

Putnam County School District

William D. Moseley Elementary School



2015-16 School Improvement Plan

William D. Moseley Elementary School

1100 HUSSON AVE, Palatka, FL 32177

moseley.putnamschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	F	F

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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, we provide a safe and enjoyable learning environment, where ALL students are inspired to excel academically and socially in their journey for success. Our 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 STRONG!

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, in-service, 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 and in the community (ex: Terrific Kid, Kid With Character, & 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 S. A. I. L. They can accomplish this goal by meeting four prerequisite expectations. They are expected to first

display behaviors that promote SAFETY (keep hands and feet to themselves and walk during transitions). They are also expected to ACHIEVE (set personal goals, participate, and make an effort in all activities). In addition, Moseley students are expected to IMPROVE (make smart choices each day), and to LEAD (look for opportunities to be a captain/admiral). 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, schools supplies, t-shirts, etc. in the school's Treasure Island (school store). Marlin Bucks are offered to individual students who make choices that display the school-wide expectations. We also offer "Captain's Coins" for classes that display those expectations within our specials classes and in the cafeteria. 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 behavior team/assistant principal. 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 is 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.

The data below represents students currently enrolled at Moseley Elementary School for the 2015-16 school year. The data points are indicative of their attendance, behavior, and/or academic performance from the 2014-15 school year, even if they were not enrolled at Moseley. Looking at the data in this current status allows us to carefully identify those students who may be at risk currently. Attention to data with both current students and former students is important in our school due to the high mobility rates our students present.

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	19	13	6	5	7	11	61
One or more suspensions	22	6	28	18	14	17	105
Course failure in ELA or Math	0	0	0	2	1	2	5
Level 1 on statewide assessment	0	0	0	0	0	0	
Kindergarten students who did not participate in an educational pre-K program	0	0	0	0	0	0	
Students with 2 or more discipline referrals	14	4	21	12	14	11	76

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	13	3	15	8	11	7	57

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

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. The 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.

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:

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

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 Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff'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. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

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
Amy Bishop	Education Support Employee
Gena Parkison	Education Support Employee
Sandy Owen	Education Support Employee
Alice Adams	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The 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 Winter 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 Friday, November 6, 2015, at Moseley Elementary School. (Family Spring Fling TBA) This event received positive feedback last year from our community. 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.

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:

Name	Title
Chastain, Lynn	Instructional Coach
Ramirez, Donna	Instructional Coach
Parkison, Gena	Other
McCool, Ashley	Principal
Adams, Alice	Instructional Coach

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. Staff survey data indicate 100% of our teachers surveyed "look forward to working at our school each day." 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.

Our focus this year with Professional Learning Communities (PLCs) will shift from instructional coach-led PLCs to more authentic teacher-led teams. Teachers are given a full hour daily to collaborate and plan with their teams. The development of authentic PLCs will provide a systematic approach for teachers to work together to analyze and improve their classroom practice. Teachers will work in teams, engaging in an ongoing cycle of questions that promote deep team learning. Teachers will also work together using the Learning Focused Framework to develop engaging whole group and small group lessons, discuss best practices and strategies, and support each other with classroom procedures/behavior management plans.

Both instructional and non-instructional staff will be provided the following text for a school-wide book study: *Teaching With Poverty in Mind*, by Eric Jensen. This book study will be led by Ms. McCool and will begin in November, 2015.

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. Gena Parkison will lead our mentor teachers in a systematic beginning teacher program throughout the 2015-16 school year ensuring that our mentor teachers are providing our new teachers with appropriate support.

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 English Language Arts Florida Standards, our teachers are given an outline of the standards correlated with the Harcourt Journeys curriculum, item specs for their specific grade level, and a yearly calendar.

Together, the reading coach and grade level teachers use this outline to create a yearly pacing guide by mapping out which standards are taught and aligned to the Harcourt Journeys curriculum during the 90-minute reading block on specific dates. In addition, our teachers unpack each standard to

ensure the standard is thoroughly being taught.

Mathematics:

To ensure that our math instruction is aligned to the Florida Standards, our teachers have thoroughly unpacked each standard to create a detailed Lesson Plan Framework to ensure scaffolded instruction of the Florida Mathematics Standards. The Framework includes progressive learning Scales and the assessments that will be given to monitor student progression of the learning scales.

Teachers are also using the 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.

In addition to standards based instruction and formative assessments, the computer based program, IReady, is being used to supplement instruction during computer lab and Math intervention blocks. All students are accessing IReady for a minimum of 45 minutes per day to increase their understanding and learning of the Math Standards. IReady places each student at their level of need based on diagnostic testing, ensuring differentiated instruction for every student in the school.

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 as well as Science Standards through exploration and hands on activities. Standards based assessments have been created for each module of the pacing guide and will be given throughout the year to monitor student learning in grades 3-5.

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:

The teachers at Moseley meet weekly to disaggregate data collected from formative assessments. These formative assessments are used to determine the diverse needs of students, as well as, to differentiate instruction in reading. The teachers use the following five guiding questions to analyze the data.

1. What instructional (focus) standard do we expect our students to learn?
 2. How will we know when (or what assessments will be used to determine if) our students have learned/mastered the standard?
 3. What will we do to remediate those students who did not learn/master the desired standard?
 4. What will we do to accelerate those students who have already learned/mastered the desired standard?
 5. What best instructional practices, methods, or strategies should be used to teach the standards?
- The teacher uses this data to drive whole group instruction and small group instruction for remediation and enrichment. This data is used to group students according to their needs and ability. Literacy centers are also created using this data to ensure students are engaging in meaningful and effective practice.

Resources such as iReady and ACHIEVE 3000 are also used to differentiate the instructional needs of students through practice in specific reading components. Reading components and skills addressed with iReady and ACHIEVE 3000 include phonemic awareness, phonics, high frequency words, comprehension in literature text, comprehension in informational text, fluency, and writing. These resources are set at the students' reading level and provide the practice and text needed at their level of instruction.

In addition to a 90-minute core reading block, students are provided research-based reading intervention daily for 60 minutes. 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 assessment data.

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.

In addition, we have a voluntary, grant funded, after-school program for students. One of the targeted sessions is reading. Students who are eager to read and discuss authentic children's literature through close reads of novels or informational text through articles archived with ACHIEVE 3000 are invited to attend and participate.

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 2016, 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Our strategic goals for the 2015-16 school year will be a continuation of the 2014-15 goals that are a part of our School Improvement Grant.

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

G072583

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collaborative Teachers	46.0
5Es Score: Collaborative Teachers	60.0

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

- teachers need to be more involved in their own professional learning

Plan to Monitor Progress Toward G1. 8

end of the year 5E survey collaborative teacher data

Person Responsible

Schedule

Evidence of Completion

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

G072584

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	25.0
FSA Mathematics - Achievement	32.0
FCAT 2.0 Science Proficiency	30.0
2+ Behavior Referrals	15.0
Students in kindergarten exhibiting two or more EWS indicators	10.0
Math Achievement District Assessment	35.0
ELA Achievement District Assessment	35.0
Math Gains District Assessment	94.0
ELA/Reading Gains District Assessment	100.0

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

 G072585

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality of Student Discussion	27.0
5Es Score: Quality of Student Discussion	40.0
5Es Score: Ambitious Instruction	77.0
5Es Score: Ambitious Instruction	80.0

Resources Available to Support the Goal 2

- Instructional Coaches
- District Support Staff
- district support with assessments- iReady
- SIG3 grant resources
- strong preK program
- strong ESE team to help provide accommodations for inclusion students

Targeted Barriers to Achieving the Goal 3

- Lesson planning is not consistent- some teachers and grade levels are much stronger than others

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**

 G072583

G1.B13 teachers need to be more involved in their own professional learning **2**

 B189380

G1.B13.S1 Teachers will participate in teacher-led Professional Learning Communities (PLCs). Teams will engage in a systematic problem solving process to analyze student data, reflect on best practices, and ultimately improve their classroom practice. Additionally, teams will choose areas of study that will support their students' instructional needs. **4**

 S200699

Strategy Rationale

Teachers who have ownership of their own professional learning are more likely to be more actively engage in the learning process, and their students will more likely benefit from the the professional learning of their teachers.

Action Step 1 **5**

We will develop a calendar for principal and instructional coaches to meet monthly with PLC team leaders.

Person Responsible

Ashley McCool

Schedule

On 9/30/2015

Evidence of Completion

calendar

Action Step 2 5

We will develop a survey for team leaders to distribute to teams to determine their understanding of a PLC and its purpose.

Person Responsible

Ashley McCool

Schedule

On 9/30/2015

Evidence of Completion

completed surveys

Action Step 3 5

Ms. McCool will develop a yearly PLC facilitation plan with team leaders which will include a guide to developing team norms, team member roles and responsibilities, discussion protocols, and pre/post survey reflection data.

Person Responsible

Ashley McCool

Schedule

On 10/15/2015

Evidence of Completion

teacher-led PLC facilitation plan

Action Step 4 5

Teachers will meet weekly in teams to engage in the authentic practices of Professional Learning Communities (PLCs).

Person Responsible

Ashley McCool

Schedule

Weekly, from 10/12/2015 to 5/13/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Teachers will be surveyed to determine the effectiveness of this professional learning.

Person Responsible

Gena Parkison

Schedule

Evidence of Completion

teacher survey

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

ongoing data- teachers submit notes from monthly PLCs

Person Responsible

Schedule

Evidence of Completion

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

G072585

G3.B1 Lesson planning is not consistent- some teachers and grade levels are much stronger than others 2

B189391

G3.B1.S1 All teachers will be required to use the Learning Focused Planning Framework. It will serve as a tool to deepen the work of collaborative lesson planning on grade level teams. This framework will be utilized in mathematics K-5 and in ELA 3-5 for 2015-16. Instructional Coaches will use the framework to facilitate planning sessions during coach-led PLC's weekly. Administrators will monitor the implementation of the framework and provide teachers feedback through iobservation weekly. 4

S200722

Strategy Rationale

When written to fidelity, this framework ensures that teachers fully understand the standard, its skills, and sub-skills. It allows for planning of high yield engaging strategies that will improve instructional rigor and student achievement.

Action Step 1 5

All Moseley teachers will attend an initial Learning Focused Framework training.

Person Responsible

Ashley McCool

Schedule

On 9/1/2015

Evidence of Completion

PD Attendance Rosters, Approved Lesson Plan Framework with feedback

Action Step 2 5

Some Moseley teachers will attend a follow-up Learning Focused Framework Training.

Person Responsible

Donna Ramirez

Schedule

Evidence of Completion

Sample lesson plans with feedback

Action Step 3 5

Lesson plans will be checked bi-weekly by administration to ensure that teachers are utilizing the Learning Focused Framework.

Person Responsible

Ashley McCool

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

iobservation 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.B13.S1.A1	We will develop a calendar for principal and instructional coaches to meet monthly with PLC team leaders.	McCool, Ashley	9/1/2015	calendar	9/30/2015 one-time
G3.B1.S1.A1	All Moseley teachers will attend an initial Learning Focused Framework training.	McCool, Ashley	7/1/2015	PD Attendance Rosters, Approved Lesson Plan Framework with feedback	9/1/2015 one-time
G1.B13.S1.A2	We will develop a survey for team leaders to distribute to teams to determine their understanding of a PLC and its purpose.	McCool, Ashley	9/1/2015	completed surveys	9/30/2015 one-time
G3.B1.S1.A2	Some Moseley teachers will attend a follow-up Learning Focused Framework Training.	Ramirez, Donna	9/29/2015	Sample lesson plans with feedback	one-time
G1.B13.S1.A3	Ms. McCool will develop a yearly PLC facilitation plan with team leaders which will include a guide to developing team norms, team member roles and responsibilities, discussion protocols, and pre/post survey reflection data.	McCool, Ashley	10/1/2015	teacher-led PLC facilitation plan	10/15/2015 one-time
G3.B1.S1.A3	Lesson plans will be checked bi-weekly by administration to ensure that teachers are utilizing the Learning Focused Framework.	McCool, Ashley	9/1/2015	iobservation data	6/1/2016 biweekly
G1.B13.S1.A4	Teachers will meet weekly in teams to engage in the authentic practices of Professional Learning Communities (PLCs).	McCool, Ashley	10/12/2015		5/13/2016 weekly
G1.MA1	end of the year 5E survey collaborative teacher data			one-time	
G1.B13.S1.MA1	ongoing data- teachers submit notes from monthly PLCs			one-time	
G1.B13.S1.MA1	Teachers will be surveyed to determine the effectiveness of this professional learning.	Parkison, Gena	1/31/2016	teacher survey	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Student achievement in science		ongoing progress monitoring data in 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.

G1. If all stakeholders communicate a unified vision, and model a sense of community, then student achievement will improve.

G1.B13 teachers need to be more involved in their own professional learning

G1.B13.S1 Teachers will participate in teacher-led Professional Learning Communities (PLCs). Teams will engage in a systematic problem solving process to analyze student data, reflect on best practices, and ultimately improve their classroom practice. Additionally, teams will choose areas of study that will support their students' instructional needs.

PD Opportunity 1

Teachers will meet weekly in teams to engage in the authentic practices of Professional Learning Communities (PLCs).

Facilitator

Ashley McCool

Participants

All K-5 Teachers

Schedule

Weekly, from 10/12/2015 to 5/13/2016

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.B1 Lesson planning is not consistent- some teachers and grade levels are much stronger than others

G3.B1.S1 All teachers will be required to use the Learning Focused Planning Framework. It will serve as a tool to deepen the work of collaborative lesson planning on grade level teams. This framework will be utilized in mathematics K-5 and in ELA 3-5 for 2015-16. Instructional Coaches will use the framework to facilitate planning sessions during coach-led PLC's weekly. Administrators will monitor the implementation of the framework and provide teachers feedback through iobservation weekly.

PD Opportunity 1

All Moseley teachers will attend an initial Learning Focused Framework training.

Facilitator

Cathy Oyster, Jessica McCool, Michelle Tucker

Participants

PCSD Teachers

Schedule

On 9/1/2015

PD Opportunity 2

Some Moseley teachers will attend a follow-up Learning Focused Framework Training.

Facilitator

Cathy Oyster

Participants

various grade levels selected by Donna Ramirez and Lynn Chastain

Schedule

Technical Assistance Items

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

Budget

Budget Data

1	G1.B13.S1.A1	We will develop a calendar for principal and instructional coaches to meet monthly with PLC team leaders.	\$0.00
2	G1.B13.S1.A2	We will develop a survey for team leaders to distribute to teams to determine their understanding of a PLC and its purpose.	\$0.00
3	G1.B13.S1.A3	Ms. McCool will develop a yearly PLC facilitation plan with team leaders which will include a guide to developing team norms, team member roles and responsibilities, discussion protocols, and pre/post survey reflection data.	\$0.00
4	G1.B13.S1.A4	Teachers will meet weekly in teams to engage in the authentic practices of Professional Learning Communities (PLCs).	\$0.00
5	G3.B1.S1.A1	All Moseley teachers will attend an initial Learning Focused Framework training.	\$0.00
6	G3.B1.S1.A2	Some Moseley teachers will attend a follow-up Learning Focused Framework Training.	\$0.00
7	G3.B1.S1.A3	Lesson plans will be checked bi-weekly by administration to ensure that teachers are utilizing the Learning Focused Framework.	\$0.00
Total:			\$0.00