

William D. Moseley Elementary School



2014-15 School Improvement Plan

William D. Moseley Elementary School

1100 HUSSON AVE, Palatka, FL 32177

moseley.putnamschools.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
96%

Alternative/ESE Center
No

Charter School
No

Minority
83%

School Grades History

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

School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In the spirit of collaboration and consistency, the faculty and staff of Moseley Elementary School provides a safe and enjoyable learning environment where ALL students are inspired to excel academically and socially in their journey for success. Students are challenged to become independent critical thinkers and cooperative problem solvers, as they achieve the skills needed to compete in our technologically driven world. Within a culture of respect, we strive to engage our students, empower our families, and encourage one another, as we ALL work to improve ourselves and our diverse community.

Provide the school's vision statement

ALL Moseley Elementary School students can and will learn the academic and social skills needed to be successful in life. We are Moseley!

School Environment

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

Moseley will place an emphasis on learning student cultures by first building class rosters that are across gender and races. Administrators will likewise encourage professional development for teachers in the areas of "Maintaining High Academic Expectations" and "Differentiated Instruction for Diverse Learners." Moseley will also seek knowledge about student cultures through partnerships with agencies like Community in Schools. CIS acts as a liaison between schools and the communities they serve, providing schools with valuable information affecting student culture. These processes create a platform for relationship building by providing activities such as student dances, school-wide festivals, field trips, and student award ceremonies.

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

Moseley will create a safe environment in three critical areas: environment, instruction, and interpersonal relationships. A safe environment begins with a focus on expectations. Administrators (lead staff), teachers, and other faculty will create, inservice, and post rules/expectations campus-wide that ensure the safety of students in every area of the school and at all times. During instruction, teachers will maintain an atmosphere in which students feel free to express their thoughts, share out, and collaborate without ridicule or being put down. Moseley will provide guidance, tools, and discipline for the prevention and/or response to any and all instances of bullying and harassment among its students. Students who demonstrate behaviors that foster a sense of community will be acknowledged on campus (Star Student), and in the community (Terrific Kid and Student of the Month).

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

Moseley's school-wide behavior system gathers its focus on encouraging its students to reach for the S.T.A.R.S. They can accomplish this goal by meeting five prerequisite expectations. They are expected to first display behaviors that promote SAFETY on the school campus. They are encouraged to display TACT (using appropriate language and refrain from verbal put downs and other forms of abuse). Moseley students are expected to ACHIEVE (show up to class with supplies and a mindset that is ready to learn). The expectation to be RESPONSIBLE requires students to remain in assigned areas and complete assignments. Students are also expected to exercise STEWARDSHIP (maintaining a clean campus by throwing away trash and not writing on walls and desks). Classroom rules are derived from these expectations and students are rewarded with "Marlin Bucks" for compliance with these expectations. Marlin Bucks can be used to purchase toys, school supplies, t-shirts, etc. in the school's Marlin Mall. Teachers at Moseley also incorporate the strategies of Whole Brain Teaching in the classrooms to foster consistent routines, student engagement, and collective accountability during instruction. These methods have a positive impact on our classroom discipline and school culture.

Minor disciplinary events that take place in the classroom receive verbal warnings or behavior intervention. Excessive disciplinary events result in discipline referrals to the principal's office. Major/serious events result in immediate referral to the principal's office. Teachers are offered professional development in the areas of classroom management, de-escalation strategies, and reporting bullying/harassment throughout the school year.

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

Moseley offers services to all students in the areas of social skills, guidance, and mentoring. Social Skills Development courses are offered each day to students who fall short of behavioral expectations by the school's Behavior Specialist. Moseley employs two (2) Guidance Counselors that support students with "guidance lessons" in each classroom on a monthly basis. These lessons offer students strategies in the areas of character building, bullying, anger management, reporting abuse/harassment, and suicide prevention. Mentoring is provided by various staff members as a means of academic and emotional support by the Principal, Assistant Principal, Guidance Counselors, and Behavior Specialist. CIS staff employees mentors and foster grandparents who work with students on a regular basis to support the social-emotional needs. Specific strategies are obtained and implemented for students with disabilities from administrative and ESE staff. These strategies are provided in order to guide instruction, set behavioral expectations, and provide necessary accommodations and modifications.

Early Warning Systems

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

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

Our school's early warning system includes a weekly meeting with the following staff members: principal, assistant principals, guidance counselors, MTSS coordinator, behavior specialist, data clerk, ESE specialist, etc. The team looks at early warning indicators that include but are not limited to the following: excessive absences, low test scores, discipline referrals, etc. As a team, we set monthly, quarterly and annual goals. The goals are generated from previous school-wide data. Individual and group rewards are given to students who meet their goals in the areas indicated as an early warning.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	12	7	3	8	5	47
One or more suspensions	4	10	4	1	9	16	44
Course failure in ELA or Math	0	0	2	0	0	0	2
Level 1 on statewide assessment	0	0	0	14	22	16	52
Kindergarten students who did not participate in an educational pre-K program	38	0	0	0	0	0	38

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

Indicator	Grade Level				Total
	1	2	4	5	
Students exhibiting two or more indicators	1	2	6	14	23

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

To improve attendance, we target students who had a high number of absences last school year. Each of these students is assigned to a counselor or other staff member who they check in with each morning. We set weekly, monthly and nine week goals for their attendance. If these goals are met, they receive rewards ranging from school Marlin Bucks to cupcake parties. We also establish a reward party each 9 weeks for those students who have no unexcused absences and no discipline referrals. We believe this encourages students to be at school each day as well as improve their school-wide behavior.

We have interventions planned to decrease the number of student course failures and the number of students who score at a Level 1 on statewide assessments. All students participate in an hour long reading intervention block in addition to their ELA block each day. Select students at our school also participate in an Early Language Intervention Study and receive additional support for language development. Students who are not meeting math standard assessments will meet with teacher daily in a small group to work on strategic interventions with MFAS. Project Praise students are offered additional academic tutoring after school on a weekly basis.

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/57124>.

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

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
McCool, Ashley	Principal
Lee, Chris	Assistant Principal
Washington, Nikiah	Guidance Counselor
Bishop, Amy	Guidance Counselor
Chastain, Lynn	Instructional Coach
Ramirez, Donna	Instructional Coach
Parkison, Gena	Other
Owen, Sandy	Other
Adams, Alice	Other
Watson, Lashonda	Teacher, ESE

Duties

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

The function and responsibility of each team member related to the school's MTSS and SIP is to provide support for all teachers and students. The responsibilities will include: instructional coaching, 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.

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

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. 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ashley McCool	Principal
Chris Lee	Education Support Employee
Lashonda Watson	Education Support Employee
Lynn Chastain	Education Support Employee
Donna Ramirez	Education Support Employee
Nicole Owens	Education Support Employee
Amy Bishop	Education Support Employee
Gena Parkison	Education Support Employee
Sandy Owen	Education Support Employee
Alice Adams	Education Support Employee
Aleisha Cater	Parent
	Student

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 SAC committee reviewed last year's school improvement plan and offered suggestions for things to add and/or omit. Suggestions were used in determining key factors when completing the 8-step problem solving process for this year's plan.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

School Improvement budget was shared at the first SAC meeting for this year, September 2014. Ideas for use of funds were generated. Subsequent meetings will call for suggested expenditures and approval of such by the SAC committee.

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

W.D. Moseley Elementary School will have a fall and spring open house (Meet & Greet). Faculty will have an opportunity to introduce learning goals and strategies to parents. Moseley will plan a Fall and Spring Festival to interact with our community. The Annual Family Fall Festival will be Thursday, October 23, 2014 at Moseley Elementary School. (Family Spring Festival TBA) This event received positive feedback last year from our community. The Annual Family Fall Festival promotes community activities that can engage all parties and help meet student needs. Each grade level will be responsible for setting up a fundraiser activity to raise funds for grade level field trips and materials. The School Advisory Council will host monthly community activities to encourage participation by our families and community. Local organizations & businesses will be invited to participate in all school events. Parent involvement will be aligned with Moseley's school improvement plan, mission statement and goals.

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
Chastain, Lynn	Instructional Coach
Ramirez, Donna	Instructional Coach
Parkison, Gena	Other
McCool, Ashley	Principal

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for literacy include: ongoing teacher professional development through PLCs, 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, using book studies for professional growth, and promoting literacy at home to build stronger family/school relationships.

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

There is a very positive and encouraging atmosphere at our school. The working environment is conducive to a family like community of people who deeply care about each and every student. All staff strive to create a safe and enjoyable place of learning to ensure each child will have the opportunity to be successful in life. The instructional staff engage in Professional Learning Communities for two hours every week that focus on effective instruction in Reading, Math and Science. These PLC's are either coach-led or teacher-led, and allow teachers a time for collaboration and reflection on specific areas of instruction concerning their core curriculum and Florida Standards.

Teachers also have an hour of daily planning time in which they work together to plan engaging whole group and small group lessons, discuss best practices and strategies, and support each other with classroom procedures/behavior management plans. The instructional staff have also been given the opportunity to participate in book studies for Professional Development after school hours. These book studies focus on "Getting the most from the Core Reading Program" and "Improving Classroom Management Strategies with Whole Brain Teaching."

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

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.

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

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

Reading: To ensure that our Core Reading instruction is aligned to the Florida Standards, our teachers have thoroughly unpacked each standard to create a detailed curriculum map and pacing guide. This guide is then used to align the Harcourt Journey's curriculum, that is being used during the 90 minute Reading Block, to the English Language Arts Florida Standards.

Mathematics: To ensure that our math instruction is aligned to the Florida Standards, our teachers have thoroughly unpacked each standard to create a detailed curriculum map and pacing guide. This guide is then used to align the Engage New York curriculum that is being used for instruction to the Florida Standards. Teachers are also using the MFAS (Math Formative Assessment System) process to gather data and diversify instruction based on students' instructional needs. These formative assessments are aligned directly with Florida Math Standards to give standard specific feedback to teachers to guide their whole group and small group instruction.

Science: Science instruction has been aligned to the NGSSS Science standards. These standards have been unpacked and used to create pacing guides that allow teachers to instruct the Scientific Method through exploration and hands on activities. Science standards are also integrated and taught during Reading, Math and Social Studies.

Instructional Strategies

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

Reading: Differentiated instruction in Reading is determined by formative assessments that are given weekly covering the LAFS that have been taught. This data is used to group students according to their needs and ability. The teacher then uses this data to drive whole group and small group instruction. Reading centers are also created using this data to ensure students are engaging in meaningful and effective practice.

In addition to a 90 minute Core Reading Block, there is an hour of SRA Reading Intervention completed daily for each grade level. This Reading Intervention Block is designed to give direct, intensive instruction to students at their level of need. Students are tested and placed in a specific intervention class based on their placement data and previous years assessment data if available.

Mathematics: Differentiated instruction in Math is determined and provided by using the MFAS (Math Formative Assessment System) process. These formative assessments are aligned directly with Florida Math Standards. Students are given a standard specific task and then scored on a 4 point rubric scale. Teachers are then able to place students in small groups based on their rubric score and work with those students using instructional implications from the MFAS task. After a period of small group instruction, the task is given to the students again to ensure mastery of the standard.

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

Strategy: Extended School Day

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 Rationale

The rationale for the above strategy is to increase the minutes students spend each day in effective reading instruction and research based intervention.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

McCool, Ashley, amccool@my.putnamschools.org

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

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

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.

Students transitioning from Moseley to CL Overturf Sixth grade center are given an orientation day in May of each year to acclimate them the school's environment. Additionally, students are invited to a 3

day summer event- Camp RISE, where they are given in-depth training in how to be a successful middle school student.

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

NA

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

NA

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

NA

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

NA

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.** If all stakeholders communicate a unified vision, and model a sense of community, then student achievement will improve.
- G2.** Moseley Elementary School will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.
- G3.** The School-Based Leadership Team along with the instructional staff will fully implement a rigorous Pre-K-5 instructional program in English/Language Arts and Mathematics to lead to improved student achievement on the Florida Standards Assessment. A rigorous instructional program for Science will be implemented in grades K-5 to lead to improved student achievement on FCAT Science 2.0.

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. If all stakeholders communicate a unified vision, and model a sense of community, then student achievement will improve. 1a

G057670

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- shared vision
- district support
- students are always #1 priority
- strong foundations in key areas to build upon
- positive shift in student behavior
- continuity
- buy-in from stakeholders
- sense of community within school
- good morale
- positive promotion- district website
- increase of community support
- celebration of student success
- teacher participation in PD
- new core reading curriculum
- DA Team
- shifts in beliefs & attitudes
- strong cohesive leadership team- great attitude- shared leadership
- expectations/learning structures in place for 90 minute block
- teachers willing to take chances
- new staff= new sense of energy
- teachers look at whole child... beyond academics
- teachers work hard
- raised expectations of students and attitudes toward students
- consistent message from administration
- limited retentions (interventions used instead)
- strong non-instructional staff

Targeted Barriers to Achieving the Goal 3

- some stakeholders have not embraced a culture of high expectations consistently

G2. Moseley Elementary School will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students. **1a**

 G057671

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	15.0
FSA - Mathematics - Proficiency Rate	27.0
FCAT 2.0 Science Proficiency	25.0
One or More Suspensions	18.0
Students in kindergarten exhibiting two or more EWS indicators	15.0

Resources Available to Support the Goal **2**

.

Targeted Barriers to Achieving the Goal **3**

- Previously the district did not have a quality common curriculum that addressed the Florida Standards in reading and math. (Standards Based Instruction)
- Infrastructure at the schools does not support the number of students who need intervention. There is not enough time/personnel to provide quality intervention. Some students do not start school with foundational knowledge and skills, this causes a need for intense intervention immediately. (Increased learning time)
- Since the district has not provided quality tiered interventions on a system-wide basis, it is difficult for teachers to provide data driven differentiated instruction on a consistent basis.(Differentiated Instruction)
- The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly.
- Recruitment and retention of highly effective instructional staff for hard to staff schools.

G3. The School-Based Leadership Team along with the instructional staff will fully implement a rigorous Pre-K-5 instructional program in English/Language Arts and Mathematics to lead to improved student achievement on the Florida Standards Assessment. A rigorous instructional program for Science will be implemented in grades K-5 to lead to improved student achievement on FCAT Science 2.0. 1a

G057672

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- 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 3

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

Plan to Monitor Progress Toward G3. 8

Student achievement in science

Person Responsible

Schedule

Evidence of Completion

ongoing progress monitoring data in science

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. If all stakeholders communicate a unified vision, and model a sense of community, then student achievement will improve. **1**

 G057670

G1.B2 some stakeholders have not embraced a culture of high expectations consistently **2**

 B145997

G1.B2.S1 Develop a clear mission statement with all stakeholders. **4**

 S158218

Strategy Rationale

A clear mission statement developed by all stakeholders will help drive the vision of our school and enable us to collectively achieve our goals.

Action Step 1 **5**

meet to discuss elements of mission statement

Person Responsible

Ashley McCool

Schedule

Evidence of Completion

notes from meeting

Action Step 2 5

contact grade level leaders to provide input on possible mission statements

Person Responsible

Ashley McCool

Schedule

Evidence of Completion

email and input from teacher leaders

Action Step 3 5

meet to draft mission statement

Person Responsible

Ashley McCool

Schedule

Evidence of Completion

published mission statement

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

invite SBLT members and remind them of tasks related to mission statement development and presentation to staff

Person Responsible

Ashley McCool

Schedule


Evidence of Completion

weekly SBLT meeting agendas


G3. The School-Based Leadership Team along with the instructional staff will fully implement a rigorous Pre-K-5 instructional program in English/Language Arts and Mathematics to lead to improved student achievement on the Florida Standards Assessment. A rigorous instructional program for Science will be implemented in grades K-5 to lead to improved student achievement on FCAT Science 2.0. **1**

 G057672

G3.B2 Limited teacher knowledge of science standards **2**

 B146020

G3.B2.S1 DA Support team and science coach will train teachers in "unpacking" the benchmarks to deepen their understanding of the science standards. **4**

 S158244

Strategy Rationale

Action Step 1 **5**

Teacher Professional Development through PLCs

Person Responsible

Schedule

Evidence of Completion

agenda, developed lesson plans, iobservation data

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Teacher implementation

Person Responsible

Schedule

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teacher observation data

Person Responsible

Schedule

Evidence of Completion

iObservation

G3.B4 Lack of time dedicated to science instruction 2

 B146022

G3.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. 4

 S158245

Strategy Rationale

Action Step 1 5

Master Schedule Development

Person Responsible

Schedule

Evidence of Completion

Master schedule and teacher assignments

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Teacher/Student survey feedback

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Science data results

Person Responsible

Schedule

Evidence of Completion

FCAT data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	meet to discuss elements of mission statement	McCool, Ashley	7/10/2014	notes from meeting	one-time
G3.B2.S1.A1	Teacher Professional Development through PLCs		agenda, developed lesson plans, iobservation data	once	
G3.B4.S1.A1	Master Schedule Development		Master schedule and teacher assignments	once	
G1.B2.S1.A2	contact grade level leaders to provide input on possible mission statements	McCool, Ashley	7/18/2014	email and input from teacher leaders	one-time
G1.B2.S1.A3	meet to draft mission statement	McCool, Ashley	8/18/2014	published mission statement	one-time
G1.B2.S1.MA1	invite SBLT members and remind them of tasks related to mission statement development and presentation to staff	McCool, Ashley	8/18/2014	weekly SBLT meeting agendas	weekly
G3.MA1	Student achievement in science		ongoing progress monitoring data in science	once	
G3.B2.S1.MA1	Teacher observation data		iObservation	once	
G3.B2.S1.MA1	Teacher implementation		iObservation	once	
G3.B4.S1.MA1	Science data results		FCAT data	once	
G3.B4.S1.MA1	Teacher/Student survey feedback		survey results will indicate impact of more instructional time dedicated to science	once	

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.

G3. The School-Based Leadership Team along with the instructional staff will fully implement a rigorous Pre-K-5 instructional program in English/Language Arts and Mathematics to lead to improved student achievement on the Florida Standards Assessment. A rigorous instructional program for Science will be implemented in grades K-5 to lead to improved student achievement on FCAT Science 2.0.

G3.B2 Limited teacher knowledge of science standards

G3.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

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0