

Putnam County School District

William D. Moseley Elementary School



2017-18 School Improvement Plan

William D. Moseley Elementary School

1100 HUSSON AVE, Palatka, FL 32177

moseley.putnamschools.org

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 81% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | F | D | F* | D |

**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 is pending approval by the Putnam County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for William D. Moseley Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Northeast - Dustin Sims | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement

The Moseley Way...Teacher and student autonomy and responsibility for rigorous standards based learning, planning and teaching. This will be present through student focused scaffolded instruction where teachers model and students are engaged in discourse, all while creating a unified school-wide culture of collaboration that promotes student success...The Moseley Way

2. School Environment

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

Moseley Elementary School learns about our students' cultures through a variety of ways. Events such as "Meet and Greet Your Teacher" during our annual student registration day provide teachers the opportunity to meet with students' parents/guardians and receive feedback from them regarding their children. Teachers maintain contact with parents via the use of student planners, phone calls and face to face conferences. Each student is assigned a guidance counselor who meets with students and their parents/guardians throughout the school year. The administration and support staff (guidance counselors, behaviorist, MTSS Coordinator, reading coach) establish relationships with outside agencies that help support students and their families and which are sensitive to the cultural needs of our families. CIS acts as a liaison between school and the communities it serves, providing us 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.

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

The safety of students before, during and after school is a top priority for the staff of Moseley Elementary School. The Raptor system that tracks student attendance, visitors and volunteers helps ensure that visitors and volunteers to the school have been appropriately screened to interact with students. The physical safety of students is maintained through the use of security cameras, a school-wide safety plan and adult supervision during arrival, dismissal and during the school day. Teachers and support staff have been trained in safety procedures for different situations. A school-wide discipline plan based on established rituals and routines and positive behavioral support provides the foundation for students to learn and exhibit respect. School rules are posted in each classroom and expectations for behavior are taught to students. Staff are provided training in positive behavioral support strategies to help maintain a safe, nurturing, and respectful school environment for students.

During instruction, teachers maintain an atmosphere in which students are encouraged to express their thoughts and collaborate with other students. The school behaviorist and guidance counselor support students by conducting individual, small and large group sessions that focus on safety, respect, bully prevention, peer interaction, conflict resolution and specific behavioral issues. After school programs are supervised by school staff and promote safety and respect. Students who demonstrate behaviors that foster a sense of community are acknowledged on campus and in the community (ex: Terrific Kid, Kid With Character, & Student of the Month, Men of Moseley, Believe Bell).

c. 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 plan is rooted in providing students with positive behavioral support. Rituals and routines for behavior, daily processes such as transitions to specials, lunch, arrival and dismissal have been established and are expected to be implemented on a daily basis. Behavioral expectations have been communicated to students and teachers have taught students the school and class rules. Students are expected to 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 model for others). A classroom management system has been established that is posted in each class. The management system allows all students to arrive each day "Ready to Learn". Based on their choices, students can exceed the standard and move up on the chart to receive an incentive. If poor choices are made, students have the opportunity to "Stop and Think" and regain their "Ready to Learn" status throughout the day.

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.

The district's Code of Conduct is implemented with regard to minor, major and excessive offenses. The principal and assistant principal process discipline referrals. The MTSS process is also implemented for students with a pattern of behavioral concerns. Teachers are offered professional development in the areas of classroom management, de-escalation strategies, and reporting bullying/harassment throughout the school year.

d. 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's Guidance Counselor conducts tier 2 and 3 support through character lessons. 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 Counselor, and Behavior Specialist, teachers and coaches. Specific strategies are 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 principal, guidance counselor, behavior specialist, and data clerk. 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 2017-18 school year. The data points are indicative of their attendance, behavior, and/or academic performance from the 2016-17 school year, even if they were not enrolled at Moseley. Looking at the data allows us to carefully identify those students who may be currently at risk. Attention to data with both current students and former students is important due to our high student mobility rates.

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 14 | 21 | 16 | 20 | 11 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| One or more suspensions | 0 | 4 | 9 | 16 | 18 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 6 | 39 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89 |
| Kindergarten students who did not participate in an educational pre-K program | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Students with 2 or more discipline referrals | 5 | 5 | 18 | 16 | 25 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |

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 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 1 | 4 | 10 | 15 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |

c. 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 checks with them on a daily basis. We set weekly, monthly and nine week goals for their attendance. If these goals are met, they receive rewards. Students with no unexcused absences and no discipline referrals are acknowledged at the end of each 9 weeks and participate in a special event. 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 meet with teachers 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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

2. 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 and community involvement. Targets will include increased parent and community participation in the following areas: School Advisory Council, the PCSD Parent Involvement District Advisory Council, attendance at Open House events, fundraising efforts, community and parent volunteers, parent conferences, MTSS and IEP meetings. The phone alert system and Remind will be used regularly to keep parents aware of important information and upcoming events. Teachers will make regular positive parent contacts via the student planner, by phone, face to face conferences or via email. The district's Parent Portal allows parents to access grades, academic history, attendance, etc. Administration and staff will engage in outreach activities utilizing the school website, newsletters, social media, contact with local media, businesses and community organizations to secure support and resources for the school and students. A positive PR campaign for Moseley will be established to communicate the great things Moseley is doing with the community.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| McDaniel, SaraJean | Principal |
| Benford, Brandon | Assistant Principal |
| Wilds, Michelle | Instructional Coach |
| White, Kristin | Guidance Counselor |
| Beck, Suzanne | Teacher, K-12 |

b. Duties

1. 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. Under the leadership of the principal their responsibilities will include: instructional coaching, conducting classroom walk-throughs, behavior management support and ideas, data collection, analysis of student performance, developing individual plans for students in need of a deeper level of support, providing professional growth opportunities for staff and any other supportive roles for the teacher or student. The Moseley Leadership team meets weekly to review school targets, initiatives and programs and to adjust targets as needed. Coaching plans are developed to improve the quality of teaching and learning. The Leadership team also monitors the coach's daily activity log, guidance programs, and other support programs such as Communities in Schools. Each team member is responsible for some specific areas based on their knowledge and training.

2. 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) DA schools classified as "focus" or "priority" 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 V 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 V. The 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.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Sarajeon McDaniel | Principal |
| Michelle Wilds | Education Support Employee |
| Mercedes Boden | Teacher |
| Shelby Bellamy | Teacher |
| Alice Ryals | Business/Community |
| Janae Donnelly | Parent |
| Cornethia Forman | Parent |
| Lynn Harris | Business/Community |
| Elijah Campbell | Student |
| | Student |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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.

b. Development of this school improvement plan

The SAC committee served to assist with the suggestions and approval of the current School Improvement Plan. They will be involved with the mid-year review of the plan and any revisions during the year.

c. Preparation of the school's annual budget and plan

The school's budget and plan will be shared at the first SAC meeting for this year, September 2017. Members will be involved in decisions regarding expenditure of school improvement funds.

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

School Improvement Funds will be allocated in the following areas:

1. resources for parents to help their children with reading
2. Moseley Kick Off
3. parent education opportunities
4. supplemental materials for ELA and math

W.D. Moseley Elementary School will have a Fall Open House. Faculty will have an opportunity to introduce learning goals and strategies to parents. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|--------------------|---------------------|
| Wilds, Michelle | Instructional Coach |
| Beck, Suzanne | Teacher, K-12 |
| Stanley, Kim | Instructional Coach |
| McDaniel, SaraJean | Principal |
| Benford, Brandon | Assistant Principal |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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, promoting literacy at home to build stronger family/school relationships. Working with a partnership to increase rigor, implementing AVID strategies to organize and support learning.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The teachers and staff at Moseley Elementary School are committed to providing a safe, nurturing learning environment for our students. They work together to ameliorate the social, emotional, and cultural deficits that affect many of our students. The needs of our students help unite our teachers. Opportunities for collaboration have been consciously built into the school day. Teachers have 45 minutes each day for planning and collaboration with their grade level peers. During teacher-led PLC's, teachers on a grade level plan instruction and analyze student performance data in an effort to deliver

appropriate differentiated instruction for their students. Teachers work together to create a Common Board Focus and plans to develop engaging whole and small group lessons, discuss best practices and strategies, and support each other with classroom procedures and behavior management plans.

Coach and/or Principal -led PLC's are held multiple times per week. During these sessions, teachers are provided more strategic professional training or coaching in areas that will facilitate improved teaching practices and student learning. Having the school coach and principal participate in PLC's with teachers helps foster deeper professional and collaborative relationships for it signifies that all staff are learners.

2. 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. The school's administration actively reviews potential candidates for teaching positions. Once hired each new teacher is assigned a mentor who serves as a resource and support as they become oriented to the culture and operations of the school. The administration also will meet monthly with teachers who are new to the school to insure their smooth transition and assimilation to Moseley. The district's teacher evaluation system also is used to promote teacher growth towards highly effective status. The school also welcomes interns with the hope that they can become potential candidates for teaching vacancies.

3. 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. A novice teacher mentor works closely with beginning teachers to ensure there is successful planning and instruction in their classrooms. The administration works with the mentor teachers to insure that they are providing our new teachers with appropriate support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. All students also participate in the I-Ready Reading program for 45 minutes a week.

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. Eureka Math will also be implemented throughout the school.

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.

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.

b. Instructional Strategies

1. 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 through the LLI program. 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.

2. 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: After School Program

Minutes added to school year: 21,000

Moseley was awarded the 21st Century after school program. 100 students participate in this program 4 days per week. This program incorporates academics as well as extra curricular activities.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Beck, Suzanne, sbeck@my.putnamschools.org

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

Student pre and post surveys will be taken. Also, the academic instruction will be an extension of the school day. iReady data will be monitored for all after school participants.

Strategy: Extended School Day

Minutes added to school year: 7,200

Technology and Media Production Enrichment

Strategy Rationale

Students will become familiar with activities that support 21st century college and career readiness skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McDaniel, SaraJean, smcdaniel@my.putnamschools.org

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

The technology support teacher will assist in creating products that require upper level technology skills. These finished products will be used on social media sites and other school advertisements and communications.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

In May 2018, 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 Florida 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 to the school's environment. Additionally, students are invited to a one day summer event- Camp RISE, where they are given in-depth training in how to be a successful middle school student.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 the school leadership team provides teachers with ongoing professional learning and provides students with academic interventions and support, then the school letter grade at Moseley Elementary School will increase to a C or higher based on student achievement and learning gains outcomes.

- G2.** Moseley Elementary School will implement attendance initiative strategies in an effort to decrease our chronic absenteeism rate which is the percent of students who are absent 19 or more days in a school year.

- G3.** 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.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If the school leadership team provides teachers with ongoing professional learning and provides students with academic interventions and support, then the school letter grade at Moseley Elementary School will increase to a C or higher based on student achievement and learning gains outcomes. **1a**

G098167

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 38.0 |
| ELA/Reading Gains | 57.0 |
| ELA/Reading Lowest 25% Gains | 59.0 |
| FSA Mathematics Achievement | 48.0 |
| Math Gains | 48.0 |
| Math Lowest 25% Gains | 42.0 |
| Statewide Science Assessment Achievement | 44.0 |

Targeted Barriers to Achieving the Goal **3**

- There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards.
- There are challenges retaining effective and highly effective teachers to work in turnaround schools.
- There is limited funding to purchase supplemental resources and personnel for academic intervention and acceleration.
- There is limited funding to provide wrap around services for students and families.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- LSI Partnership
- 21st Century extended learning program
- District level specialists and coaches in reading, math, and science
- School Improvement Grant initiatives
- i-Ready, Eureka Math, Journey's

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

Collect and review quarterly, mid-year, and end of year data with school and district leadership.

Person Responsible

SaraJean McDaniel

Schedule

Monthly, from 9/1/2017 to 7/31/2018

Evidence of Completion

The partnership with LSI will provide RigorWalk data and other qualitative and quantitative feedback regarding implementation of the professional learning. We will use 5Essentials, i-Ready, School Grade, FSA and other progress monitoring data to track student performance and gains. Our referral, suspension and attendance data will also be reviewed.

Plan to Monitor Progress Toward G1. 8

Comply with TOP requirements regarding data submissions and monitoring meetings throughout the year.

Person Responsible

SaraJean McDaniel

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Data submissions, coaching logs, monitoring meeting agendas

G2. Moseley Elementary School will implement attendance initiative strategies in an effort to decrease our chronic absenteeism rate which is the percent of students who are absent 19 or more days in a school year.

1a

G098168

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Attendance Below 90% | 8.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of parent knowledge and/or awareness about chronic absenteeism
- Some students have multiple days of suspensions

Resources Available to Help Reduce or Eliminate the Barriers 2

- District graduation coaches
- Resource Truancy Officer
- Data clerk that is able to track absenteeism
- Incentives to motivate students to attend school

Plan to Monitor Progress Toward G2. 8

The Moseley data clerk will run attendance by grade level as well as by class and this data will be monitored by the leadership team. Data will be submitted and shared with district leaders throughout the school year.

Person Responsible

SaraJean McDaniel

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

An attendance tracking chart will be displayed in the office for all to track and see the progress made toward the goal.

G3. 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

G098169

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 35.0 |
| FSA Mathematics Achievement | 47.0 |
| FCAT 2.0 Science Proficiency | 35.0 |
| 2+ Behavior Referrals | 10.0 |
| Students in kindergarten exhibiting two or more EWS indicators | 10.0 |
| Math Achievement District Assessment | 40.0 |
| ELA Achievement District Assessment | 40.0 |
| Math Gains District Assessment | 94.0 |
| ELA/Reading Gains District Assessment | 100.0 |
| ELA/Reading Gains | 52.0 |
| ELA/Reading Lowest 25% Gains | 60.0 |
| Math Gains | 60.0 |
| Math Lowest 25% Gains | 40.0 |

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Many intervention resources
- Leadership team clear understanding of the process
- School based MTSS coordinator
- Full time behaviorist
- Teacher buy-in to the MTSS process

Plan to Monitor Progress Toward G3. 8

Progress monitoring of interventions

Person Responsible

SaraJean McDaniel

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

iReady and Formative assessments.

Plan to Monitor Progress Toward G3. 8

Progress monitoring of behavioral interventions

Person Responsible

SaraJean McDaniel

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Behavioral intervention plans, discipline data, attendance data, behaviorist reports

Plan to Monitor Progress Toward G3. 8

Progress monitoring of student academic performance.

Person Responsible

SaraJean McDaniel

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

I-Ready data for reading and math; formative assessments

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 the school leadership team provides teachers with ongoing professional learning and provides students with academic interventions and support, then the school letter grade at Moseley Elementary School will increase to a C or higher based on student achievement and learning gains outcomes. **1**

 G098167

G1.B1 There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards. **2**

 B264049

G1.B1.S1 Provide professional learning opportunities that train leaders, coaches, teachers, and paraprofessionals with the skills and competencies they need to increase student achievement and the overall success of Moseley Elementary School. **4**

 S279690

Strategy Rationale

Federal and district funds for professional development are on the decline and schools are constantly retraining due to high staff turnover rates UniSig will provide Moseley Elementary School with funds to support the substantial costs of the intensive partnership with Learning Sciences International.

Action Step 1 **5**

Partner with Learning Sciences International to provide intensive support at Moseley Elementary through leader coaching, side-by-side coaching, and professional development for teachers.

Person Responsible

SaraJean McDaniel

Schedule

On 8/31/2018

Evidence of Completion

LSI Contract and Invoices

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

Collect the professional services contract and invoices for the partnership with LSI.

Person Responsible

SaraJean McDaniel

Schedule

On 8/31/2018

Evidence of Completion

Contract and invoices from LSI

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

District coaches and specialists will provide follow-up support during implementation of the partnership with LSI.

Person Responsible

Michelle Wilds

Schedule

Daily, from 9/1/2017 to 8/31/2018

Evidence of Completion

Coaching logs and the LSI Action Board

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

The leadership team will work with LSI and use the Rigor Tracker to track the level of rigor evidenced in the instruction throughout the school.

Person Responsible

SaraJean McDaniel

Schedule

Biweekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Data tracking will be done through LSI software

G1.B2 There are challenges retaining effective and highly effective teachers to work in turnaround schools.

2

B264050

G1.B2.S1 Implement staff retention actions designed to recognize the challenges of certified instructional/administrative personnel working in a turnaround schools. 4

S279691

Strategy Rationale

By offering a monetary incentive for certified personnel at a turnaround school, it will increase motivation during the school year and increase retention rates of effective and highly effective teachers from year to year.

Action Step 1 5

Negotiate a memorandum of understanding with the PFT-U for Moseley Elementary to provide contractual language outlining bonuses within the grant period.

Person Responsible

SaraJean McDaniel

Schedule

Semiannually, from 11/1/2017 to 8/31/2018

Evidence of Completion

List of bonus payouts and retention data

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

Collect the list of bonus payouts as well as allocation documents to determine retention rates and vacancies.

Person Responsible

SaraJean McDaniel

Schedule

On 8/31/2018

Evidence of Completion

List of bonus payouts, retention rate data

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

Review the results of the 5Essentials survey, specifically analyzing the teacher perceptions of Moseley.

Person Responsible

SaraJean McDaniel

Schedule

On 5/31/2018

Evidence of Completion

Results from the 5Essentials survey

G1.B3 There is limited funding to purchase supplemental resources and personnel for academic intervention and acceleration. 2

 B264051

G1.B3.S1 Implement supplemental resources and personnel to improve student access to interventions and acceleration curriculum and programs. 4

 S279692

Strategy Rationale

Our school leaders work to provide as many opportunities as possible using their district FTE allocations for teachers and staff, but often are not able to provide as many intensive courses, accelerated courses, and low student:teacher ratios as they would like to better meet student needs. Additionally, the district funds a limited number of instructional resources and materials to support academic programming. UniSIG funds will provide schools with opportunities to better meet student needs.

Action Step 1 5

Hire contracted personnel at Moseley Elementary to expand the implementation of the Leveled Literacy Intervention lab concept to another grade level.

Person Responsible

SaraJean McDaniel

Schedule

Daily, from 10/1/2017 to 5/25/2018

Evidence of Completion

Daily schedule for the contracted personnel, LLI lab schedule

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review and monitor the daily schedule of the contracted personnel.

Person Responsible

SaraJean McDaniel

Schedule

Weekly, from 10/1/2017 to 5/25/2018

Evidence of Completion

Daily schedule of the contracted personnel

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

LLI tutors will track data for individual students through daily lessons and ongoing assessments.

Person Responsible

Michelle Wilds

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

LLI data reports will show individual student growth

G1.B4 There is limited funding to provide wrap around services for students and families. **2**

 B264052

G1.B4.S1 Use UniSIG funds to provide wrap-around services for students and families through a parent liaison. **4**

 S279693

Strategy Rationale

Students and families will benefit from having a person who already has established relationships with the school's surrounding community acting as a parent liaison.

Action Step 1 **5**

School personnel will assist in coordinating activities and programs for after school enrichment opportunities.

Person Responsible

SaraJean McDaniel

Schedule

Daily, from 9/1/2017 to 5/31/2018

Evidence of Completion

Rosters and calendars of activities

Action Step 2 **5**

Provide a stipend for one paraprofessional to serve as a parent liaison during the 2017-18 school year outside of regular assigned duties at Moseley Elementary.

Person Responsible

SaraJean McDaniel

Schedule

Weekly, from 10/1/2017 to 5/25/2018

Evidence of Completion

Stipend payout, log of parent liaison communication/activities

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Collect rosters showing student and teacher participation in after school activities. Monitor the activities of the parent liaison.

Person Responsible

SaraJean McDaniel

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Rosters of student participation

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review the data for students who are participating in after school tutoring and other activities. Have weekly check in meetings with the parent liaison.

Person Responsible

SaraJean McDaniel

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student data reports, parent liaison log

G2. Moseley Elementary School will implement attendance initiative strategies in an effort to decrease our chronic absenteeism rate which is the percent of students who are absent 19 or more days in a school year.

1

G098168

G2.B1 Lack of parent knowledge and/or awareness about chronic absenteeism 2

B264053

G2.B1.S1 Parents will be informed of concerns about their students' attendance individually as well as the school attendance rates. 4

S279694

Strategy Rationale

If parents receive information and education about absenteeism, they will be mindful and selective about when their student is absent from school

Action Step 1 5

District made pamphlets will be sent home as well as advertised on social media.

Person Responsible

Brandon Benford

Schedule

On 9/20/2017

Evidence of Completion

Pamphlets will be sent home in binders with each student. Social media views can be tracked.

Action Step 2 5

Personal contact will be made after a student misses 5, 10 and 15 days.

Person Responsible

Kristin White

Schedule

Daily, from 9/1/2017 to 5/31/2018

Evidence of Completion

A log will be kept of the contact made to each parent

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Interventions will be put in place to decrease the number of days absent by each kid.

Person Responsible

Kristin White

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Individual student attendance rates will be documented and kept in an attendance monitoring notebook.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student attendance will be tracked and celebrated as individuals meet goals.

Person Responsible

Kristin White

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

The number of students who reach the goals set by the team will increase.

G2.B3 Some students have multiple days of suspensions **2**

 B264055

G2.B3.S1 There will be an increase of PBS behavior and attendance strategies **4**

 S279695

Strategy Rationale

Students will be motivated and encouraged to come to school if they are successful and they are celebrated for positive efforts.

Action Step 1 **5**

Weekly classroom contests will be advertised on the morning announcements

Person Responsible

Brandon Benford

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Attendance data sheets and winning class designation

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Student attendance will be monitored through Skyward data

Person Responsible

Brandon Benford

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Skyward monthly data print outs will be run and collected. There will be tracking of the attendance data.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review the number of student absences with the school leadership team.

Person Responsible

SaraJean McDaniel



















Schedule

Monthly, from 9/1/2017 to 5/31/2018







Evidence of Completion

The number of students who show chronic absentees will decrease at each grade level according to skyward data reports.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|--------------------|-------------------------------|---|---------------------|
| 2018 | | | | | |
|  G2.B1.S1.A1 A376963 | District made pamphlets will be sent home as well as advertised on social media. | Benford, Brandon | 9/20/2017 | Pamphlets will be sent home in binders with each student. Social media views can be tracked. | 9/20/2017 one-time |
|  G1.MA2 M407940 | Comply with TOP requirements regarding data submissions and monitoring meetings throughout the year. | McDaniel, SaraJean | 9/1/2017 | Data submissions, coaching logs, monitoring meeting agendas | 5/25/2018 monthly |
|  G1.B3.S1.MA1 M407935 | LLI tutors will track data for individual students through daily lessons and ongoing assessments. | Wilds, Michelle | 9/1/2017 | LLI data reports will show individual student growth | 5/25/2018 weekly |
|  G1.B3.S1.MA1 M407936 | Review and monitor the daily schedule of the contracted personnel. | McDaniel, SaraJean | 10/1/2017 | Daily schedule of the contracted personnel | 5/25/2018 weekly |
|  G1.B3.S1.A1 A376960 | Hire contracted personnel at Moseley Elementary to expand the implementation of the Leveled... | McDaniel, SaraJean | 10/1/2017 | Daily schedule for the contracted personnel, LLI lab schedule | 5/25/2018 daily |
|  G1.B4.S1.MA1 M407938 | Collect rosters showing student and teacher participation in after school activities. Monitor the... | McDaniel, SaraJean | 10/2/2017 | Rosters of student participation | 5/25/2018 monthly |
|  G1.B4.S1.A2 A376962 | Provide a stipend for one paraprofessional to serve as a parent liaison during the 2017-18 school... | McDaniel, SaraJean | 10/1/2017 | Stipend payout, log of parent liaison communication/activities | 5/25/2018 weekly |
|  G2.MA1 M407945 | The Moseley data clerk will run attendance by grade level as well as by class and this data will be... | McDaniel, SaraJean | 9/1/2017 | An attendance tracking chart will be displayed in the office for all to track and see the progress made toward the goal. | 5/31/2018 monthly |
|  G1.B2.S1.MA1 M407933 | Review the results of the 5Essentials survey, specifically analyzing the teacher perceptions of... | McDaniel, SaraJean | 3/1/2018 | Results from the 5Essentials survey | 5/31/2018 one-time |
|  G1.B4.S1.MA1 M407937 | Review the data for students who are participating in after school tutoring and other activities... | McDaniel, SaraJean | 9/1/2017 | Student data reports, parent liaison log | 5/31/2018 quarterly |
|  G1.B4.S1.A1 A376961 | School personnel will assist in coordinating activities and programs for after school enrichment... | McDaniel, SaraJean | 9/1/2017 | Rosters and calendars of activities | 5/31/2018 daily |
|  G2.B1.S1.MA1 M407941 | Student attendance will be tracked and celebrated as individuals meet goals. | White, Kristin | 9/1/2017 | The number of students who reach the goals set by the team will increase. | 5/31/2018 monthly |
|  G2.B1.S1.MA1 M407942 | Interventions will be put in place to decrease the number of days absent by each kid. | White, Kristin | 9/1/2017 | Individual student attendance rates will be documented and kept in an attendance monitoring notebook. | 5/31/2018 monthly |
|  G2.B1.S1.A2 A376964 | Personal contact will be made after a student misses 5, 10 and 15 days. | White, Kristin | 9/1/2017 | A log will be kept of the contact made to each parent | 5/31/2018 daily |
|  G2.B3.S1.MA1 M407943 | Review the number of student absences with the school leadership team. | McDaniel, SaraJean | 9/1/2017 | The number of students who show chronic absentees will decrease at each grade level according to skyward data reports. | 5/31/2018 monthly |
|  G2.B3.S1.MA1 M407944 | Student attendance will be monitored through Skyward data | Benford, Brandon | 9/1/2017 | Skyward monthly data print outs will be run and collected. There will be tracking of the attendance data. | 5/31/2018 monthly |
|  G2.B3.S1.A1 A376965 | Weekly classroom contests will be advertised on the morning announcements | Benford, Brandon | 9/1/2017 | Attendance data sheets and winning class designation | 5/31/2018 weekly |
|  G1.MA1 M407939 | Collect and review quarterly, mid-year, and end of year data with school and district leadership. | McDaniel, SaraJean | 9/1/2017 | The partnership with LSI will provide RigorWalk data and other qualitative and quantitative feedback regarding implementation of the professional | 7/31/2018 monthly |

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William D. Moseley Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|--------------------|-------------------------------|--|---------------------------|
| | | | | learning. We will use 5Essentials, i-Ready, School Grade, FSA and other progress monitoring data to track student performance and gains. Our referral, suspension and attendance data will also be reviewed. | |
| G1.B1.S1.MA1  M407930 | The leadership team will work with LSI and use the Rigor Tracker to track the level of rigor... | McDaniel, SaraJean | 9/1/2017 | Data tracking will be done through LSI software | 8/31/2018 biweekly |
| G1.B1.S1.MA1  M407931 | Collect the professional services contract and invoices for the partnership with LSI. | McDaniel, SaraJean | 9/1/2017 | Contract and invoices from LSI | 8/31/2018 one-time |
| G1.B1.S1.MA3  M407932 | District coaches and specialists will provide follow-up support during implementation of the... | Wilds, Michelle | 9/1/2017 | Coaching logs and the LSI Action Board | 8/31/2018 daily |
| G1.B1.S1.A1  A376958 | Partner with Learning Sciences International to provide intensive support at Moseley Elementary... | McDaniel, SaraJean | 9/1/2017 | LSI Contract and Invoices | 8/31/2018 one-time |
| G1.B2.S1.MA1  M407934 | Collect the list of bonus payouts as well as allocation documents to determine retention rates and... | McDaniel, SaraJean | 11/1/2017 | List of bonus payouts, retention rate data | 8/31/2018 one-time |
| G1.B2.S1.A1  A376959 | Negotiate a memorandum of understanding with the PFT-U for Moseley Elementary to provide... | McDaniel, SaraJean | 11/1/2017 | List of bonus payouts and retention data | 8/31/2018 semiannually |

V. Professional Development Opportunities

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

G1. If the school leadership team provides teachers with ongoing professional learning and provides students with academic interventions and support, then the school letter grade at Moseley Elementary School will increase to a C or higher based on student achievement and learning gains outcomes.

G1.B1 There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards.

G1.B1.S1 Provide professional learning opportunities that train leaders, coaches, teachers, and paraprofessionals with the skills and competencies they need to increase student achievement and the overall success of Moseley Elementary School.

PD Opportunity 1

Partner with Learning Sciences International to provide intensive support at Moseley Elementary through leader coaching, side-by-side coaching, and professional development for teachers.

Facilitator

Learning Sciences International - Shannon and Phil

Participants

Moseley teachers and leaders

Schedule

On 8/31/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|----------|--------------------|---|--|----------------|-----|--------------------|
| 1 | G1.B1.S1.A1 | Partner with Learning Sciences International to provide intensive support at Moseley Elementary through leader coaching, side-by-side coaching, and professional development for teachers. | | | | \$88,696.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 310-Professional and Technical Services | 0351 - William D. Moseley Elementary School | UniSIG | | \$73,000.00 |
| | | | <i>Notes: Expenditures for professional and technical services training at Moseley Elementary including the partnership with Learning Sciences International.</i> | | | |
| | 7200 | 790-Miscellaneous Expenses | 0351 - William D. Moseley Elementary School | UniSIG | | \$15,696.00 |
| | | | <i>Notes: Indirect cost rate of 7.28%.</i> | | | |
| 2 | G1.B2.S1.A1 | Negotiate a memorandum of understanding with the PFT-U for Moseley Elementary to provide contractual language outlining bonuses within the grant period. | | | | \$90,426.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 120-Classroom Teachers | 0351 - William D. Moseley Elementary School | UniSIG | | \$80,000.00 |
| | | | <i>Notes: Provide a \$1000 retention bonus at Moseley Elementary paid in November 2017 for up to 40 teachers and coaches who are at the school for the 2017-18 school year. Provide another \$1000 bonus paid in August 2018 for effective and highly effective teachers and coaches who remain at the school for the 2018-19 school year.</i> | | | |
| | 5100 | 110-Administrators | 0351 - William D. Moseley Elementary School | UniSIG | | \$4,000.00 |
| | | | <i>Notes: Provide a \$1000 retention bonus at Moseley Elementary paid in November 2017 for up to 2 administrators who are at the school for the 2017-18 school year. Provide another \$1000 bonus paid in August 2018 for administrators who remain at the school for the 2018-19 school year.</i> | | | |
| | 5100 | 220-Social Security | 0351 - William D. Moseley Elementary School | UniSIG | | \$6,426.00 |
| | | | <i>Notes: Social Security/Medicare for the November 2017 and August 2018 bonuses for teachers, coaches, and administrators at Moseley Elementary. Benefit rate is 7.65%.</i> | | | |
| 3 | G1.B3.S1.A1 | Hire contracted personnel at Moseley Elementary to expand the implementation of the Leveled Literacy Intervention lab concept to another grade level. | | | | \$33,248.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 310-Professional and Technical Services | 0351 - William D. Moseley Elementary School | UniSIG | | \$33,248.00 |
| | | | <i>Notes: Compensation for tutoring positions through Remedy Intelligent Staffing to recruit, screen, and hire contracted personnel to expand the implementation of the LLI lab concept at Moseley Elementary. Remedy is a staffing service that provides hourly</i> | | | |

Putnam - 0351 - William D. Moseley Elementary School - 2017-18 SIP
William D. Moseley Elementary School

| | | | | | | |
|----------|--------------------|--|---|----------------|---------------|---------------------|
| | | <i>professional contracted services. This is not a sub-agreement. A tutor may qualify for maximum compensation per hour of \$32.50 based on qualifications.</i> | | | | |
| 4 | G1.B4.S1.A1 | School personnel will assist in coordinating activities and programs for after school enrichment opportunities. | | | | \$0.00 |
| 5 | G1.B4.S1.A2 | Provide a stipend for one paraprofessional to serve as a parent liaison during the 2017-18 school year outside of regular assigned duties at Moseley Elementary. | | | | \$3,230.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6150 | 150-Aides | 0351 - William D. Moseley Elementary School | UniSIG | | \$3,000.00 |
| | | <i>Notes: Stipend for one paraprofessional to serve as a parent liaison during the 2017-18 school year outside of regular assigned duties at Moseley Elementary.</i> | | | | |
| | 6150 | 220-Social Security | 0351 - William D. Moseley Elementary School | UniSIG | | \$230.00 |
| | | <i>Notes: Social Security/Medicare for one paraprofessional to serve as a parent liaison during the 2017-18 school year outside of regular assigned duties at Moseley Elementary. Benefit rate is 7.65%.</i> | | | | |
| 6 | G2.B1.S1.A1 | District made pamphlets will be sent home as well as advertised on social media. | | | | \$0.00 |
| 7 | G2.B1.S1.A2 | Personal contact will be made after a student misses 5, 10 and 15 days. | | | | \$0.00 |
| 8 | G2.B3.S1.A1 | Weekly classroom contests will be advertised on the morning announcements | | | | \$0.00 |
| | | | | | Total: | \$215,600.00 |