobservation data

G3. The School-Based Leadership Team along with the instructional staff will fully implement a rigorous reading intervention program in all grades K-5 to lead to improve reading performance for all students.

G3.B2 teacher confidence and expertise in delivery of reading intervention

G3.B2.S1 Systematic professional development in the area of reading intervention

PD Opportunity 1

Teacher Professional Development- SRA Early Interventions in Reading, SRA Corrective Reading, Comprehension Tool Kits

Facilitator

SRA Consultant, Christina Flake, April Imperio

Participants

All Instructional Staff

Target Dates or Schedule

Friday, October 4, 2013 8:30am-3:30pm

Evidence of Completion

training agenda, notes, attendance record, observations

G4. The School-Based Leadership Team will communicate a unified vision, and model a sense of community, which will lead to improved student achievement.

G4.B1 Lack of core curriculum, resources and structure for the reading and math block.

G4.B1.S1 Develop and utilize a structure for the math and reading block.

PD Opportunity 1

Planning day with SBLT and DA Team to inventory resources for reading and math, look at sample structures and draft a lesson plan template for reading and math.

Facilitator

April Imperio, DA Team, Reading Support & Chris Henderson, DA Team, Math Support

Participants

Instructional Coaching Team: Christina Flake, Cindy Bellamy, Alice Adams

Target Dates or Schedule

8/8/2013, Moseley Elementary School

Evidence of Completion

PD planned for first day of pre-planning to share the instructional resources chosen for use

PD Opportunity 2

The SBLT and DA Team will develop a PD plan to support implementing specific elements of reading and math structures and research based strategies. These PD opportunities will be provided during early release days and staff training days per the PCSD calendar and instructional contract agreement. These plans will also include PD provided twice weekly during PLC meetings for all instructional staff.

Facilitator

April Imperio

Participants

Ashley McCool, Chris Lee, Christina Flake, Cindy Bellamy, Alice Adams, Nicole Owens

Target Dates or Schedule

9/9/13, MES, McCool's office

Evidence of Completion

meeting notes, PD planning calendar

PD Opportunity 3

The SBLT will implement the PD plan created on 9-9-13. These PD opportunities will be provided during early release days and staff training days per the PCSD calendar and instructional contract agreement. They plans will also include PD provided twice weekly during PLC meetings for all instructional staff.

Facilitator

Instructional Coaching Team: Christina Flake, Cindy Bellamy, Alice Adams

Participants

all Moseley teachers

Target Dates or Schedule

9/18/13 1:00pm 10/4/13 8:30-3:30pm twice weekly PLC meetings

Evidence of Completion

agendas, meeting notes, PD evaluations

G4.B5 Culture and climate that supports low expectations and a lack of faith in coaching, leadership and student ability.

G4.B5.S2 A new school mission statement will be created by the SBLT and staff.

PD Opportunity 1

SBLT will work with staff to craft a new school mission statement.

Facilitator

Ashley McCool

Participants

all Moseley staff

Target Dates or Schedule

beginning at staff professional development September 18, 2013

Evidence of Completion

reflection document and PD meeting notes created by staff

Appendix 2: Budget to Support School Improvement Goals