

Polk County Public Schools

Medulla Elementary School



2016-17 Schoolwide Improvement Plan

Medulla Elementary School

850 SCHOOLHOUSE RD, Lakeland, FL 33813

<http://schools.polk-fl.net/medulla>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 Polk 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 Medulla Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

Medulla provides a safe, challenging, academic environment. Each child will reach his/her fullest potential and become a respectful and productive citizen.

b. Provide the school's vision statement.

As the Medulla community, we provide a safe, supportive environment that fosters curiosity, inquiry, and a life-long pursuit of knowledge.

2. School Environment

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

Teachers review students' records. Teachers hold conferences and conversations with students. Teachers conduct parent/teacher conferences.

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

School wide S.T.A.R. expectations are in place and monitored throughout the school campus. Anti-bullying lessons are taught in each grade level along with role playing opportunities. Access is provided to meet students' needs such as free meals, clothing and school supplies.

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.

Our school wide expectations are the acronym for STAR, as in Medulla STAR Explorers.

S – safe

T – tolerant and respectful

A – active learner

R - responsible

A parent letter is sent home at the beginning of each school year letting parents know about our Positive Behavior System. They are encouraged to reinforce the school wide expectations. We believe that with their help we can work as a team to have a safe, positive learning community. Students earn STAR Bucks for things such as:

- Being on time to school
- Turning in home work
- Having agenda signed
- Following rules and meeting expectations
- Performing a “random act of kindness”, etc.

School personnel are given a packet during pre-planning containing PBS expectations and Lesson Plans. Also contained in the information, are various student behaviors with a flow chart showing consequences and/or plan of action to take with each type of incident.

During the first two weeks of school, as well as in January, teachers instruct the students in how to behave at all areas on campus.

All school personnel distribute star bucks when they see a student making positive/good choices.

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.

All staff members provide for the social-emotional needs of our students. Selected members of the school staff provide additional mentoring for identified students using a check in/check out system. Students are provided access to mental health counseling. A school social worker is also available.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Identify students in need of support based on the following indicators: prior retention, EOY scores (k - 2), Level 1 or 2 on prior year FSA, attendance below 90%, failing grades, and bottom 25%.

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	13	7	6	7	9	7	0	0	0	0	0	0	0	49
One or more suspensions	21	12	14	4	11	6	0	0	0	0	0	0	0	68
Course failure in ELA or Math	23	7	11	4	4	4	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	1	29	15	0	0	0	0	0	0	0	45

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	14	6	0	0	0	0	0	0	0	21

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

Tier 2 and/or 3 academic interventions provided, as needed, by classroom teachers, ESE support personnel, referral to attendance social worker, and access to school based tutoring programs.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

see school Parent Involvement Plan submitted online to the LEA September 17, 2013

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.

SAC committee members are selected via interested parents and community members. A vote will be conducted to accept (or reject) committee members. The committee meets regularly to review data and address school needs and solicit suggestions for school improvement. School business partners are solicited and fostered for involvement in school activities and student support.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Richardson, Myra	Principal
Aranda, Ginnie	School Counselor
MacLeod, Gale	Assistant Principal
Hill, Cathy	Teacher, ESE
Barnhart, Katie	Instructional Coach
Martin, Victoria	Instructional Coach
Schaberg, Lydia	Instructional Coach
Keiser, Christy	Teacher, K-12
LaFay, Julie	Teacher, K-12
Strange, Stacey	Teacher, K-12
Wieck, Leslie	Teacher, K-12
Brown, Sandra	Teacher, K-12
Land, Leona	Teacher, K-12
Kester, Minnie	Instructional Media

b. Duties

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

The Principal - provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of the MTSS skills of the faculty, ensures implementation of intervention support documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

The Assistant Principal - provides support for the team and ensures implementation of intervention

support and documentation.

Selected General Education Teachers (Primary and Intermediate) - will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers - will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

The Instructional Coaches - will evaluate school core content standards/ programs and identify/ analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will also identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. They will also assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" and assist in the design/implementation for progress monitoring, data collection, and data analysis. They will participate in the design and delivery of interventions, and provide support for assessment and implementation monitoring.

The School Psychologist - will participate in collection, interpretation, and analysis of data; facilitates development of intervention plans; and provide support for intervention fidelity and documentation. She will also provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. She will also facilitate data-based decision making activities.

The Guidance Counselor - will participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

The ESE Facilitator - will participate in data collection, help with interventions and support for the teachers. She will also provide information about the curriculum and provide behavior and curriculum support for students.

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.

Monthly data-based PLC's are held with grade levels, wherein monitoring of student progress and response to interventions takes place. Grade Level meetings are held on a bi-weekly basis with students who are not responding to interventions.

Title I, Part A

Funds school-wide services to Medulla Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C

Migrant students enrolled in Medulla Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit

migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Medulla Elementary are used to purchase technology and provide professional development.

Title III

Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs

Medulla Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs Medulla Elementary is a participant in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP).

Medulla Elementary is not a location for a summer feeding program for the community.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Myra Richardson	Principal
Gale MacLeod	Principal
Anne Gonzalez	Teacher
Cathy Henderson	Education Support Employee
Ed Shoemaker	Business/Community
Awilda Lozada	Parent
David Aranda	Parent
Dena Burgess	Parent
Normaida Gonzalez	Parent
Holly Ford	Parent
Andrea Padilla	Parent
Kendra Williams	Parent
Maribel Morales	Parent
Elizabeth Patterson	Parent
Yanet Zea	Parent
Pat Lee	Business/Community

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

Our SAC committee meets throughout the school year focusing on our school's progress toward meeting goals. The SAC monitors student achievement data, discipline, attendance reports and other parent surveys. The council helps to identify barriers to goals and recommends strategies for improvement.

b. Development of this school improvement plan

Our SAC committee looks at our current data and progress toward meeting our school goals. They consider student achievement data, discipline and attendance reports. The council helps to identify barriers and then recommends strategies for improvement.

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

The SAC recommends the use of resources towards meeting the goals of the school plan.

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

Both state lottery funds and Title 1 funds were used to provide tutoring during the school day and after school for non-proficient students. School improvement funds allotted in 2016 were \$7,080.27. School improvement funds for 2017 are \$0.

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
Richardson, Myra	Principal
Aranda, Ginnie	School Counselor
Cabello, Carissa	Teacher, K-12
Hill, Cathy	Other
Kester, Minnie	Instructional Media
Knowles, Meredith	Teacher, K-12
MacLeod, Gale	Assistant Principal
Martin, Victoria	Instructional Coach

b. Duties

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

The LLT promotes literacy by focusing on improving teacher effectiveness and student achievement using the MTSS (Multi-Tiered Systems of Support). The LLT consistently reviews school wide, grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. The LLT assists teachers in designing feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in decision making for school, teacher and student improvement. The LLT focuses on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. The LLT will also foster a sense of collegiality and mutual support among educators, promote the use of evidence -based strategies, and support teachers in the implementation of district and school initiatives as well as literacy development throughout all curriculum areas. They will lead implementation of Florida Standards.

D. Public and Collaborative Teaching

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

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

Weekly collaborative planning will be facilitated by members of the Leadership Team.

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

Administrators consult with district recruiters when a vacancy exists. Our school leaders host relationship building and appreciation activities to boost morale, therefore retaining staff members. Our administrators provide mentorships for new teachers.

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

Instructional Coaches will provide mentoring services to all new teachers on a monthly basis. New teacher orientation is provided before school starts. Ongoing new teacher support meetings take place throughout the school year and are provided through district 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.

Instructional programs are put through a rigorous vetting process before we use them on the campus level to ensure alignment to the Florida state standards. Then the programs are further scrutinized by our campus to ensure compatibility.

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.

Constant progress monitoring in grade levels during monthly data chats. Instructional staff will work with small groups of students identified during these data chats. Groups of students served by the instructional staff will be flexible and fluid based on changing needs.

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: Weekend Program

Minutes added to school year: 2,160

Students will be served after school in the area of reading and math by highly qualified teachers based on progress monitoring data.

Strategy Rationale

The weekend program is effective because it allows for the availability of students and the teachers to have an additional uninterrupted 60 minutes of instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Richardson, Myra, dr.richardson@att.net

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

Weekly ELA assessments will be collected by the classroom teacher. Tier 2 progress monitoring data will be collected bi-monthly by the teacher. Written responses will be analyzed based on the FSA Writing Rubric to determine students' growth in ELA.

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. Â§ 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.

Head start and Pre K teachers meet with kindergarten teachers to understand kindergarten standards. Kindergarten Round Up is held each year to familiarize and educate the families of our preschoolers and better prepare them for kindergarten. Screenings are done to assess preschoolers' academic needs and to help parents know how to better prepare their children for elementary school. Summer book check out is also made available to entering kindergarten families.

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.

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 section may satisfy the requirements of 20 U.S.C. Â§ 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All faculty and staff members of Medulla Elementary will engage students in a positive and supportive environment. All communication will be safe, support high expectations, and be accompanied by appropriate/specific feedback.
- G2.** Teachers will engage students in rigorous challenges/tasks aligned with the full intent of the standard in all content areas.

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. All faculty and staff members of Medulla Elementary will engage students in a positive and supportive environment. All communication will be safe, support high expectations, and be accompanied by appropriate/specific feedback. 1a

G087082

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	142.0

Targeted Barriers to Achieving the Goal 3

- New students may not be exposed to CHAMPS or understand our procedures and practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Expose/Teach new students to the CHAMPS curriculum.

Plan to Monitor Progress Toward G1. 8

Disciplinary data

Person Responsible

Gale MacLeod

Schedule

Biweekly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Incident types, Number of referrals, and Repeat students

G2. Teachers will engage students in rigorous challenges/tasks aligned with the full intent of the standard in all content areas. 1a

G087083

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Students' abilities and achievement levels vary drastically within each grade level.
- Lack of consistency in the level of instructional delivery

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards aligned with District curriculum maps/learning schedules
- Core instructional materials
- 3 Instructional Coaches
- Leveled Literacy Intervention
- Hands on manipulatives
- progress monitoring data
- Core and supplemental intervention materials

Plan to Monitor Progress Toward G2. 8

FAIR
Student performance/responses
Formative assessments
Summative assessments
IBTP

Person Responsible

Myra Richardson

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Regional Monthly Report

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. All faculty and staff members of Medulla Elementary will engage students in a positive and supportive environment. All communication will be safe, support high expectations, and be accompanied by appropriate/ specific feedback. **1**

 G087082

G1.B1 New students may not be exposed to CHAMPS or understand our procedures and practices. **2**

 B231497

G1.B1.S1 Mandatory Compliance **4**

 S244248

Strategy Rationale

Ensure that there is 100% compliance within 5 seconds of what is being asked 100% of the time.

Action Step 1 **5**

All faculty will implement CHAMPS to ensure that students are safe and supported inside and outside of the classroom.

Person Responsible

Gale MacLeod

Schedule

Daily, from 8/15/2016 to 6/5/2017

Evidence of Completion

Evidence will be witnessed/collected during walkthroughs and observations.

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

Administrators and coaches will conduct walkthroughs and/or model CHAMPS on a regular basis.

Person Responsible

Gale MacLeod

Schedule

Daily, from 8/15/2016 to 6/5/2017

Evidence of Completion

Disciplinary referrals will decrease by 10%.

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

Administrators and coaches will conduct walkthroughs and/or model CHAMPS on a regular basis.

Person Responsible

Gale MacLeod

Schedule

Daily, from 8/15/2016 to 6/5/2017

Evidence of Completion

Disciplinary referrals will decrease by 10%.

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

Disciplinary referrals will be monitored to ensure effectiveness.

Person Responsible

Gale MacLeod


Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Disciplinary data will be collected and compared to previous year data to ensure decrease. This will determine effectiveness.

G2. Teachers will engage students in rigorous challenges/tasks aligned with the full intent of the standard in all content areas. 1

 G087083

G2.B1 Students' abilities and achievement levels vary drastically within each grade level. 2

 B231498

G2.B1.S1 Use progress monitoring data to identify those components of core and supplemental instructional strategies that will address the varying needs of each child and promote their academic achievement. 4

 S244249

Strategy Rationale

By identifying the academic needs of each child, interventions will be tailored more specifically to work with and meet each need.

Action Step 1 5

progress monitor and analyze data to identify individual students' academic needs and implement high yield instructional strategies

Person Responsible

Myra Richardson

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

ongoing progress monitoring and assessments, walk-through data

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

Walk-throughs

Person Responsible

Myra Richardson

Schedule

Daily, from 8/15/2016 to 6/5/2017

Evidence of Completion

Observe that instruction is aligned with standards and curriculum maps at appropriate levels of complexity - Effective and highly effective EPC ratings

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

Lesson Plans

Person Responsible

Myra Richardson

Schedule

Biweekly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Review lesson plans within electronic folders and compare to check alignment to standards; Journey documentation.

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

progress monitoring data, student responses and student products

Person Responsible

Myra Richardson

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Monthly reporting of student progress on curriculum based assessments

G2.B2 Lack of consistency in the level of instructional delivery **2**

 B231499

G2.B2.S1 Professional development to provide teachers with additional strategies to enhance instructional delivery. **4**

 S244250

Strategy Rationale

District level and school based instructional Coaches, familiar with high yield instructional strategies, will be able to share teaching techniques that enhance instructional delivery.

Action Step 1 **5**

Schedule district and school based instructional coaches to deliver professional development in all core content areas and effective standard based instruction.

Person Responsible

Myra Richardson

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Sign in sheets, agendas, observations, lesson plan analysis

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Administration will monitor fidelity of the professional development delivered.

Person Responsible

Myra Richardson

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Documentation of transfer of knowledge through instruction and student work samples.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

progress monitoring data, student responses and student products

Person Responsible

Myra Richardson

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

The data that will be collected is; FSA, FAIR, IBTP, AR, STAR, Class/Content Assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M328152	Disciplinary data	MacLeod, Gale	8/15/2016	Incident types, Number of referrals, and Repeat students	6/5/2017 biweekly
G2.MA1 M328158	FAIR Student performance/responses Formative assessments Summative assessments IBTP	Richardson, Myra	8/15/2016	Regional Monthly Report	6/5/2017 monthly
G1.B1.S1.MA1 M328149	Disciplinary referrals will be monitored to ensure effectiveness.	MacLeod, Gale	8/15/2016	Disciplinary data will be collected and compared to previous year data to ensure decrease. This will determine effectiveness.	6/5/2017 monthly
G1.B1.S1.MA1 M328150	Administrators and coaches will conduct walkthroughs and/or model CHAMPS on a regular basis.	MacLeod, Gale	8/15/2016	Disciplinary referrals will decrease by 10%.	6/5/2017 daily
G1.B1.S1.MA1 M328151	Administrators and coaches will conduct walkthroughs and/or model CHAMPS on a regular basis.	MacLeod, Gale	8/15/2016	Disciplinary referrals will decrease by 10%.	6/5/2017 daily
G1.B1.S1.A1 A316250	All faculty will implement CHAMPS to ensure that students are safe and supported inside and outside...	MacLeod, Gale	8/15/2016	Evidence will be witnessed/collected during walkthroughs and observations.	6/5/2017 daily
G2.B1.S1.MA1 M328153	progress monitoring data, student responses and student products	Richardson, Myra	8/15/2016	Monthly reporting of student progress on curriculum based assessments	6/5/2017 monthly
G2.B1.S1.MA1 M328154	Walk-throughs	Richardson, Myra	8/15/2016	Observe that instruction is aligned with standards and curriculum maps at appropriate levels of complexity - Effective and highly effective EPC ratings	6/5/2017 daily
G2.B1.S1.MA3 M328155	Lesson Plans	Richardson, Myra	8/15/2016	Review lesson plans within electronic folders and compare to check alignment to standards; Journey documentation.	6/5/2017 biweekly
G2.B1.S1.A1 A316251	progress monitor and analyze data to identify individual students' academic needs and implement...	Richardson, Myra	8/15/2016	ongoing progress monitoring and assessments, walk-through data	6/5/2017 monthly
G2.B2.S1.MA1 M328156	progress monitoring data, student responses and student products	Richardson, Myra	8/15/2016	The data that will be collected is; FSA, FAIR, IBTP, AR, STAR, Class/Content Assessments	6/5/2017 monthly
G2.B2.S1.MA1 M328157	Administration will monitor fidelity of the professional development delivered.	Richardson, Myra	8/15/2016	Documentation of transfer of knowledge through instruction and student work samples.	6/5/2017 monthly
G2.B2.S1.A1 A316252	Schedule district and school based instructional coaches to deliver professional development in all...	Richardson, Myra	8/15/2016	Sign in sheets, agendas, observations, lesson plan analysis	6/5/2017 monthly

V. Professional Development Opportunities

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

G2. Teachers will engage students in rigorous challenges/tasks aligned with the full intent of the standard in all content areas.

G2.B1 Students' abilities and achievement levels vary drastically within each grade level.

G2.B1.S1 Use progress monitoring data to identify those components of core and supplemental instructional strategies that will address the varying needs of each child and promote their academic achievement.

PD Opportunity 1

progress monitor and analyze data to identify individual students' academic needs and implement high yield instructional strategies

Facilitator

School and District Personnel

Participants

All instructional staff

Schedule

Monthly, from 8/15/2016 to 6/5/2017

G2.B2 Lack of consistency in the level of instructional delivery

G2.B2.S1 Professional development to provide teachers with additional strategies to enhance instructional delivery.

PD Opportunity 1

Schedule district and school based instructional coaches to deliver professional development in all core content areas and effective standard based instruction.

Facilitator

District and School based instructional coaches

Participants

All teachers, administration and coaches

Schedule

Monthly, from 8/15/2016 to 6/5/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	All faculty will implement CHAMPS to ensure that students are safe and supported inside and outside of the classroom.				\$0.00
2	G2.B1.S1.A1	progress monitor and analyze data to identify individual students' academic needs and implement high yield instructional strategies				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$0.00
			Notes: 2 Interventionists' salaries			
3	G2.B2.S1.A1	Schedule district and school based instructional coaches to deliver professional development in all core content areas and effective standard based instruction.				\$0.00
Total:						\$0.00