

Putnam County School District

William D. Moseley Elementary School



2018-19 School Improvement Plan

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William D. Moseley Elementary School

1100 HUSSON AVE, Palatka, FL 32177

moseley.putnamschools.org

School Demographics

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

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	D	F	D	F*

School Board Approval

This plan was approved by the Putnam County School Board on 11/6/2018.

SIP Authority

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>.

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. 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: School Information

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

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

School Leadership Team

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

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. 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.

Principal-Operations of the school and accountability of all stakeholders
 Assistant Principal-Behavior, Safety and PBIS
 Instructional Coach-Teacher Support and planning, accountability and support of programs and practices
 Guidance Counselor-MTSS, Mental Wellness, ELL and ESE
 New Teacher Mentor-Support for teachers with 3 years of experience or less.

Early Warning Systems

Year 2017-18

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	19	21	32	25	27	21	0	0	0	0	0	0	0	145
One or more suspensions	1	5	10	12	9	18	0	0	0	0	0	0	0	55
Course failure in ELA or Math	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	8	42	38	0	0	0	0	0	0	0	88

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	4	7	5	20	10	0	0	0	0	0	0	0	46

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	11	4	4	9	0	0	0	0	0	0	0	0	0	28
Retained Students: Previous Year(s)	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Achievement

Although there was an increase in ELA achievement from the previous year, it was the lowest performance component.

Yes, this is a trend historically

Which data component showed the greatest decline from prior year?

ELA Learning Gains

ELA LPQ Learning Gains

Which data component had the biggest gap when compared to the state average?

4th Grade ELA Achievement

School 16% State 56%

Which data component showed the most improvement? Is this a trend?

Math Learning Gains

This is not a trend historically

Describe the actions or changes that led to the improvement in this area

Moseley entered into a partnership with LSI after the first quarter of the 2017-2018 school year. Through PD opportunities and ongoing monitoring of implementation, common practices and procedures were expected and followed throughout the school. This shift to student centered learning along with rigorous standards based planning and instruction improved student achievement.

Eureka Math was taught to fidelity in all math classrooms. This research based program brought common language and strategies that will facilitate long term improvement as students spiral through consistent instructional techniques.

Support at the school, district and partnership level created an urgency through shared accountability for student achievement.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	25%	43%	56%	18%	43%	55%
ELA Learning Gains	32%	45%	55%	37%	50%	57%
ELA Lowest 25th Percentile	34%	40%	48%	39%	50%	52%
Math Achievement	36%	52%	62%	28%	52%	61%
Math Learning Gains	51%	55%	59%	28%	56%	61%
Math Lowest 25th Percentile	42%	44%	47%	22%	42%	51%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Science Achievement	26%	46%	55%	24%	37%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19 (14)	21 (21)	32 (16)	25 (20)	27 (11)	21 (18)	145 (100)
One or more suspensions	1 (0)	5 (4)	10 (9)	12 (16)	9 (18)	18 (21)	55 (68)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	15 (1)	15 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (6)	42 (39)	38 (44)	88 (89)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	40%	-10%	57%	-27%
	2017	19%	42%	-23%	58%	-39%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	16%	38%	-22%	56%	-40%
	2017	22%	42%	-20%	56%	-34%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				
05	2018	21%	39%	-18%	55%	-34%
	2017	15%	38%	-23%	53%	-38%
Same Grade Comparison		6%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	48%	-14%	62%	-28%
	2017	33%	48%	-15%	62%	-29%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	36%	50%	-14%	62%	-26%
	2017	28%	53%	-25%	64%	-36%
Same Grade Comparison		8%				
Cohort Comparison		3%				
05	2018	38%	48%	-10%	61%	-23%
	2017	19%	45%	-26%	57%	-38%
Same Grade Comparison		19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		10%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	39	39		46	67						
BLK	25	32	39	35	45	33	23				
HSP	15	19		30	63		17				
SWD	18	31	35	22	41	41	11				
FRL	24	31	33	34	48	40	27				
ELL	18			36							

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	26	29		30	36						
BLK	15	43	42	26	29	25	11				
HSP	25	29		30	24						
MUL	9			18							
SWD	4	31	33	9	13	7					
FRL	18	38	39	26	27	23	24				
ELL	20	30			30						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title K-5 ELA Instruction, Planning, and Resources

Rationale Moseley underperformed in ELA proficiency and Learning Gains. This is actually the most critical area of need according to 2018 FSA ELA Data

Intended Outcome With a team approach to planning, rigorous instruction and differentiation there will be an increase in student proficiency and growth in the area of ELA.

Point Person Michelle Wilds (mwilds@my.putnamschools.org)

Action Step

Description

1. PLC's will be centered around creation of standards based student centered tasks that meet the rigor of the ELA Florida Standards.
2. A school-wide approach to intervention that allows all students to receive differentiated intervention through LLI and SIPPS in an effort to close the proficiency gap.
3. All teachers and tutors will be trained in SIPPS or LLI.
4. Every grade level team will have a 45 minute common planning time to plan daily
5. There will be an urgent focus on writing and ELL instruction.

Person Responsible Michelle Wilds (mwilds@my.putnamschools.org)

Plan to Monitor Effectiveness

Description

1. Ongoing progress monitoring will be conducted through iReady diagnostics, LLI running records, Standards Mastery assessments and SIPPS assessments
2. Peer walk-throughs and debrief of outcomes will be conducted weekly
3. LSI Partners will train and monitor the implementation of LSI best practices with timely coaching and feedback.
4. Administrative and county level evaluative and non evaluative walk throughs with feedback will be conducted weekly.

Person Responsible Sarajeon McDaniel (smcdaniel@my.putnamschools.org)

Activity #2

Title	Teacher and Staff Attendance and Fidelity to School Improvement Program Implementation
Rationale	If teachers have consistent attendance, there will be less interruption in effective core instruction and interventions. If teachers plan, deliver and monitor rigorous ELA instruction, the proficiency gap will decrease.
Intended Outcome	There will be an increase in ELA proficiency which will result in increased test and school grade.
Point Person	Brandon Benford (bbenford@my.putnamschools.org)

Action Step

Description	<ol style="list-style-type: none">1. A monetary incentive will be offered quarterly to teachers who miss less than 2 days each quarter.2. A monetary incentive will be offered quarterly to teachers who consistently implement LSI practices on a daily basis in all areas of instruction.3. A quarterly incentive will be offered to non-instructional staff for attendance. Attendance is critical in this area for consistency in student interventions.
Person Responsible	SaraJean McDaniel (smcdaniel@my.putnamschools.org)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none">1. Attendance records will be monitored through Skyward each week to track teacher attendance.2. Implementation of LSI practices will be monitored at the individual teacher level through LSI Growth Tracker and LSI Trend Tracker.
Person Responsible	SaraJean McDaniel (smcdaniel@my.putnamschools.org)

Activity #3

Title Student Attendance

Rationale Our EWS data indicates that there is an ongoing problem with student attendance.

Intended Outcome Student attendance will improve each quarter. As a result, student achievement will be positively affected.

Point Person Kristin White (k2white@my.putnamschools.org)

Action Step

Description

1. Work with Communities in Schools to identify specific students who have excessive absences.
2. Create class level incentives that promote school attendance.
3. An attendance marquee will be displayed outside of the school each day to publicize the attendance trends for the week.
4. School wide incentives will be put in place to celebrate improved attendance.

Person Responsible Kristin White (k2white@my.putnamschools.org)

Plan to Monitor Effectiveness

Description Attendance data will be monitored weekly and students will be identified early if they miss more than 5 school days in a 4 week period.

Person Responsible Kristin White (k2white@my.putnamschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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.

PFEP Link

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

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.

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.

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 SBLT which 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.

The U.S. Department of Education released proposed regulations to implement the requirements related to Federal spending in the Elementary and Secondary Education Act (ESEA), as recently revised by the Every Student Succeeds Act (ESSA) which states, Federal funds must supplement and may not supplant state and local funds. Regulations ensure that Federal funds are additive and do not take the place of state and local funds in low-income schools in keeping with the longstanding commitment under Title I that the nation's highest need students receive the additional financial resources necessary to help them succeed.

In accordance with ESSA Section 118 (b) (2), the methodology used to allocate State and local funds to each school receiving assistance under this part (Title I, Part A) ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. For the past several years, grades Kindergarten, first, second, and third grades have been allocated 1 teacher per 17 students. Grades four, five, six, seven, and eight are allocated 1 teacher per 21 students. Though the specific ratio may change year to year, this formula provides teachers for these grade levels at slightly below the ratio required to meet Florida's class size regulations.

Expenditures of titled funds at the school level are then monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

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

N/A

Part V: Budget

Total:	\$230,588.75
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