

Glades County School District

Moore Haven Elementary School



2019-20 School Improvement Plan

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Moore Haven Elementary School

401 TERRIER PRIDE DR SW, Moore Haven, FL 33471

www.gladesedu.org

Demographics

Principal: Felinda Langdale

Start Date for this Principal: 8/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Glades County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

It is the mission of Moore Haven Elementary School to create life-long learners by providing a quality education in a safe environment of trust understanding and respect.

Provide the school's vision statement

Striving to be Florida's premier learning organization.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Langdale, Felinda	Principal	<p>The leadership team is the core of all decision making for the school. All members participate and are a vital part of making it to the end goals. The principal and assistant principal lead the discussion and provide guidance to meeting school goals. The reading intervention teachers collaborate with teachers to provide direction and resources to meet the student and teacher needs that are present. The teachers on the leadership team are the leaders for their grade level. They work daily with the teachers in their grade level to disseminate information from the district and school administration. They also serve as a voice for all teachers with the entire leadership team.</p>
Pryor, Leslie	Assistant Principal	
Lowman, Amanda	Teacher, K-12	
Garrett, Stefanie	Teacher, K-12	
Palladino, Jenna	Teacher, K-12	
Croskey, Christie	Teacher, K-12	
Beck, Emma Ruth	Teacher, K-12	
Woodward, Reba	Teacher, K-12	
Humphriess, Tammy	Teacher, K-12	
Copeland, Maria	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	68	51	61	68	56	0	0	0	0	0	0	0	366
Attendance below 90 percent	10	14	17	9	10	15	0	0	0	0	0	0	0	75
One or more suspensions	0	3	3	0	3	5	0	0	0	0	0	0	0	14
Course failure in ELA or Math	4	4	8	3	17	9	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	18	21	18	0	0	0	0	0	0	0	57

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	2	1	7	5	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	0	4	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	18	15	5	7	10	0	0	0	0	0	0	0	56
One or more suspensions	1	6	4	12	2	5	0	0	0	0	0	0	0	30
Course failure in ELA or Math	3	5	10	14	11	10	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	11	8	10	0	0	0	0	0	0	0	29

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	13	5	7	11	8	10	0	0	0	0	0	0	0	54

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	59%	57%	46%	50%	56%
ELA Learning Gains	49%	48%	58%	51%	53%	55%
ELA Lowest 25th Percentile	43%	42%	53%	55%	46%	48%
Math Achievement	53%	66%	63%	55%	62%	62%
Math Learning Gains	48%	56%	62%	44%	48%	59%
Math Lowest 25th Percentile	40%	43%	51%	30%	40%	47%
Science Achievement	39%	46%	53%	28%	34%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	62 (0)	68 (0)	51 (0)	61 (0)	68 (0)	56 (0)	366 (0)
Attendance below 90 percent	10 ()	14 ()	17 ()	9 ()	10 ()	15 ()	75 (0)
One or more suspensions	0 ()	3 (0)	3 (0)	0 (0)	3 (0)	5 (0)	14 (0)
Course failure in ELA or Math	4 ()	4 (0)	8 (0)	3 (0)	17 (0)	9 (0)	45 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	18 (0)	21 (0)	18 (0)	57 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	62%	-12%	58%	-8%
	2018	51%	55%	-4%	57%	-6%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	50%	49%	1%	58%	-8%
	2018	44%	57%	-13%	56%	-12%
Same Grade Comparison		6%				
Cohort Comparison		-1%				
05	2019	48%	54%	-6%	56%	-8%
	2018	42%	38%	4%	55%	-13%
Same Grade Comparison		6%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	69%	-21%	62%	-14%
	2018	62%	67%	-5%	62%	0%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	56%	53%	3%	64%	-8%
	2018	52%	53%	-1%	62%	-10%
Same Grade Comparison		4%				
Cohort Comparison		-6%				
05	2019	52%	52%	0%	60%	-8%
	2018	47%	42%	5%	61%	-14%
Same Grade Comparison		5%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	47%	-8%	53%	-14%
	2018	31%	35%	-4%	55%	-24%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data											
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	44	45		31	40						
ELL	42			58							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	33	26		33	37		20				
HSP	55	62	50	54	50	33	42				
WHT	55	51	54	66	55	42	52				
FRL	42	45	38	46	40	38	31				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	39		31	40		19				
ELL	18			45							
BLK	20	44		35	29						
HSP	42	51	54	54	45	36	22				
WHT	58	56	60	65	49	40	48				
FRL	43	49	50	56	41	24	27				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends

Last year's lowest performance component was on the science achievement score of thirty-nine percent. Students that have weaknesses in decoding, vocabulary, reading comprehension and stamina struggle when taking content area assessments that are also cognitively demanding in reading. In addition, 27% of fifth-graders were identified as being chronically absent. Students that are not present miss activities, lessons, and instructional experiences that cannot be duplicated or made-up.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The greatest decline from the prior year was in learning gains of the lowest 25% in English Language Arts (ELA). Students making gains went from 55% to 43% resulting in a decline of 12% from last year. The lowest 25% includes a large percentage of students from the black subgroup. Overall black student ELA gains fell from 44% to 26%, a significant drop of 18%. Over the past five years the achievement gaps has been significant. Starting in 2015 through 2019, the achievement gap between the white and black subgroups 22%, 20%, 17%, 28% and 22%. Another factor is attendance issues by all student groups(see II. E.1.a. above).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The data component that had the greatest gap when compared to the state average was in math learning gains. The school results for this component show that 48% of students at the school level made learning gains, as opposed to 62% at the state level. One of the factors contributing to the gap is the increasing achievement gap between black and white student subgroups. The average learning gap has ranged from 21%, 18%, 24%, 20%, and 33% beginning in 2015. The achievement for students in the white and Hispanic subgroups have experienced an upward trend, while the black subgroup has remained level. Another factor is attendance (see II. E.1.a. above). Teachers are in need of on-going professional development on best practices that include systemic and explicit instruction on both procedural and conceptual knowledge of math.

Which data component showed the most improvement? What new actions did your school take in this area?

Fifth-grade science showed the most improvement. This is supported by the overall achievement on the state assessment scores which increased by eight percent. The Performance vs. Year-over-Year Growth data also indicates science as having higher growth in the lower achievement quadrant. A change was made in the instructional staff.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential areas for concern were based upon the Early Warning System data and supplemental qualitative data. These areas include attendance, lack of family and community support and involvement, and course failures in ELA or math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increasing the percentage of students making learning gains in the lowest 25% of English Language Arts
2. Closing the achievement gap between white and black subgroups in ELA.
3. Closing the achievement gap between white and black subgroups in math.
4. Attendance-Decreasing percentage of students identified as being present less than 90%.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the percentage of students in the lower 25% achieving learning gains in reading.
Rationale	The percent of students making learning gains in the lower 25% decreased by 12 percent.
State the measureable outcome the school plans to achieve	With strategic interventions, we will increase learning gains of the lower 25% in reading to at least 49%.
Person responsible for monitoring outcome	Felinda Langdale (felinda.langdale@gladesschools.org)
Evidence-based Strategy	Corrective Reading Program
Rationale for Evidence-based Strategy	According to the What Works Clearinghouse, Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grade 3 or higher who are reading below their grade level. Based on i-Ready, STAR, and FSA our students in the lowest 25% are weak in the reading domains of fluency, vocabulary, and comprehension. Students that have weaknesses in decoding, vocabulary, reading comprehension and stamina struggle when taking reading and content area assessments because of the cognitive demands.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify lower 25% of learners in reading as reported 2. Identify reading component/standard deficient using reading data: FSA, STAR, and iReady 3. Provide evidence-based interventions using Corrective Reading to supplement the core reading program-Reading intervention teacher). 4. Grade-level reading teachers will develop interventions based on needs assessment. 5. Implement small group and differentiated instruction during reading block. 6. Match instructional material used during small group and intervention block time to specific needs as identified by assessments. 7. Utilize Reading assessment data to inform instruction. 8. Provide professional development and support in reading instruction as needed.
Person Responsible	Felinda Langdale (felinda.langdale@gladesschools.org)

#2	
Title	Closing the reading gap for African American students.
Rationale	Overall black student ELA gains fell from 44% to 26%, a significant drop of 18%. Over the past five years the achievement gap has been significant. Starting in 2015 through 2019, the achievement gap between the white and black subgroups 22%, 20%, 17%, 28% and 22%.
State the measureable outcome the school plans to achieve	The reading achievement gap for African American students will decrease to 19%.
Person responsible for monitoring outcome	Felinda Langdale (felinda.langdale@gladesschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Data-based differentiated instructional reading groups - i-Ready Reading -Attending to preferred learning styles of African American students
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> -i-Ready is a technology-based instructional intervention program monitors the academic progress of every student, has a measure of student growth, identifies struggling students and their area of need. i-Ready helps identify and support student needs in math by providing the foundations for teachers to make effective data-driven decisions to drive instruction. - Using data from i-Ready, FSA, and formative assessments provides teacher with data needed to implement effective, small group instruction based on student needs. -Research shows that using the preferred learning style/modality of students from diverse ethnic, racial, and cultural backgrounds significantly increases achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement a balanced-reading instructional approach with fidelity. 2. Identify reading component/standard weaknesses and needs using reading data: FSA, STAR, and iReady. 3. Provide evidence-based interventions to supplement the core reading program. 4. Grade-level reading teachers will develop interventions based on needs assessment. 5. Implement small group and differentiated instruction during reading block. 6. Match instructional material used during small group and intervention block time to specific needs as identified by assessments. 7. Utilize Reading assessment data to inform instruction on a ongoing, regular basis. 8. Provide professional development and support in reading instruction as needed. 9. Teachers will collaborate with reading coach for support or guidance related to best practices and evidence-based strategies.

Person Responsible Felinda Langdale (felinda.langdale@gladesschools.org)

#3

Title Close the math achievement gap for African American students.
Rationale The math achievement gap has ranged from 21%, 18%, 24%, 20%, and 33% (2019) over the past five years. The achievement for students in the white and Hispanic subgroups have experienced an upward trend, while the black subgroup has remained level.

State the measureable outcome the school plans to achieve The math achievement gap for African American students will decrease to 25%.

Person responsible for monitoring outcome Felinda Langdale (felinda.langdale@gladesschools.org)

Evidence-based Strategy

- Data-based differentiated instructional math groups
- i-Ready Math
- Attending to learning styles of African American students
- i-Ready is a technology-based instructional intervention program monitors the academic progress of every student, has a measure of student growth, identifies struggling students and their area of need. i-Ready helps identify and support student needs in math by providing the foundations for teachers to make effective data-driven decisions to drive instruction.
- Using data from i-Ready, FSA, and formative assessments provides teacher with data needed to implement effective, small group instruction based on student needs.
- Research shows that using the preferred learning style/modality of students from diverse ethnic, racial, and cultural backgrounds significantly increases achievement.

Rationale for Evidence-based Strategy

Action Step

Description

1. Provide a balanced instructional approach that includes whole-group, small group, and independent practice.
2. Provide regular instruction and practice that allows for opportunities to increase conceptual understanding.
3. Monitor i-Ready, formative, and summative assessment data to drive instruction.
4. Use a variety of presentation and practice tools such as Google classroom, LearnZillion, i-Ready, PowerPoint, and interactive notes.
5. Provide regular opportunities for students to
6. Use manipulatives and visual models for conceptual instruction and practice. Allow students opportunities to engage and build foundational knowledge before introducing abstract skills.

Person Responsible Felinda Langdale (felinda.langdale@gladesschools.org)

#4	
Title	Attendance Every day a student is absent is a lost opportunity for learning. Students miss activities, lessons, and instructional experiences that cannot be duplicated or made-up. Too many absences not only can affect achievement for the absent student but also can disrupt learning for the entire class.
Rationale	The school-wide percentage of students who were identified as chronically absent was 21%. Chronic absenteeism is a problem across all grade levels as reported below. K - 16% 1st - 21% 2nd - 33% 3rd - 15% 4th - 15% 5th - 27% When students improve their attendance rates, they improve their academic prospects and chances for graduating.

State the measureable outcome the school plans to achieve	The percentage of chronically absent students will decrease to 15%.
Person responsible for monitoring outcome	Leslie Pryor (leslie.pryor@gladesschools.org)
Evidence-based Strategy	Three Tiered System of Intervention by Attendance Works Three Tiered System of Intervention by Attendance Works provides support for increasing attendance and helps to create a stronger home-school connection. The approach to addressing absenteeism is founded in research and provides tiered support for the student and family. Tier 1 is the foundation of the support system and includes universal strategies that support satisfactory attendance for every student. Tier 2 supports are for students and families who need more encouragement and support in addition to Tier 1. Tier 3 offers individual interventions and supports for students and families from the district, public/community agencies and the courts.
Rationale for Evidence-based Strategy	

Action Step	
Description	<ul style="list-style-type: none"> - Teachers will use the Three Tiered System of Intervention by Attendance Works. Resources, research and the toolbox from the Attendance Works website will be used to support teachers and staff. - Good and improved attendance will be recognized at the school level. - Teachers will educate and engage students and families about the importance of attendance for achievement. - Monitor absences and set attendance goals.

- Teachers will communicate the importance of attendance in every newsletter and in all forms of electronic communication. Prevention is the best intervention.
- Teachers will personally call parent upon second absence in a semester, regardless of whether it is excused or unexcused. Teachers will be responsible for documenting each call and keeping a copy in their records.

Person Responsible Leslie Pryor (leslie.pryor@gladesschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Moore Haven Elementary recognizes the positive impact on student achievement that is a direct result of collaboration between parents, families, and community stakeholders. The school plans to increase communication with all stakeholders by using a variety of methods

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

This year we will be using the Ripple Effect Software for behavior interventions. We also have a Behavior specialist, mental health specialist, and county social worker new to our district this year. A 5 hour mental health training will be required for students.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs horizontally and vertically among grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. One of the ways we help our preschoolers transition in addition to the use of similar curriculum

throughout the school year is to have them shadow kindergarten classes in the spring. Pre-K students are given the opportunity to see the routines of the day and experience personally what will be expected of them once they make the transition. Pre-K students also participate in activities and events such as Open House, fire drills, special area, and morning announcements and routines. Additionally, our 5th graders transitioning to middle school meet representatives from our feeder schools where they get an opportunity to receive information and ask questions regarding what to expect as new middle school students.

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 MTSS Leadership Team meets monthly for the purpose of developing and implementing a problem-solving process that is a multi-tiered approach to help struggling learners and address the needs of advanced students. Students' progress is closely monitored at each stage of intervention, in exceptional education or both. The MTSS Leadership Team will also collaboratively map/inventory resources to be able to clearly articulate the resources available to achieve our goals. Resource mapping will include content areas, skills of team members, and skills available from other school-based teams.

-Principal: Will assess current practices using the "Self-Reflection of Current MTSS Practices" related to building more fluid, and effective tiered system of supports for students, which includes English Language Learners (ELL) and ESE (SWD) students. This tool will pinpoint areas of strength as well as opportunities for growth. It provides a way to assess current core instructional practices within our MTSS, and offers opportunities for further investigation into best practices to meet the needs of students.

-Assistant Principal: Provide direction in the use of data-based decision-making, ensure that the school-based team is implementing RTI, ensure there is follow-up in the implementation of interventions, intervention support and documentation, ensure adequate professional development to support MTSS implementation and communicates with parents regarding school-based MTSS plans and activities.

-General Education Teachers (Primary and Intermediate): Provide information regarding core instruction, participate in student data collection, deliver Tier 1 instruction and interventions, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials and instruction with Tier 2/3 activities.

-Exceptional Student Education (ESE) Teachers: Participate in student data collection, provide expertise regarding strategies and interventions to address academic and behavioral concerns, integrate core instructional activities/materials into Tier 3 instruction and collaborate with general education teachers through activities such as consultation and co-teaching, and presenting specific concerns.

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

Only required for secondary schools. Not required of Moore Haven Elementary School.

Part V: Budget

1	III.A	Areas of Focus: Increase the percentage of students in the lower 25% achieving learning gains in reading.				\$195,842.07
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	369-Technology-Related Rentals	0051 - Moore Haven Elementary School	General Fund		\$19,292.50	
<i>Notes: i-Ready supplemental software program to support ELA instruction</i>						
5100	510-Supplies	0051 - Moore Haven Elementary School	General Fund		\$21,769.00	
<i>Notes: Top Score Writing program</i>						
5100	510-Supplies	0051 - Moore Haven Elementary School	Other		\$0.00	
<i>Notes: SRA Decoding for grades 4-5</i>						
5100	510-Supplies	0051 - Moore Haven Elementary School	Other		\$5,529.00	
<i>Notes: Ready books to provide supplemental support for ELA instruction</i>						
5100	120-Classroom Teachers	0051 - Moore Haven Elementary School	General Fund		\$37,000.00	
<i>Notes: Glades Achievement Program teachers to support after school remediation.</i>						
5100	369-Technology-Related Rentals	0051 - Moore Haven Elementary School	Title, I Part A		\$6,851.57	
<i>Notes: Renaissance Learning supplemental software to implement Accelerated Reader, STAR and STAR Early Literacy assessments.</i>						
5100	120-Classroom Teachers	0051 - Moore Haven Elementary School	Title, I Part A		\$5,000.00	
<i>Notes: Summer Literacy Program</i>						
5100	120-Classroom Teachers	0051 - Moore Haven Elementary School	Title, I Part A		\$50,200.00	
<i>Notes: Resources to teachers to work with students.</i>						
5100	120-Classroom Teachers	0051 - Moore Haven Elementary School	General Fund		\$50,200.00	
<i>Notes: Resources to teachers to work with students.</i>						
2	III.A	Areas of Focus: Closing the reading gap for African American students.				\$58,442.07
Function	Object	Budget Focus	Funding Source	FTE	2019-20	

	5100	369-Technology-Related Rentals	0051 - Moore Haven Elementary School	General Fund		\$19,292.50
			<i>Notes: i-Ready Supplemental Software</i>			
	5100	510-Supplies	0051 - Moore Haven Elementary School	Other		\$21,769.00
			<i>Notes: Top Score Writing program</i>			
	5100	510-Supplies	0051 - Moore Haven Elementary School	Other		\$0.00
			<i>Notes: SRA Decoding Supplemental reading program for grades 4 & 5.</i>			
	5100	510-Supplies	0051 - Moore Haven Elementary School	Other		\$5,529.00
			<i>Notes: Ready Supplemental ELA materials</i>			
	5100	369-Technology-Related Rentals	0051 - Moore Haven Elementary School	Title, I Part A		\$6,851.57
			<i>Notes: Renaissance Learning supplemental software</i>			
	5100	120-Classroom Teachers	0051 - Moore Haven Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Summer Literacy to support remediation</i>			
3	III.A	Areas of Focus: Close the math achievement gap for African American students.				\$71,602.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0051 - Moore Haven Elementary School	Other		\$19,292.50
			<i>Notes: i-Ready supplemental math software program</i>			
	5100	510-Supplies	0051 - Moore Haven Elementary School	Other		\$5,529.00
			<i>Notes: Ready Supplemental math curriculum</i>			
	5100	369-Technology-Related Rentals	0051 - Moore Haven Elementary School	Other		\$4,781.00
			<i>Notes: IXL supplemental software</i>			
	5100	120-Classroom Teachers	0051 - Moore Haven Elementary School	Other		\$37,000.00
			<i>Notes: Glades Academic Program teacher salaries to support after school remediation.</i>			
	5100	120-Classroom Teachers	0051 - Moore Haven Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Summer Literacy to support math literacy during the month of June.</i>			
4	III.A	Areas of Focus: Attendance				\$5,235.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	0051 - Moore Haven Elementary School	Title, I Part A		\$2,235.00

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			<i>Notes: Parent Involvement funds to support parent meetings in the communities.</i>			
5100	510-Supplies	0051 - Moore Haven Elementary School	Other			\$3,000.00
			<i>Notes: Use of School Advisory funds to support attendance incentives for students.</i>			
					Total:	\$331,121.64