



## William D. Moseley Elementary School

1100 HUSSON AVE, Palatka, FL 32177

moseley.putnamschools.org

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2018-19 Title I School</b> | <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Elementary School<br>PK-5                               | Yes                           | 100%  |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 83%   |

### School Grades History

| Year  | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D       | F*      | D       | F       |

*\*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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

### 2016-17 DA Category and Statuses for William D. Moseley Elementary School

| DA Region and RED                       | DA Category and Turnaround Status                                |
|---|--|
| Northeast - <a href="#">Dustin Sims</a> | Comprehensive Support & Improvement -<br>Implementing Cycle 2 Eo |

## 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

ALL Moseley Elementary School students can and will learn the academic and social skills needed to be successful in life. WE ARE MOSELEY STRONG!

#### 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 new 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 counselors

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).

**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.

Classroom rules are derived from these expectations and students are rewarded with "Marlin Bucks" for compliance with these expectations. Marlin Bucks can be used to purchase toys, schools supplies, t-shirts, etc. in the school's Treasure Island (school store). Marlin Bucks are offered to individual students who make choices that display the school-wide expectations. We also offer "Class Coins" for classes that display those expectations within our specials classes and in the cafeteria.

Teachers at Moseley also incorporate the strategies of Whole Brain Teaching in the classrooms to foster consistent routines, student engagement, and collective accountability during instruction. These methods have a positive impact on our classroom discipline and school culture.

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 two Guidance Counselors conduct lessons in each classroom on a monthly basis. These lessons offer students strategies in the areas of character building, bullying, anger management, reporting abuse/harassment, and suicide prevention.

Mentoring is provided by various staff members as a means of academic and emotional support by the Principal, Assistant Principal, Guidance Counselors, and Behavior Specialist. CIS (Communities in Schools) provides mentors and foster grandparents who work with students on a regular basis to support their social-emotional needs. 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The data below represents students currently enrolled at Moseley Elementary School for the 2016-17 school year. The data points are indicative of their attendance, behavior, and/or academic performance from the 2015-16 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   | 19          | 13 | 6  | 5  | 7  | 11 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 61    |
| One or more suspensions   | 22          | 6  | 28 | 18 | 14 | 17 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 105   |
| Course failure in ELA or Math   | 0           | 0  | 0  | 9  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 9     |
| Level 1 on statewide assessment   | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Kindergarten students who did not participate in an educational pre-K program | 36          | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 36    |
| Students with 2 or more discipline referrals                                  | 14          | 4  | 21 | 12 | 14 | 11 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 76    |

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

| Indicator                                  | Grade Level |   |    |   |    |   |   |   |   |   |    |    |    | Total |
|--|-------------|---|----|---|----|---|---|---|---|---|----|----|----|-------|
|  | K           | 1 | 2  | 3 | 4  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students exhibiting two or more indicators | 13          | 3 | 15 | 8 | 11 | 7 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 57    |

#### 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 such as school Marlin Bucks. 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### 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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP 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 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, 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

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

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

| Name            | Title               |
|-----------------|---------------------|
| Kring, Margaret | Principal           |
| Lee, Chris      | Assistant Principal |
| Chastain, Lynn  | Instructional Coach |
| Parkison, Gena  | Other               |

#### 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. Action 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. Priority areas of responsibility for each leadership team member appears below.

Principal--overall school leadership, quality of teaching and learning. human capital management, professional development

Assistant Principal--student behavior and school discipline plan/Positive Behavioral Supports, volunteers, CIS

MTSS Coordinator--MTSS process for tier 2 and 3 interventions

School Coach--ELA curriculum and instruction; professional development

##### **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 VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

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

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

and tutoring for students to pass Florida EOC exams.

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

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

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

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

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

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name           | Stakeholder Group          |
|----------------|----------------------------|
| Margaret Kring | Principal                  |
| Chris Lee      | Education Support Employee |
| Lynn Chastain  | Education Support Employee |
| Sandy Owen     | Education Support Employee |
| Alice Adams    | Education Support Employee |
| Alice Ryals    | Business/Community         |
| Janae Donnelly | Parent                     |
| Ms. Forman     | Parent                     |

### b. Duties

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

##### 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 2016. 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. open house activities
3. parent education opportunities
4. supplemental materials for ELA and math

W.D. Moseley Elementary School will have a Fall and Winter 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               |
|-----------------|---------------------|
| Chastain, Lynn  | Instructional Coach |
| Parkison, Gena  | Other               |
| Adams, Alice    | Instructional Coach |
| Kring, Margaret | Principal           |
| Lee, Chris      | 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, and promoting literacy at home to build stronger family/school relationships.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**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 a full hour 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 using the Learning Focused Framework 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 about every other week with grade level teams. 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. The Instructional Coaches work 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.

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

#### Science:

Science instruction has been aligned to the NGSSS Science standards. These standards have been unpacked and used to create pacing guides that allow teachers to instruct the Scientific Method as well as Science Standards through exploration and hands on activities. Standards based assessments have been created for each module of the pacing guide and will be given throughout the year to monitor student learning in grades 3-5.

### **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. 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:** Extended School Day

**Minutes added to school year:** 10,800

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

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

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Kring, Margaret , mkring@my.putnamschools.org

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

Placement tests provided by the curriculum developers will be used to determine initial placement in the various programs. Screening, progress-monitoring, and daily formative assessments will be used throughout the year in reading. As data is analyzed, students will be placed according to need. The goal is to increase the number of students performing on or above grade level as determined by the results of I-Ready Reading and Math assessments.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### **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 2017, 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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### **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.

Our strategic goals for the 2016-2017 school year will be a continuation of goals that are a part of our School Improvement Grant.

### **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 we implement and sustain systems for ongoing teacher collaboration and accountability the teachers will be able to work together to plan and deliver more engaging standards-based instruction; so that students will become successful 21st century learners.
  
- G2.** Moseley Elementary School will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.

## 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 we implement and sustain systems for ongoing teacher collaboration and accountability the teachers will be able to work together to plan and deliver more engaging standards-based instruction; so that students will become successful 21st century learners. 1a

G084681

**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  | 52.0          |
| ELA/Reading Gains District Assessment                          | 100.0         |
| ELA/Reading Lowest 25% Gains                                   | 60.0          |
| Math Gains   | 60.0          |
| Math Lowest 25% Gains  | 40.0          |

**Targeted Barriers to Achieving the Goal** 3

- LACK OF ENGAGEMENT/ACCOUNTABILITY

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

- Strong organizational plan
- Structure for ELA and Math block
- District staff
- School wide non-negotiables set
- One hour daily planning time
- Grade level profiles
- DA team
- One to one technology
- SIG 3

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

I-Ready Diagnostic 1, 2, and 3 Data for reading and math

**Person Responsible**

Gena Parkison

**Schedule**

Quarterly, from 9/23/2016 to 5/26/2017

**Evidence of Completion**

Student performance results on I-Ready reading and math assessments

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

PLC meeting agendas and notes

**Person Responsible**

Lynn Chastain

**Schedule**

Monthly, from 8/26/2016 to 5/26/2017

**Evidence of Completion**

Action taken, teacher responses, planned activities

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

Informal and formal surveys of teacher collaboration activities

**Person Responsible**

Margaret Kring

**Schedule**

Quarterly, from 10/3/2016 to 5/26/2017

**Evidence of Completion**

Teacher responses regarding collaboration activities

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

2017 FSA results for students in grades 3, 4, and 5 for ELA, math and science

**Person Responsible**

Margaret Kring

**Schedule**

On 7/31/2017

**Evidence of Completion**

Student progress on 2017 FSA ELA, math and science and the school accountability grade

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

End of the year staff survey on school improvement plan

**Person Responsible**

Margaret Kring

**Schedule**

On 5/24/2017

**Evidence of Completion**

Responses to survey

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

G084682

**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**

- Infrastructure at the school does not support the number of students who need intervention. There is not enough time/personnel to provide quality intervention. Some students do not start school with foundational knowledge and skills, this causes a need for intense intervention immediately. (Increased learning time)
- Teachers understanding of the MTSS process
- Since the district has not provided quality tiered interventions on a system-wide basis, it is difficult for teachers to provide data driven differentiated instruction on a consistent basis.(Differentiated Instruction)
- The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly.

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

- Leadership team clear understanding of the process
- School based MTSS coordinator
- Full time behaviorist
- Community in Schools
- Teacher buy-in to the MTSS process



**Plan to Monitor Progress Toward G2. 8**

Progress monitoring of interventions

**Person Responsible**

Margaret Kring

**Schedule**

Biweekly, from 9/12/2016 to 5/26/2017

**Evidence of Completion**

iReady and Formative assessments.

**Plan to Monitor Progress Toward G2. 8**

Progress monitoring of behavioral interventions

**Person Responsible**

Margaret Kring

**Schedule**

Monthly, from 9/12/2016 to 5/26/2017

**Evidence of Completion**

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

**Plan to Monitor Progress Toward G2. 8**

Progress monitoring of student academic performance.

**Person Responsible**

Margaret Kring

**Schedule**

Biweekly, from 8/15/2016 to 6/30/2017

**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 we implement and sustain systems for ongoing teacher collaboration and accountability the teachers will be able to work together to plan and deliver more engaging standards-based instruction; so that students will become successful 21st century learners. 1

G084681

**G1.B8 LACK OF ENGAGEMENT/ACCOUNTABILITY** 2

B225132

**G1.B8.S6 Communicating and monitoring accountability components** 4

S237501

**Strategy Rationale**

**Action Step 1** 5

Define accountability components and share with staff.

**Person Responsible**

Margaret Kring

**Schedule**

On 8/31/2016

**Evidence of Completion**

List of components

**Action Step 2** 5

Develop a common language around accountability

**Person Responsible**

Margaret Kring

**Schedule**

On 8/31/2016

**Evidence of Completion**

Definitions

### Action Step 3 5

Develop protocols for meetings

**Person Responsible**

Margaret Kring

**Schedule**

On 9/6/2016

**Evidence of Completion**

List of protocols

### Action Step 4 5

Meet with team representatives to maintain articulation regarding school improvement goals and strategies, data analysis, student performance and behavioral issues.

**Person Responsible**

Margaret Kring

**Schedule**

Monthly, from 10/24/2016 to 5/26/2017

**Evidence of Completion**

meeting agendas and notes

### Action Step 5 5

Provide training to teachers in the areas of data analysis, using data to plan instruction, instructional strategies for teaching reading and math, use of educational digital materials.

**Person Responsible**

Margaret Kring

**Schedule**

Monthly, from 8/22/2016 to 5/26/2017

**Evidence of Completion**

**Action Step 6** 5

Monitor teaching and learning through formal and informal classroom observations, instructional reviews and walk-throughs.

**Person Responsible**

Margaret Kring

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

**Evidence of Completion**

classroom walk-through data; formal and informal teacher evaluation instruments; instructional review results

**Action Step 7** 5

Meet with teachers formally and informally to discuss instruction, student academic performance, school goals, data, student EWS indicators.

**Person Responsible**

Margaret Kring

**Schedule**

Daily, from 8/2/2016 to 5/26/2017

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B.8.S6** 6

Monitor the dissemination of written information to staff

**Person Responsible**

Gena Parkison

**Schedule**

Quarterly, from 8/31/2016 to 5/26/2017

**Evidence of Completion**

written information via email and hard copies

**Plan to Monitor Fidelity of Implementation of G1.B.8.S6** 6

Monitor articulation meetings with teachers.

**Person Responsible**

Lynn Chastain

**Schedule**

Quarterly, from 8/15/2016 to 5/26/2017

**Evidence of Completion**

agendas, correspondence via memos and emails, weekly staff newsletter

**Plan to Monitor Effectiveness of Implementation of G1.B.8.S6** 7

Survey staff formally and informally on effectiveness of meeting protocols and accountability components

**Person Responsible**

Margaret Kring

**Schedule**

Semiannually, from 12/20/2016 to 5/26/2017

**Evidence of Completion**

Results of survey data

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

G084682

**G2.B1** Infrastructure at the school does not support the number of students who need intervention. There is not enough time/personnel to provide quality intervention. Some students do not start school with foundational knowledge and skills, this causes a need for intense intervention immediately. (Increased learning time) 2

B225147

**G2.B1.S3** Schedules will be developed through the leadership teams that will ensure that maximum time is given for interventions and supports. Administrators will monitor for strategies aligned to the Marzano evaluation system that are designed to increase the probability of student academic achievement. 4

S237506

### Strategy Rationale

A large percentage of students at each school need additional support and intervention to enable them to comprehend the language of instruction. We must provide supports including time and strategies that will enable students to build cognitive capacity.

### Action Step 1 5

Develop schedules for each grade level that provides time for interventions.

#### Person Responsible

Margaret Kring

#### Schedule

Annually, from 8/1/2016 to 5/25/2017

#### Evidence of Completion

master schedule and individual grade level and teacher schedules

### Action Step 2 5

Meet with grade levels to explain schedules and intervention block.

#### Person Responsible

Margaret Kring

#### Schedule

Annually, from 8/4/2016 to 9/6/2016

#### Evidence of Completion

master schedule, individual teacher schedules, resource/specials schedule, meeting notes

**Action Step 3** 5

Schedules and intervention time will be discussed at Leadership Team meetings.

**Person Responsible**

Margaret Kring

**Schedule**

Quarterly, from 9/12/2016 to 5/26/2017

**Evidence of Completion**

Leadership Team agendas and notes

**Action Step 4** 5

Monitor instruction using Marzano evaluation framework.

**Person Responsible**

Margaret Kring

**Schedule**

Quarterly, from 9/12/2016 to 5/26/2017

**Evidence of Completion**

I-Observation data, informal walk-through data and feedback to teachers.

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Visit classes to verify instructional time aligns with printed schedule.

**Person Responsible**

Lynn Chastain

**Schedule**

Quarterly, from 8/15/2016 to 5/24/2017

**Evidence of Completion**

classroom schedules



**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Visit classrooms periodically to check for subject- teaching-time alignment.

**Person Responsible**

Margaret Kring

**Schedule**

Quarterly, from 8/22/2016 to 5/26/2017

**Evidence of Completion**

walk-through data and notes

**G2.B1.S4** Three Pre-K classes (3 and 4 yr. olds) will be supported through grant funds to increase learning time for selected students before traditional school begins. 4

 S237507

**Strategy Rationale**

According to Torgesen, et al., (1998), preventative programs should be focused on children who are most in need. (Catch Them Before They Fall: Identification and Assessment To Prevent Reading Failure in Young Children)

**Action Step 1** 5

Establish 3 prek classes and hire teachers

**Person Responsible**

Margaret Kring

**Schedule**

On 9/1/2016

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

District early childhood resource teacher will provide support to prek classes.

**Person Responsible**

Alice Adams

**Schedule**

Annually, from 8/2/2016 to 5/26/2017

**Evidence of Completion**

personnel records; activity log

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4** 7

Supported provided by district early childhood staff

**Person Responsible**

Alice Adams

**Schedule**

Weekly, from 8/11/2016 to 5/26/2017

**Evidence of Completion**

visitation logs; notes

**G2.B1.S5** Monthly enrichment activities will be offered for students to attend. School staff and approved volunteers will be able to opt in or out as an activity service provider. Activities will be based on the providers strengths and abilities. The purpose of the activities will be beyond the curriculum and will develop and foster relationships between the staff and students. The sessions will be offered twice a month and will last 1.5 hours each session. 4

 S237508

### **Strategy Rationale**

Economically disadvantaged students do not often participate in afterschool activities or community service projects. Therefore they do not get a model as to person to person interaction (Jensen, Teaching with Poverty in Mind). Positive relationships built during this enrichment time between students and school staff will help our students develop reliable relationships, learn to socialize and build knowledge through the enrichment activity that will build social status.

### **Action Step 1** 5

After school drumline class will be offered.

#### **Person Responsible**

Gena Parkison

#### **Schedule**

Monthly, from 10/10/2016 to 5/26/2017

#### **Evidence of Completion**

student permission slips; attendance logs

### **Plan to Monitor Fidelity of Implementation of G2.B1.S5** 6

Students will perform for school functions.

#### **Person Responsible**

Gena Parkison

#### **Schedule**

Quarterly, from 9/22/2016 to 5/26/2017

#### **Evidence of Completion**

performance

**Plan to Monitor Effectiveness of Implementation of G2.B1.S5** 7

Students will maintain acceptable conduct grades.

**Person Responsible**

Gena Parkison

**Schedule**

Monthly, from 10/10/2016 to 5/26/2017

**Evidence of Completion**

student discipline records, progress reports and report cards

**G2.B1.S6** Students already attend an additional hour of school each day for being a member of the bottom 300 reading schools. We will continue to keep the additional hour for a total of 270 additional hours of instruction each year. 4

 S237509

**Strategy Rationale**

Research by Berliner (1990) found student achievement increases through small increases in academic learning time.

**Action Step 1** 5

Maintain longer instructional day.

**Person Responsible**

Margaret Kring

**Schedule**

Annually, from 8/2/2016 to 5/26/2017

**Evidence of Completion**

school schedule

**Plan to Monitor Fidelity of Implementation of G2.B1.S6** 6

Longer school day

**Person Responsible**

Margaret Kring

**Schedule**

Annually, from 8/2/2016 to 5/26/2017

**Evidence of Completion**

Bell schedule for FTE

**Plan to Monitor Effectiveness of Implementation of G2.B1.S6** 7

Student achievement data from FSA ELA, Math and FCAT 2.0 Science

**Person Responsible**

Margaret Kring

**Schedule**

On 6/1/2017

**Evidence of Completion**

**G2.B1.S7 Organizing the intervention block more effectively** 4

S237510

**Strategy Rationale**

**Action Step 1** 5

Collect data to identify student needs.

**Person Responsible**

Gena Parkison

**Schedule**

Quarterly, from 8/17/2016 to 5/26/2017

**Evidence of Completion**

iReady Data, Formative assessments, Behavioral data, Previous FSA, EWS data

**Action Step 2** 5

Analyze data to identify student needs for grades 3-5

**Person Responsible**

Lynn Chastain

**Schedule**

Monthly, from 8/26/2016 to 5/26/2017

**Evidence of Completion**

FSA, iReady, Formative assessments(checkouts)

**Action Step 3** 5

Use data to group students for instruction grade 3-5.

**Person Responsible**

Lynn Chastain

**Schedule**

Monthly, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

List of student groups

**Action Step 4** 5

Analyze data to identify student needs for grades K-2

**Person Responsible**

Lynn Chastain

**Schedule**

Monthly, from 9/13/2016 to 5/26/2017

**Evidence of Completion**

iReady, Formative assessments(checkouts)

**Action Step 5** 5

Use data to group students for instruction grade K-2.

**Person Responsible**

Lynn Chastain

**Schedule**

Monthly, from 9/20/2016 to 5/26/2017

**Evidence of Completion**

List of student groups

**Action Step 6** 5

Professional development on purposeful interventions grades 3-5

**Person Responsible**

Lynn Chastain

**Schedule**

Monthly, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

PLC agenda

**Plan to Monitor Fidelity of Implementation of G2.B1.S7** 6

Action Steps 1-6

**Person Responsible**

Margaret Kring

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Email

**Plan to Monitor Effectiveness of Implementation of G2.B1.S7** 7

Regular monitoring of interventions.

**Person Responsible**

Margaret Kring

**Schedule**

Daily, from 9/12/2016 to 5/26/2017

***Evidence of Completion***

Checklist and observational notes



**G2.B6** The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly. 2

B225152

**G2.B6.S3** PLCs focused on MTSS. 4

S237527

### Strategy Rationale

The MTSS Coordinator will be able to guide teachers as part of their PLC's to identify which students qualify for Tier 2 and Tier 3 and assist teachers with the process and with appropriate strategies and monitoring for desired outcomes.

### Action Step 1 5

Schedule and conduct PLC focused on MTSS

#### Person Responsible

Gena Parkison

#### Schedule

Semiannually, from 8/22/2016 to 5/26/2017

#### Evidence of Completion

agenda, email to teachers

### Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

Monitor PLC

#### Person Responsible

Lynn Chastain

#### Schedule

Semiannually, from 8/22/2016 to 5/26/2017

#### Evidence of Completion

PLC email, notes and agenda

**Plan to Monitor Effectiveness of Implementation of G2.B6.S3** 7

Teachers will appropriately implement MTSS components.

**Person Responsible**

Gena Parkison

**Schedule**

Weekly, from 8/22/2016 to 5/26/2017

***Evidence of Completion***

MTSS meeting notes; students' intervention plans

**G2.B6.S5** Through the MTSS process additional appropriate social, emotional and community oriented services will be provided to the students. Communities In Schools, a community based organization will mentor, tutor, and provide foster grandparents. Provision of additional support staff for behavioral and social-emotional needs of students will occur through the employment of a Guidance Counselor with a Mental Health background and a Behavior Specialist. 4

S237529

### Strategy Rationale

To provide tier interventions specifically meeting student behavioral and emotional needs since an overabundance of students need interventions. Contractual services with Communities In Schools for providing community supports as an agency specializing in training and placement of mentors, foster grandparents, and integrated student supports to target academic and non-academic barriers that impede student success. A guidance counselor with a background in mental health counseling is requested as support to work with students in large groups, small groups, and individually to address student issues which often impact performance and behavior. A Behavior Specialist is requested to provide ongoing classroom professional development to teachers to build their skills in teaching appropriate academic behaviors. The specialist will also support specific high need students with behavior issues and work with individual students and small groups who require customized and specific interventions resulting in improved self regulation of behavior.

### Action Step 1 5

The principal will meet with CIS representatives to develop a plan for services for children

#### Person Responsible

Margaret Kring

#### Schedule

Semiannually, from 8/3/2016 to 5/26/2017

#### Evidence of Completion

plan and information on services

### Action Step 2 5

CIS representative will work with teachers in providing mentors for selected students.

#### Person Responsible

Chris Lee

#### Schedule

Quarterly, from 8/22/2016 to 5/26/2017

#### Evidence of Completion

mentor logs; information disseminated to teachers

**Plan to Monitor Fidelity of Implementation of G2.B6.S5** 6

Confer with CIS representative regarding student services.

**Person Responsible**

Chris Lee

**Schedule**

Quarterly, from 8/22/2016 to 5/26/2017

**Evidence of Completion**

mentor logs; number of CIS referrals

**Plan to Monitor Effectiveness of Implementation of G2.B6.S5** 7

Review student discipline and academic performance data.

**Person Responsible**

Chris Lee

**Schedule**

Quarterly, from 10/12/2016 to 5/26/2017

**Evidence of Completion**

student discipline data; referral log; progress reports; report cards; teacher anecdotal logs

**G2.B6.S6** The district will partner with Region II Differentiated Accountability to support the systems approach throughout the schools. The DA team will support through systems alignment, professional development opportunities and technical assistance to the schools and district staff. 4

S237530

### Strategy Rationale

The district has partnered with the DA team to provide multiple supports to the schools. This partnership has allowed additional opportunities for professional development, technical assistance and coaching opportunities.

### Action Step 1 5

School leadership, district staff and Region II DA staff will develop a support plan for Moseley Elementary School.

#### Person Responsible

Margaret Kring

#### Schedule

Monthly, from 8/2/2016 to 6/30/2017

#### Evidence of Completion

emails; PD requests; logs; notes; SIP; TOP

### Plan to Monitor Fidelity of Implementation of G2.B6.S6 6

District Turnaround Specialist will coordinate DA provided support for Moseley.

#### Person Responsible

Margaret Kring

#### Schedule

Monthly, from 8/1/2016 to 6/30/2017

#### Evidence of Completion

calendar of support; emails; reports; TOP; SIP

**Plan to Monitor Effectiveness of Implementation of G2.B6.S6 7**

School Leadership, district and DA Region II staff will conduct instructional reviews, classroom walk-throughs and professional development.

**Person Responsible**

Margaret Kring

**Schedule**

Monthly, from 8/10/2016 to 6/30/2017

***Evidence of Completion***

classroom walk-through data; student performance data from I-Ready and other assessment; calendars; PD requests and agendas.

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date     |
|-------------------------|---|-----------------|-------------------------------|--|------------------------|
| <b>2017</b>             |   |                 |                               |  |                        |
| G1.B8.S6.A1<br>A307026  | Define accountability components and share with staff.                          | Kring, Margaret | 8/31/2016                     | List of components   | 8/31/2016 one-time     |
| G1.B8.S6.A2<br>A307027  | Develop a common language around accountability                                 | Kring, Margaret | 8/31/2016                     | Definitions  | 8/31/2016 one-time     |
| G2.B1.S4.A1<br>A307038  | Establish 3 prek classes and hire teachers                                      | Kring, Margaret | 7/18/2016                     |  | 9/1/2016 one-time      |
| G2.B1.S3.A2<br>A307035  | Meet with grade levels to explain schedules and intervention block.             | Kring, Margaret | 8/4/2016                      | master schedule, individual teacher schedules, resource/specials schedule, meeting notes | 9/6/2016 annually      |
| G1.B8.S6.A3<br>A307028  | Develop protocols for meetings  | Kring, Margaret | 9/6/2016                      | List of protocols  | 9/6/2016 one-time      |
| G1.MA5<br>M313263       | End of the year staff survey on school improvement plan                         | Kring, Margaret | 5/15/2017                     | Responses to survey  | 5/24/2017 one-time     |
| G2.B1.S3.MA1<br>M313267 | Visit classes to verify instructional time aligns with printed schedule.        | Chastain, Lynn  | 8/15/2016                     | classroom schedules  | 5/24/2017 quarterly    |
| G2.B1.S3.A1<br>A307034  | Develop schedules for each grade level that provides time for interventions.    | Kring, Margaret | 8/1/2016                      | master schedule and individual grade level and teacher schedules                         | 5/25/2017 annually     |
| G1.MA1<br>M313259       | I-Ready Diagnostic 1, 2, and 3 Data for reading and math                        | Parkison, Gena  | 9/23/2016                     | Student performance results on I-Ready reading and math assessments                      | 5/26/2017 quarterly    |
| G1.MA2<br>M313260       | PLC meeting agendas and notes   | Chastain, Lynn  | 8/26/2016                     | Action taken, teacher responses, planned activities                                      | 5/26/2017 monthly      |
| G1.MA3<br>M313261       | Informal and formal surveys of teacher collaboration activities                 | Kring, Margaret | 10/3/2016                     | Teacher responses regarding collaboration activities                                     | 5/26/2017 quarterly    |
| G2.MA1<br>M313284       | Progress monitoring of interventions  | Kring, Margaret | 9/12/2016                     | iReady and Formative assessments.  | 5/26/2017 biweekly     |
| G2.MA1<br>M313285       | Progress monitoring of behavioral interventions                                 | Kring, Margaret | 9/12/2016                     | Behavioral intervention plans, discipline data, attendance data, behaviorist reports     | 5/26/2017 monthly      |
| G2.B1.S3.MA1<br>M313266 | Visit classrooms periodically to check for subject- teaching-time alignment.    | Kring, Margaret | 8/22/2016                     | walk-through data and notes  | 5/26/2017 quarterly    |
| G2.B1.S3.A3<br>A307036  | Schedules and intervention time will be discussed at Leadership Team meetings.  | Kring, Margaret | 9/12/2016                     | Leadership Team agendas and notes  | 5/26/2017 quarterly    |
| G2.B1.S3.A4<br>A307037  | Monitor instruction using Marzano evaluation framework.                         | Kring, Margaret | 9/12/2016                     | I-Observation data, informal walk-through data and feedback to teachers.                 | 5/26/2017 quarterly    |
| G2.B6.S3.MA1<br>M313278 | Teachers will appropriately implement MTSS components.                          | Parkison, Gena  | 8/22/2016                     | MTSS meeting notes; students' intervention plans   | 5/26/2017 weekly       |
| G2.B6.S3.MA1<br>M313279 | Monitor PLC   | Chastain, Lynn  | 8/22/2016                     | PLC email, notes and agenda  | 5/26/2017 semiannually |
| G2.B6.S3.A1<br>A307048  | Schedule and conduct PLC focused on MTSS  | Parkison, Gena  | 8/22/2016                     | agenda, email to teachers  | 5/26/2017 semiannually |
| G2.B1.S4.MA1<br>M313268 | Supported provided by district early childhood staff                            | Adams, Alice    | 8/11/2016                     | visitation logs; notes   | 5/26/2017 weekly       |
| G2.B1.S4.MA1<br>M313269 | District early childhood resource teacher will provide support to prek classes. | Adams, Alice    | 8/2/2016                      | personnel records; activity log  | 5/26/2017 annually     |

**Putnam - 0351 - William D. Moseley Elementary School - 2016-17 SIP**  
*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     |
|-------------------------|---|-----------------|-------------------------------|---|------------------------|
| G2.B1.S5.MA1<br>M313270 | Students will maintain acceptable conduct grades.   | Parkison, Gena  | 10/10/2016                    | student discipline records, progress reports and report cards   | 5/26/2017 monthly      |
| G2.B1.S5.MA1<br>M313271 | Students will perform for school functions.   | Parkison, Gena  | 9/22/2016                     | performance   | 5/26/2017 quarterly    |
| G2.B1.S5.A1<br>A307039  | After school drumline class will be offered.  | Parkison, Gena  | 10/10/2016                    | student permission slips; attendance logs   | 5/26/2017 monthly      |
| G2.B6.S5.MA1<br>M313280 | Review student discipline and academic performance data.  | Lee, Chris      | 10/12/2016                    | student discipline data; referral log; progress reports; report cards; teacher anecdotal logs                 | 5/26/2017 quarterly    |
| G2.B6.S5.MA1<br>M313281 | Confer with CIS representative regarding student services.  | Lee, Chris      | 8/22/2016                     | mentor logs; number of CIS referrals  | 5/26/2017 quarterly    |
| G2.B6.S5.A1<br>A307049  | The principal will meet with CIS representatives to develop a plan for services for children        | Kring, Margaret | 8/3/2016                      | plan and information on services  | 5/26/2017 semiannually |
| G2.B6.S5.A2<br>A307050  | CIS representative will work with teachers in providing mentors for selected students.              | Lee, Chris      | 8/22/2016                     | mentor logs; information disseminated to teachers   | 5/26/2017 quarterly    |
| G1.B8.S6.MA1<br>M313256 | Survey staff formally and informally on effectiveness of meeting protocols and accountability...    | Kring, Margaret | 12/20/2016                    | Results of survey data  | 5/26/2017 semiannually |
| G1.B8.S6.MA1<br>M313257 | Monitor the dissemination of written information to staff   | Parkison, Gena  | 8/31/2016                     | written information via email and hard copies   | 5/26/2017 quarterly    |
| G1.B8.S6.MA3<br>M313258 | Monitor articulation meetings with teachers.  | Chastain, Lynn  | 8/15/2016                     | agendas, correspondence via memos and emails, weekly staff newsletter   | 5/26/2017 quarterly    |
| G1.B8.S6.A4<br>A307029  | Meet with team representatives to maintain articulation regarding school improvement goals and...   | Kring, Margaret | 10/24/2016                    | meeting agendas and notes   | 5/26/2017 monthly      |
| G1.B8.S6.A5<br>A307030  | Provide training to teachers in the areas of data analysis, using data to plan instruction,...      | Kring, Margaret | 8/22/2016                     |   | 5/26/2017 monthly      |
| G1.B8.S6.A6<br>A307031  | Monitor teaching and learning through formal and informal classroom observations, instructional...  | Kring, Margaret | 8/15/2016                     | classroom walk-through data; formal and informal teacher evaluation instruments; instructional review results | 5/26/2017 weekly       |
| G1.B8.S6.A7<br>A307032  | Meet with teachers formally and informally to discuss instruction, student academic performance,... | Kring, Margaret | 8/2/2016                      |   | 5/26/2017 daily        |
| G2.B1.S6.MA1<br>M313273 | Longer school day   | Kring, Margaret | 8/2/2016                      | Bell schedule for FTE   | 5/26/2017 annually     |
| G2.B1.S6.A1<br>A307040  | Maintain longer instructional day.  | Kring, Margaret | 8/2/2016                      | school schedule   | 5/26/2017 annually     |
| G2.B1.S7.MA1<br>M313274 | Regular monitoring of interventions.  | Kring, Margaret | 9/12/2016                     | Checklist and observational notes   | 5/26/2017 daily        |
| G2.B1.S7.MA1<br>M313275 | Action Steps 1-6  | Kring, Margaret | 8/15/2016                     | Email   | 5/26/2017 weekly       |
| G2.B1.S7.A1<br>A307041  | Collect data to identify student needs.   | Parkison, Gena  | 8/17/2016                     | iReady Data, Formative assessments, Behavioral data, Previous FSA, EWS data                                   | 5/26/2017 quarterly    |
| G2.B1.S7.A2<br>A307042  | Analyze data to identify student needs for grades 3-5   | Chastain, Lynn  | 8/26/2016                     | FSA, iReady, Formative assessments(checkouts)   | 5/26/2017 monthly      |
| G2.B1.S7.A3<br>A307043  | Use data to group students for instruction grade 3-5.   | Chastain, Lynn  | 9/7/2016                      | List of student groups  | 5/26/2017 monthly      |
| G2.B1.S7.A4<br>A307044  | Analyze data to identify student needs for grades K-2   | Chastain, Lynn  | 9/13/2016                     | iReady, Formative assessments(checkouts)  | 5/26/2017 monthly      |



Putnam - 0351 - William D. Moseley Elementary School - 2016-17 SIP

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    |
|-------------------------|---|-----------------|-------------------------------|--|-----------------------|
| G2.B1.S7.A5<br>A307045  | Use data to group students for instruction grade K-2.   | Chastain, Lynn  | 9/20/2016                     | List of student groups   | 5/26/2017<br>monthly  |
| G2.B1.S7.A6<br>A307046  | Professional development on purposeful interventions grades 3-5                                     | Chastain, Lynn  | 9/7/2016                      | PLC agenda   | 5/26/2017<br>monthly  |
| G2.B1.S6.MA1<br>M313272 | Student achievement data from FSA ELA, Math and FCAT 2.0 Science                                    | Kring, Margaret | 8/10/2016                     |  | 6/1/2017<br>one-time  |
| G2.MA3<br>M313286       | Progress monitoring of student academic performance.  | Kring, Margaret | 8/15/2016                     | I-Ready data for reading and math; formative assessments   | 6/30/2017<br>biweekly |
| G2.B6.S6.MA1<br>M313282 | School Leadership, district and DA Region II staff will conduct instructional reviews, classroom... | Kring, Margaret | 8/10/2016                     | classroom walk-through data; student performance data from I-Ready and other assessment; calendars; PD requests and agendas. | 6/30/2017<br>monthly  |
| G2.B6.S6.MA1<br>M313283 | District Turnaround Specialist will coordinate DA provided support for Moseley.                     | Kring, Margaret | 8/1/2016                      | calendar of support; emails; reports; TOP; SIP   | 6/30/2017<br>monthly  |
| G2.B6.S6.A1<br>A307051  | School leadership, district staff and Region II DA staff will develop a support plan for Moseley... | Kring, Margaret | 8/2/2016                      | emails; PD requests; logs; notes; SIP; TOP   | 6/30/2017<br>monthly  |
| G1.MA4<br>M313262       | 2017 FSA results for students in grades 3, 4, and 5 for ELA, math and science                       | Kring, Margaret | 5/22/2017                     | Student progress on 2017 FSA ELA, math and science and the school accountability grade                                       | 7/31/2017<br>one-time |

## V. Professional Development Opportunities

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

**G1.** If we implement and sustain systems for ongoing teacher collaboration and accountability the teachers will be able to work together to plan and deliver more engaging standards-based instruction; so that students will become successful 21st century learners.

### **G1.B8** LACK OF ENGAGEMENT/ACCOUNTABILITY

#### **G1.B8.S6** Communicating and monitoring accountability components

##### **PD Opportunity 1**

Provide training to teachers in the areas of data analysis, using data to plan instruction, instructional strategies for teaching reading and math, use of educational digital materials.

##### **Facilitator**

I-Ready Consultants; school coach; district coaches; Region 2 DA specialists; NEFEC; independent specialists

##### **Participants**

teachers in prek to grade 5

##### **Schedule**

Monthly, from 8/22/2016 to 5/26/2017

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

**G2.B1** Infrastructure at the school does not support the number of students who need intervention. There is not enough time/personnel to provide quality intervention. Some students do not start school with foundational knowledge and skills, this causes a need for intense intervention immediately. (Increased learning time)

**G2.B1.S7** Organizing the intervention block more effectively

**PD Opportunity 1**

Analyze data to identify student needs for grades 3-5

**Facilitator**

Lynn Chastain

**Participants**

Teachers k-5

**Schedule**

Monthly, from 8/26/2016 to 5/26/2017

**PD Opportunity 2**

Use data to group students for instruction grade 3-5.

**Facilitator**

Lynn Chastain

**Participants**

Teachers gr. 3-5

**Schedule**

Monthly, from 9/7/2016 to 5/26/2017

### PD Opportunity 3

Analyze data to identify student needs for grades K-2

#### Facilitator

Lynn Chastain

#### Participants

Teache2rs k-

#### Schedule

Monthly, from 9/13/2016 to 5/26/2017

### PD Opportunity 4

Professional development on purposeful interventions grades 3-5

#### Facilitator

Lynn Chastain

#### Participants

Tea5chers gr. 3

#### Schedule

Monthly, from 9/7/2016 to 5/26/2017

**G2.B6** The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly.

**G2.B6.S3** PLCs focused on MTSS.

### PD Opportunity 1

Schedule and conduct PLC focused on MTSS

#### Facilitator

Gena Parkison

#### Participants

teachers in kindergarten to grade 5

#### Schedule

Semiannually, from 8/22/2016 to 5/26/2017

## VI. Technical Assistance Items

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

## VII. Budget

|               |             |   |               |
|---------------|-------------|---|---------------|
| 1             | G1.B8.S6.A1 | Define accountability components and share with staff.  | \$0.00        |
| 2             | G1.B8.S6.A2 | Develop a common language around accountability   | \$0.00        |
| 3             | G1.B8.S6.A3 | Develop protocols for meetings  | \$0.00        |
| 4             | G1.B8.S6.A4 | Meet with team representatives to maintain articulation regarding school improvement goals and strategies, data analysis, student performance and behavioral issues.                      | \$0.00        |
| 5             | G1.B8.S6.A5 | Provide training to teachers in the areas of data analysis, using data to plan instruction, instructional strategies for teaching reading and math, use of educational digital materials. | \$0.00        |
| 6             | G1.B8.S6.A6 | Monitor teaching and learning through formal and informal classroom observations, instructional reviews and walk-throughs.  | \$0.00        |
| 7             | G1.B8.S6.A7 | Meet with teachers formally and informally to discuss instruction, student academic performance, school goals, data, student EWS indicators.  | \$0.00        |
| 8             | G2.B1.S3.A1 | Develop schedules for each grade level that provides time for interventions.  | \$0.00        |
| 9             | G2.B1.S3.A2 | Meet with grade levels to explain schedules and intervention block.   | \$0.00        |
| 10            | G2.B1.S3.A3 | Schedules and intervention time will be discussed at Leadership Team meetings.  | \$0.00        |
| 11            | G2.B1.S3.A4 | Monitor instruction using Marzano evaluation framework.   | \$0.00        |
| 12            | G2.B1.S4.A1 | Establish 3 prek classes and hire teachers  | \$0.00        |
| 13            | G2.B1.S5.A1 | After school drumline class will be offered.  | \$0.00        |
| 14            | G2.B1.S6.A1 | Maintain longer instructional day.  | \$0.00        |
| 15            | G2.B1.S7.A1 | Collect data to identify student needs.   | \$0.00        |
| 16            | G2.B1.S7.A2 | Analyze data to identify student needs for grades 3-5   | \$0.00        |
| 17            | G2.B1.S7.A3 | Use data to group students for instruction grade 3-5.   | \$0.00        |
| 18            | G2.B1.S7.A4 | Analyze data to identify student needs for grades K-2   | \$0.00        |
| 19            | G2.B1.S7.A5 | Use data to group students for instruction grade K-2.   | \$0.00        |
| 20            | G2.B1.S7.A6 | Professional development on purposeful interventions grades 3-5   | \$0.00        |
| 21            | G2.B6.S3.A1 | Schedule and conduct PLC focused on MTSS  | \$0.00        |
| 22            | G2.B6.S5.A1 | The principal will meet with CIS representatives to develop a plan for services for children  | \$0.00        |
| 23            | G2.B6.S5.A2 | CIS representative will work with teachers in providing mentors for selected students.  | \$0.00        |
| 24            | G2.B6.S6.A1 | School leadership, district staff and Region II DA staff will develop a support plan for Moseley Elementary School.   | \$0.00        |
| <b>Total:</b> |             |   | <b>\$0.00</b> |