

Moore Haven Elementary School

401 TERRIER PRIDE DR SW, Moore Haven, FL 33471

www.gladesedu.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	A

**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 Glades County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Moore Haven Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement

Striving to be Florida's premier learning organization.

2. School Environment

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

Relationship building is quite easy in a small town. The majority of our teachers have known our students and their families for their entire lives. Those teachers or students that are new to our community get a chance to meet and learn about each other at our annual 'Get Acquainted Night,' which is held the Thursday evening prior to the first day of school for our students. This gives the teachers, parents and students a chance to get to know each other in a festive, less-formal atmosphere.

Our school website, mhes.gladesedu.com, is updated monthly, and the school principal calls parents on our school's automatic phone calling program.

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

Our school mission statement stresses the need for students to feel safe and respected, and all staff are hired based on their belief in and ability to help us achieve our mission.

Before- Staff are posted in strategic locations throughout the school 30 minutes before school begins. All students are directed to report to our school cafeteria when they arrive at school. There they will find the principal, the assistant principal and a staff member for each grade level to support them and ensure their safety.

During- Supervision is a priority at MHES. Students walk in a single-file line whenever they leave the classroom. Good behavior is rewarded. An adult is assigned to each classroom in physical education (for example, if two classrooms are in physical education at the same time, we will have two adults to teach/supervise).

After- Every staff member has duty after school. Students are escorted to busses and/or car pick-up, and teachers are directed to stay with them until they depart safely. Students whose parents are supposed to pick them up but fail to do so are escorted to the front office where their parent is called and reminded.

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

The "MHES Pledge" is recited by the students and staff before school every day:

Today I will do my best,
I will listen,
I will follow directions,
I will be honest,
I will be respectful,
I can learn, I will learn,
I know it is all up to me.

MHES posts and practices our procedures and expectations with students frequently, especially at the beginning of the school year. We use a 'sliding scale' for behavior in our classrooms that rewards students for exceeding our expectations and corrects students for failing to meet our expectations.

MHES has also implemented Positive Behavior Intervention Support this year. Teacher will monitor students behavior by using class Dojo which tracks positive and negative behaviors. Students will be able to earn PAWS bucks that they will be able to spend on different prizes and rewards.

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

MHES partners with Central Florida Behavioral Health Network to counsel with selected students weekly. Students in need of their services are identified by staff members and/or parents, and parents are required to sign a consent form before their child can visit with a counselor.

Lutheran Services offers counseling and services for families of students who are habitually truant. MHES asks Lutheran Services to step in when the school's help and guidance fail to alleviate the truancy.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

MHES serves grades pre-kindergarten through fifth grade.
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics during any grading period
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency

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	17	18	15	5	7	10	0	0	0	0	0	0	0	72
One or more suspensions	1	6	4	12	2	5	0	0	0	0	0	0	0	30
Course failure in ELA or Math	30	5	10	14	11	10	0	0	0	0	0	0	0	80
Level 1 on statewide assessment	0	0	0	18	26	33	0	0	0	0	0	0	0	77

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	5	7	11	8	10	0	0	0	0	0	0	0	54

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

For attendance issues, we will set up a meeting with parent to correct the problem.
 We have implemented PBIS at our school to help reduce suspensions.
 We have intervention times for each grade at specific times of the day so that teachers can work in small groups with students. There is also another person in the intervention time to allow smaller groups. This will help with students who have a significant reading deficiency and low grades.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/430499>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Our school has organized a Parent Teacher Organization that consists of 2 chair people and officers. The PTO is planning our Community Breakfast in September for law enforcement officers, community leaders, veterans, etc.. They are also participating in the Halloween Carnival which is sponsored every year by MHES. They will be participating at Christmas on the Caloosahatchee, which is a school and community event that takes place every year in our local park. They will be helping with the school's 49th Birthday party that will take place in December at Christmas on the Caloosahatchee. They are also

planning more fundraisers that will help benefit our school. Finally, they sponsor I-Ready Fun Day for our primary grade students to encourage them to do their best on our end-of-year tests. Our School Advisory Council is working hard at planning an FSA Fun Day for students who participated in state testing. They are also trying to create a male outreach program, a high school mentorship program. Our school visits the outlying areas of our county with Pre-K and Kindergarten Registration nights. We have a food pantry at our school on the first Wednesday of the month for the county. The local Methodist church donates backpacks and school supplies along with the local Eagles club and AmVets.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Langdale, Felinda	Principal
Hlmgson, Kristi	Instructional Coach
Pryor, Leslie	Assistant Principal
Hare, Lesle	Guidance Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

- Principal- Instructional Leader of the school.
Chooses supplemental curriculum and data collecting programs to guide staff through the Florida Continuous Improvement Cycle.
Leads weekly Professional Learning Communities.
Advertises for instructional and non-instructional positions, leads the leadership team through the interview process, and recommends staff to the school board
Leads the observation, evaluation and employee discipline process.
Updates school website, and school marquees regularly. Sends robo-calls to parents almost weekly.
Guides the professional development of the staff.
Ensures that the Mission and Vision of the school is being realized in every decision and action that is made.
Serves as a guiding member of the School Advisory Council.
Leads "Preparing New Principals" program.

- Asst. Principal- Lead Manager of the school
Participates in the observation, evaluation and employee discipline process
Participates in interview and hiring process
Leads custodial staff
Enforces the District Code of Conduct as the designee of the principal

- Guidance Counselor
Serves as Florida State Assessment Testing Coordinator for the school
Enforces the Glades Truancy Program
Oversees Central Florida Behavioral Health Network and Lutheran Services visits
Oversees the MTSS process as the designee of the principal
Oversees IDEA mandates to ensure that disabled students are granted their right to a free,

appropriate public education

Reading Coach

- Collects and manages data with the principal
- Observes staff and offers professional development on demand
- Joins weekly Professional Learning Communities
- Leads the Beginning Teacher Program for the district
- Helps to write and carry out the District Reading Plan.

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

MHES endeavors to use a systems approach to leadership to maximize the learning of our students. The Principal and Reading Coach lead the staff in choosing instructional materials (adopted and non-adopted) that best present the Florida State Standards to our students. They meet weekly with the grade levels in Professional Learning Communities to discuss the growth of our students and plan for 'next steps', whether they involve targeted professional development, changes in small groups, MTSS interventions, or lesson plan adjustments. They discuss the needs of the classroom teachers during this time to find ways to use federal, state, district and school funds to maximize learning (example- technology repair or replacement needs).

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bryan Prowant	Parent
Nohemi Mayorga	Parent
Pauline Lewis	Education Support Employee
Bertha Toledo	Teacher
Debbie Pressley	Business/Community
Charlie Watts	Business/Community
Felinda Langdale	Principal
Waynette Rives	Parent
Weston Pryor	Parent
Whitney Savoie	Parent
Tim Jones	Parent
James Rives	Parent
Emma Jackson	Parent
Norma Secundino	Parent
Rocio Paniagua	Parent
Leslie Pryor	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The school principal reports the data to the School Advisory Council as soon as it becomes available, and suggests the school's recommended plan to move forward to the council. The SAC discusses that data and the plan, and alters and adds to that plan as it feels necessary.

b. Development of this school improvement plan

The principal and School Advisory Council discuss this plan as they evaluate last year's plan.

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

The school principal uses the discussion mentioned above to prepare a draft improvement plan for the advisory council and the school board. After further discussing the draft, those bodies approve the budget and plan "with changes." The principal then adds the changes and marks the document as approved.

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

Total Budget- \$2342

FSA/I-Ready Fun Day- \$2342

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
Langdale, Felinda	Principal
Hlmgson, Kristi	Instructional Coach
Garrett, Stefanie	Teacher, K-12
Stokes, Lainey	Teacher, K-12
Pryor, Leslie	Teacher, K-12
Hare, Lesle	Instructional Coach
Brickel, Veronica	Teacher, K-12
Croskey, Christie	Teacher, K-12
Palladino, Jenna	Teacher, K-12
Pollard, Jaclyne	Teacher, K-12
Dixon, Nicola	Teacher, PreK
Price, Jennifer	Teacher, K-12

b. Duties

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

The LLT meets monthly with the chair, Kristi Hingson, to go over data and ways to improve reading strategies. The Reading Coach collects data pertaining to student reading development and designs strategies for teachers to implement within their classrooms to increase reading gains. The Principal oversees the implementation process and reviews, with the Reading Coach, data to determine if the strategies are working. The administration is also responsible for providing Professional

Development for those teachers that have difficulty implementing the reading strategies. The Grade Level Chairs review the data and learn how to implement the strategies. They offer insight into strengths and limitations of each strategy which helps to determine what Professional Development needs to be offered in order to make the strategies successful.

The LLT will be focusing on implementing the Florida standards into the pre-k to 5th grade classrooms. Students should be able to understand the text at higher complexity thinking, rather than simply be able to read the text with little comprehension. Students will learn to think across subject areas as their reading passages will be relevant to science, social studies and writing.

D. Public and Collaborative Teaching

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

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

MHES builds grade levels with the personalities of teachers in mind. New hires are expected to help the school to fulfill its mission and vision and quickly become a positive part of our school culture. Each grade level has a common planning and lunch period as well as the ability to share lesson plans on the internet. Grade levels are required to meet once/week as Professional Learning Communities with the principal and instructional coach, but they each meet on their own almost daily during lunch and planning to discuss and share lesson plans, good teaching strategies and data.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Moore Haven Elementary School uses a web-based application system that allows us to advertise positions to any interested party.

Q-Tips, Glades County's Teacher Induction Program, helps new teachers adjust to the teaching profession in a small, rural county.

Glades County Schools offers supplements for leadership positions and for completion of the reading endorsement.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers who are new to the profession participate in Q-Tips, our district's induction program, and meet frequently throughout the year to satisfy the requirements of our district's Beginning Teacher Program. They are paired with a teacher at their own grade level who is Clinical Ed certified and serve as their mentor. This is fairly easy to do, as we have a certified Clinical Education trainer on our staff, and thus many Clinical Ed certified teachers. Experienced teachers who are new to the district participate in our Q-Tips induction program to learn about the culture and expectations of our district and school, but do not participate in the Beginning Teacher Program. Grade level chairs, our intensive reading teacher and our instructional coach are always available to offer advice to teachers who are struggling.

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

Moore Haven Elementary School sent representatives to district committees that were responsible for adopting the core curriculums that aligned to the Florida Standards. Those committees analyzed the list of state-approved curriculums, discussed the curriculums with the vendors, and looked over the sample materials that those vendors provided. The committees then made recommendations to the district. Those recommendations were accepted by the district, and the curriculums were purchased.

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

MHES will primarily be using I-Ready and FSA for data collection purposes. We will benchmark test our students three times/year in Language Arts and Mathematics using the I-Ready program. This program will also progress monitor the students once/month. We will benchmark test our students in Science three times/year using tests created from EDIS online testing platform for testing and data analyses. We will implement I-Ready Standards Mastery assessments to progress monitor student achievement on the state standards Each week students will take a Test on a specific benchmark to check proficiency.

Data will be analyzed for many purposes:

- a) to re-teach a benchmark if the class did not 'get it'
- b) to create small, flexible groups in Language Arts and Mathematics
- c) to create grade level groups

- d) to identify students for our after-school 'GAP in the Neighborhoods' program
- e) to identify students in need of MTSS support.

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: 5,440

Identified students are bussed to different locations (churches, community centers) in the neighborhood where they will work with MHES teachers and para-professionals to reach grade level expectations.

Strategy Rationale

Students are bussed to their neighborhoods to alleviate the problem of transportation. We will transport them to an area close to their home when school lets out-then they will have just a short walk/car ride home at the end of the program day.

Studies have shown that the best way to 'catch up' is more time in direct instruction in the area of need. GAP in the Neighborhoods addresses that need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hare, Leslie, leslie.hare@gladesschools.org

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

I-Ready growth for the students who attend GAP.

Strategy: Extended School Day

Minutes added to school year: 10,800

Bus schedules have been altered to allow an extra 60 minutes/day of instruction time. This time will be used for Intervention time for every grade. During intervention times, students will be working on Phonics, Vocabulary, and I-Ready strategies. During intervention times, every teacher will have extra support in the class so that they can work in small groups.

Strategy Rationale

Studies have shown that the best way to 'catch up' is more time in direct instruction in the area of need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Langdale, Felinda, felinda.langdale@gladesschools.org

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

Weekly test data will show that students are mastering the benchmarks they are struggling with.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

MHES is working hard to make certain that our students are 'kindergarten ready'. We meet monthly with the Redlands Christian Migrant pre-school to coordinate our efforts, and are beginning to reach out to private VPK providers as well. Students at these schools visit our kindergarten classrooms frequently so that their teachers can see the rigor of the kindergarten standards, and the students can become accustomed to our school well before the first day of kindergarten. We are targeting four year olds in the communities that our school serves that do not qualify for head-start programs and cannot be served in the few VPK programs that exist in our small, rural communities. It is our hope that these students will learn the culture of our school early, and prove to be kindergarten ready when they finish pre-kindergarten.

Our third, fourth and fifth classrooms are departmentalized so that our students are more prepared for the secondary experience. We have not, however, removed the collaboration at these grade levels that often accompanies secondary programs. Our teachers in these grade levels are located close to each other, have common planning periods, and are required to meet weekly in Professional Learning Communities.

This year we will have teachers meet every quarter with the grade level above them as well as the grade level below them to increase the quality of teaching and learning in different subjects. Teachers will be able to discuss what is expected for the upcoming grade.

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
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement
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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

Glades_Low300_2016-17.xls

Moore Haven elementary Lowest 300 data
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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.

Our Reading scores showed 40% proficient in learning goals as well as 40% in achievement. This put us in the bottom 300.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students reported as Substantially Deficient in Reading will decrease by 25% based on I-Ready Scores.
- G2.** Student Learning Gains in Language Arts will increase to show 50% of the students making learning gains on the Florida State Assessment
- G3.** Student proficiency scores in Science will increase to show 50% of students on or above grade level on the Florida Comprehensive Assessment Test

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. Students reported as Substantially Deficient in Reading will decrease by 25% based on I-Ready Scores. 1a

G092069

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	25.0

Targeted Barriers to Achieving the Goal 3

- Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resource Officer, Parent Meetings, District Truancy Meetings

Plan to Monitor Progress Toward G1. 8

I-Ready data reports

Person Responsible

Kristi HIngon

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

I-Ready reports will be used to monitor progress toward students to be on grade level.

G2. Student Learning Gains in Language Arts will increase to show 50% of the students making learning gains on the Florida State Assessment 1a

G088464

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Provide followup PLC's to monitor student ELA achievement throughout the school year.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Series (Reading Street)
- I-Ready
- Florida Ready
- Safari Montage
- EDIS
- Saxon Phonics and Spelling
- Professional Development on incorporating writing into instruction

Plan to Monitor Progress Toward G2. 8

FSA ELA Data

Person Responsible

Felinda Langdale

Schedule

On 6/28/2018

Evidence of Completion

FSA ELA Data

G3. Student proficiency scores in Science will increase to show 50% of students on or above grade level on the Florida Comprehensive Assessment Test **1a**

G088465

Targets Supported **1b**

Indicator	Annual Target
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal **3**

- Time to work with teachers

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

- Science Fusion
- Safari Montage
- EDIS

Plan to Monitor Progress Toward G3. **8**

EDIS benchmark assessments

Person Responsible

Kristi HIngsen

Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Three times a year students will take a progress monitoring assessment to determine student achievement on Science standards for the FCAT Science assessment.

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. Students reported as Substantially Deficient in Reading will decrease by 25% based on I-Ready Scores.

1

G092069

G1.B1 Student Attendance 2

B246581

G1.B1.S1 Research has shown that student attendance directly affects their success in school. 4

S259891

Strategy Rationale

Attendance directly affects student performance in school.

Action Step 1 5

Call parents when student is absent.

Person Responsible

Felinda Langdale

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Skyward call logs

Action Step 2 5

Refer to District Office for truancy meeting.

Person Responsible

Felinda Langdale

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Minutes from the meeting with parent and school officials.

Action Step 3 5

Referral to the resource office.

Person Responsible

Felinda Langdale

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Notes of the visit from the Resource Officer.

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

EDIS will send an alert to notify the Principal of more than 5 absences.

Person Responsible

Felinda Langdale

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Skyward and/or attendance reports

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

Teachers will administer I-Ready diagnostic assessment 3 times a year.

Person Responsible

Kristi HIngson

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Performance by Grade and Class report will be used to determine students making gains to be on grade level.

G2. Student Learning Gains in Language Arts will increase to show 50% of the students making learning gains on the Florida State Assessment **1**

G088464

G2.B1 Provide followup PLC's to monitor student ELA achievement throughout the school year. **2**

B235397

G2.B1.S1 We will meet weekly during teacher planning to discuss instructional strategies and instructional pace of implementation of curriculum maps. **4**

S248175

Strategy Rationale

To ensure instruction is at the required DOK level for each standard taught and assessed.

Action Step 1 5

Administrators and Instructional staff will monitor lesson plans weekly.

Person Responsible

Felinda Langdale

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Instructional Staff will keep Data Binders with ELA progress monitoring data along with the previous State assessment data for their students.

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

We will have PD sign in sheets as well as data binders.

Person Responsible

Felinda Langdale

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PD Sign in sheets

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

State Test scores

Person Responsible

Felinda Langdale

Schedule

On 6/1/2018

Evidence of Completion

State FSA ELA scores released by the state.

G3. Student proficiency scores in Science will increase to show 50% of students on or above grade level on the Florida Comprehensive Assessment Test 1

G088465

G3.B1 Time to work with teachers 2

B235402

G3.B1.S1 Across district planning and professional development 4

S259939

Strategy Rationale

Since there is only 1 5th grade science teacher at the school, it would benefit her to have collaboration with other 5th grade science teachers in the district.

Action Step 1 5

Monitor Lesson Plans

Person Responsible

Felinda Langdale

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Look for implementation of Florida Science Standards

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Provide professional development to 5th grade science teachers to work on planning and preparation along with disaggregating science progress monitoring.

Person Responsible

Leslie Pryor

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PD Sign in sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

FCAT Science test scores

Person Responsible

Felinda Langdale

Schedule

On 6/28/2018

Evidence of Completion

FCAT test scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.MA1 M362525	EDIS benchmark assessments	HIngson, Kristi	8/14/2017	Three times a year students will take a progress monitoring assessment to determine student achievement on Science standards for the FCAT Science assessment.	4/30/2018 quarterly
G2.B1.S1.A1 A323703	Administrators and Instructional staff will monitor lesson plans weekly.	Langdale, Felinda	8/14/2017	Instructional Staff will keep Data Binders with ELA progress monitoring data along with the previous State assessment data for their students.	6/1/2018 weekly
G1.MA1 M362566	I-Ready data reports	HIngson, Kristi	8/14/2017	I-Ready reports will be used to monitor progress toward students to be on grade level.	6/1/2018 triannually
G2.B1.S1.MA1 M337250	State Test scores	Langdale, Felinda	8/14/2017	State FSA ELA scores released by the state.	6/1/2018 one-time
G2.B1.S1.MA1 M337251	We will have PD sign in sheets as well as data binders.	Langdale, Felinda	8/14/2017	PD Sign in sheets	6/1/2018 weekly
G3.B1.S1.A1 A342078	Monitor Lesson Plans	Langdale, Felinda	8/14/2017	Look for implementation of Florida Science Standards	6/1/2018 biweekly
G1.B1.S1.MA1 M362497	Teachers will administer I-Ready diagnostic assessment 3 times a year.	HIngson, Kristi	8/14/2017	Performance by Grade and Class report will be used to determine students making gains to be on grade level.	6/1/2018 triannually
G3.B1.S1.MA1 M362522	Provide professional development to 5th grade science teachers to work on planning and preparation...	Pryor, Leslie	8/14/2017	PD Sign in sheets	6/1/2018 quarterly
G1.B1.S1.A1 A342037	Call parents when student is absent.	Langdale, Felinda	8/14/2017	Skyward call logs	6/1/2018 daily
G1.B1.S1.A2 A342038	Refer to District Office for truancy meeting.	Langdale, Felinda	8/14/2017	Minutes from the meeting with parent and school officials.	6/1/2018 quarterly
G1.B1.S1.A3 A342042	Referral to the resource office.	Langdale, Felinda	8/14/2017	Notes of the visit from the Resource Officer.	6/1/2018 quarterly
G1.B1.S1.MA1 M362495	EDIS will send an alert to notify the Principal of more than 5 absences.	Langdale, Felinda	8/14/2017	Skyward and/or attendance reports	6/1/2018 daily
G3.B1.S1.MA1 M362523	FCAT Science test scores	Langdale, Felinda	6/28/2018	FCAT test scores	6/28/2018 one-time
G2.MA1 M337256	FSA ELA Data	Langdale, Felinda	8/14/2017	FSA ELA Data	6/28/2018 one-time

V. Professional Development Opportunities

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

G2. Student Learning Gains in Language Arts will increase to show 50% of the students making learning gains on the Florida State Assessment

G2.B1 Provide followup PLC's to monitor student ELA achievement throughout the school year.

G2.B1.S1 We will meet weekly during teacher planning to discuss instructional strategies and instructional pace of implementation of curriculum maps.

PD Opportunity 1

Administrators and Instructional staff will monitor lesson plans weekly.

Facilitator

Principal, Assistant Principal, Reading Coach

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Call parents when student is absent.				\$0.00
2	G1.B1.S1.A2	Refer to District Office for truancy meeting.				\$0.00
3	G1.B1.S1.A3	Referral to the resource office.				\$8,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0051 - Moore Haven Elementary School	Other		\$8,250.00
4	G2.B1.S1.A1	Administrators and Instructional staff will monitor lesson plans weekly.				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0051 - Moore Haven Elementary School	Title II		\$1,600.00
5	G3.B1.S1.A1	Monitor Lesson Plans				\$0.00
					Total:	\$9,850.00