

Polk County Public Schools

Cleveland Court Elementary School



2016-17 Schoolwide Improvement Plan

Cleveland Court Elementary School

328 EDGEWOOD DR E, Lakeland, FL 33803

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

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 KG-5	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	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	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	41
Professional Development Opportunities	41
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	43

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 Cleveland Court 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.

Every CCE student will be prepared academically and socially through rigorous learning experiences to become successful lifelong learners.

b. Provide the school's vision statement.

CCE, in partnership with family and community, will provide a safe and supportive learning environment where students strive for excellence in all they do.

2. School Environment

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

Our morning news show CNN (Cougar News Network) features various cultures throughout the school year with specific emphasis placed on these differing cultural histories represented within our school community. Contributions of individuals represented by these cultures are highlighted teaching tolerance, understanding, and respect. The geography, climate, and features of each culture are highlighted as well.

Our school community has an on-going global outreach project with a remote village in Haiti. The village was severely impacted by the recent earthquakes. Our students have helped provide food, shelter, clothing, library books, and have even created an on the spot video report of the harsh conditions children in this remote village face simply to attend school each day.

Cleveland Court holds orientation, open house, and family nights at the beginning of every school year to allow parents and teachers to meet.

Teachers participate with students in the monthly PBS reward program, teach team building lessons, and spend time talking to students.

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

Students are monitored by adults at all times while on campus, including before and after school. Students are assigned an area on campus to gather before the bell rings in the morning where school personnel have specific assignments to observe student interactions as well as behavior. In the afternoon, adults are positioned around campus so that students are under supervision at all times. An added security measure is in place for kindergarten students, who are escorted from their classrooms in the afternoons to their dismissal area.

Anti-Bullying lessons are taught in every classroom at the beginning of every school year. There is a bully box located in the media center and an online form is available on our website for students and/or parents to submit concerns.

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.

Cleveland Court is proud to be a Positive Behavior Support (PBS) school. We have a school-wide behavior management system in place that includes positive reinforcement. Students earn up to 3

points a day, which they save for an end of the month reward. Teachers track singular behaviors on Expectation Behavioral Form and in student agendas, which are used to keep parents informed of their child's behavior. School rules mirror the personal development portion of our district report card so students are working toward the same set of expectations that are outlined on the nine week report card established by our district.

Students who are not successful with the PBS program are referred to the MTSS team for behavior interventions. If needed, the MTSS team and parents develop a Tier 2 behavior plan. Students who do not meet the goal established in Tier 2 can then be placed on a Tier 3 behavior plan with parent permission. A functional behavior assessment is conducted for 10 school days. The results are analyzed to determine if further intervention is needed.

CHAMPS is a new district wide management system that is being implemented this year. It provides structures for each activity that occurs during the school day.

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.

In order to assure that the social-emotional needs of all students are being met, the school guidance counselor is an active member of the PBS and MTSS Problem Solving Teams. She assists in developing, providing, and/or monitoring interventions as necessary and is available to provide parents with referrals to community resources. The counselor maintains communication with community mental health/private counseling providers in order to maintain the school/home connection when needed. Students who are not successful with the PBS program are referred to the MTSS team for behavior interventions. If needed, the MTSS team along with the parents develop a Tier 2 behavior plan. Students who do not meet the goals established in Tier 2 are then placed on a Tier 3 behavior plan with parent permission. If it is observed that the student needs additional support, Exceptional Student Education Services (ESE) at looked at for consideration.

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.

The Early Warning System (EWS) will provide a list of students who:

1. Attendance is below 90 percent, regardless of whether the absence is excused or unexcused
2. One or more suspensions, in or out of school
3. Failing score in English Language Arts or Mathematics
4. Students receiving a Level 1 on FSA

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	0	12	7	10	5	9	0	0	0	0	0	0	0	43
One or more suspensions	0	1	0	1	3	4	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	5	1	0	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	15	14	0	0	0	0	0	0	0	29

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

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

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

Interventions Include: PBS Rewards, small group differentiated instruction, parent meetings with the MTSS team, parent meetings with the school social worker, students checking in and out with the guidance counselor, behavior plans written, students placed on Tier II and/or Tier III

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318003>.

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.

The school maintains a good working relationship with the PTO, SAC, business partners, and community support groups. We are fortunate to have a strong partnership with our local Kiwanis Club which is extremely active in supporting our school through their "Stuff the Bus" program, a nine week rewards program for students who make the honor roll, and regular contributions to our Media Center for the purchase of books.

We also have been the beneficiary of a local church that provides clothing for our clinic and the Needlework Guild, which also provides clothing. Other organizations support our STEM Accelerated Academy with technology and science items.

We hold quarterly meeting with our SAC where we discuss and vote on various school issues. These include, but are not limited to: approval of the School Improvement Plan, analysis of school data and annual performance, voting on lottery fund expenditures, as well as reviews of the District Strategic Plan and the Parent Involvement Plan. Business Partners are highlighted on the marquee and thanked in the school newsletter.

The PTO is our biggest supporter. We communicate with them on a regular basis both in person and through email. They provide support by volunteering in classrooms and by purchasing items for the classrooms and the school.

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
RUTENBAR, CHERYL	Principal
Jacques-Ousley, Emily	Teacher, K-12
Gainer, Linda	School Counselor
Sykes, Jane	Teacher, K-12
Long, Megan	Teacher, K-12
Kranek, Lee	Assistant Principal
Pion, Debra	Teacher, K-12

b. Duties

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

The administration sets clear expectations for instruction (Rigor, Relevance, and Relationships). The school leadership team provides the staff with information that is used to understand barriers, determine the effectiveness of instructional strategies, and to determine the next steps needed to move the school forward. Three classroom teachers who participated in Summer Leadership Training specific to subject area content will serve on the team as content area experts in the areas of ELA, Math, and Science. The guidance counselor will provide social/emotional data for Tier 1, 2, and 3 targets and provide strategies that need to be implemented at the school. When decisions impact the entire school community, the Leadership Team will be included in the process of decision making. The team will review school data and make recommendations regarding professional development needs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team will analyze the following data by grade level, teacher, and student to make decisions on what resources need to be used.

Baseline Data: FAIR, IBTP Assessments, FSA

Progress Monitoring: FAIR, STAR Early Literacy, IBTP Assessments, Math Modules Assessments, Reading Wonders Unit Assessments, Tier II and Tier III progress Monitoring Tools (Math Probes, Extended Passages, Wonders Assessments, Behavior Charts, etc.)

Midyear: FAIR, STAR Early Literacy, IBTP Assessments

End of year: FAIR, STAR Early Literacy, IBTP Assessments, FSA

Frequency of Data Days: FAIR-3 times a year, STAR Early Literacy-3 times a year, IBTP Assessments-End of Units, FSA-Yearly, Tier II and Tier III (As Defined by Intervention Plan)

Title I, Part A, funds school-wide services to Cleveland Court. Title I funds provide supplemental instructional resources for students with academic achievement needs. This program supports after-

school instructional programs, supplemental instructional materials, technology for students, academic coach for 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.

Migrant students enrolled at Cleveland Court 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.

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. Funds available to Cleveland Court are used to purchase additional professional development in the areas of math, language arts, science, and technology.

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.

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.

SAI unit(s) provided to Cleveland Court enhances student achievement by providing summer school for Level 1 readers.

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

Students with housing needs are referred to the Homeless Student Advocate.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cheryl Rutenbar	Principal
Emily Jacques-Ousley	Teacher
Liz Norsworthy	Parent
Amber Stahl	Parent
Jennifer Stahl	Parent
Lori Roberson	Parent
Richele McMichael	Parent
Deborah Kelly	Parent
Wynell Jones	Parent
Tasha Smith	Teacher
Shaquita Armstrong	Teacher
Dexter Johnson	Education Support Employee
Aracely Matamoros	Parent
Lesly Wold	Parent
Dayana Camacho-Segura	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviewed the plan throughout the school year and was kept abreast of progress in achieving the goals as the year progressed. As professional development was completed the SAC was advised. The committee was also made aware of progress monitoring of student achievement.

The SAC was able to see the progress we were making as we moved through the year and questions were answered regarding future assessments.

b. Development of this school improvement plan

- Operated within the boundaries of the School Board and State Policies
- Assisted in developing and reviewing school vision statement, goals, and objectives
- Analyzed School Grade
- Reviewed all funds reported in the SIP
- Supported SIP implementation
- Provided ongoing evaluation of the SIP

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

The SAC reviewed and provided input on the annual school budget and plan.

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

N/A

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
RUTENBAR, CHERYL	Principal
Kranek, Lee	Assistant Principal
Greenhow, Debra	Instructional Media
Alexander, Melissa	Teacher, K-12
Ward, Christina	Teacher, K-12
Gainer, Linda	School Counselor
Jacques-Ousley, Emily	Teacher, K-12
Pion, Debra	Teacher, K-12
Long, Megan	Teacher, K-12

b. Duties

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

The LLT will assist the administrative team in supporting the goals and strategies within the SIP. Our Media Specialist will assist our instructional staff by finding instructional materials to support ELA initiatives within the classroom and will run the AR program for the school. Our TLC ELA staff member will provide professional learning to our staff after attending district training. ELA data will be analyzed three times a year and adjustments to instruction will occur based on the data.

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.

Teachers meet weekly to plan collaboratively by grade level with the principal or assistant principal. The Florida Standards are unpacked and lessons are developed to meet the needs of the students. Teachers use the district curriculum maps to assist in planning. The district reading coach meets with teachers once a month to review standards and plans.

Our STEM Accelerated Academy meets in "lesson study" as a vertical team. This team seeks to review curriculum and find answers to why students may struggle with specific aspects of the curriculum when moving from one grade level to the next.

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

The administration advertises open positions through RHS and through staff email. On-going professional learning is provided for teachers, so that they are up-to-date on all initiatives. Grade chairs

are selected to provide additional support to teachers at each grade level. TLC teachers attend district training to keep staff up-to-date on new educational initiatives and best practices.

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

Beginning teachers are assigned a mentor teacher based on their grade level and their level of need. Weekly collaborative planning sessions assist beginning teachers in planning lessons, setting up small groups, and providing moral 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.

The standards drive instruction in each of our classrooms. Instructional materials that have been supplied by our district were purchased with the standards in mind. Any additional resources that are used are selected specifically to support the standards.

Our teachers recognize that the standards are the foundation of an effective, rigorous instructional program. As such, textbooks are simply a resources that help teachers support instruction of the standards and allow the students to practice what has been taught.

While the core instructional programs should address the needs of the majority of the students, we also realize that there are students who need more support to remediate deficient areas and there are those who need acceleration. Differentiated instruction is vital in meeting the needs of all students.

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.

The use of data to drive instruction is a critical component for the school. Teachers use progress monitoring assessments to determine areas of needs. The teacher analyzes data; last year's EOYs/ FSA or current year assessments to determine the strengths and weaknesses of each student. Students who scored in the lowest 25% on the previous year FSA test are identified by the administration. The teacher will use resources provided by the district and school to develop instruction based upon student needs. Teachers divide students into small groups to give in-depth instruction on the skills and/or standards that need to be addressed. Teachers also utilize manipulatives, graphic organizers, and peer instruction directed towards students who are having difficulty meeting the standards. In addition cooperative learning is implemented daily in classrooms to achieve shared learning goals centered on specific tasks or assignments.

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: After School Program

Minutes added to school year: 480

The after school program offered at CCE focuses on the third, fourth and fifth grade students who are having difficulty meeting the standards in reading or math. The teachers focus on the deficits in comprehension, vocabulary, and phonics (word attack skills). The teachers use graphic organizers, explicit instruction of the standards, and word sorts when working with the students. The program lasts for one hour after school twice a week. The students are selected based on both formal and informal observations and progress monitoring data.

Strategy Rationale

After analyzing data, it has been determined that third, fourth, and fifth grade students had the largest gaps in reading comprehension, vocabulary and phonics (word attack skills). Data showed deficits in problem solving, Base Ten Understanding, and Fractions. The program is designed to improve all of these areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kranek, Lee, lee.kranek@polk-fl.net

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

The data that is used to determine the effectiveness includes school, district, and state assessments.

The ability to continue offering this program for the 2016-2017 school year will depend upon the availability of district funding.

Strategy: After School Program

Minutes added to school year: 2,400

The after school program offered at CCE focuses on Kindergarten-5th Grade ELL Students. The students will be divided into a primary and intermediate group to strengthen their knowledge of the English Language and their understanding of the state standards. They will meet for one hour two times a week.

Strategy Rationale

ELL students need additional time to master the standards due to the fact that English is not their first language.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

RUTENBAR, CHERYL, cheryl.rutenbar@polk-fl.net

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

Pre- and Post-Tests provided by the ESOL Department

Strategy: Before School Program

Minutes added to school year: 1,500

The computer lab will be open in the mornings before school for 3rd, 4th, and 5th grade students to practice their basic math facts and to develop a stronger understanding of fractions, decimals, and percentages.

Strategy Rationale

After analyzing data, it has been determined that the third, fourth, and fifth grade students need additional support in the areas of math facts and fractions.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

RUTENBAR, CHERYL, cheryl.rutenbar@polk-fl.net

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

The data that is used to determine the effectiveness includes school, district, and state assessments.

Strategy: Summer Program

Minutes added to school year: 5,760

Students who have not met promotion criteria for third grade, participate in a summer school program that is coordinated by the district. Students in kindergarten through second grade who have met promotion criteria, but still have gaps may also also participate in this summer program. The program focuses on five components of reading. The students attend the program for 6 hours a day, 4 days a week.

Strategy Rationale

Third grade students who score a level one on the FSA are mandated by the state to be retained. The summer school program remediates the students and allows them the opportunity to be promoted either by the completion of a portfolio or through an alternative assessment.

The county has analyzed the county wide data from various progress monitoring tools and determined that some students who are promoted need assistance with bridging the gap between grade levels. The program was designed to bridge these gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

The district will analyze the data to determine the effectiveness. The students were given pre and posttests in kindergarten through second grade. The district will review the SAT/10 data for third graders.

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.

CCE provides transition from Elementary to Middle School for each of our students regardless of the school they are moving to within our school district. Our major feeder pattern middle school allows all of our students the opportunity to visit their school for tours. They provide information about their school's electives and answer questions for our students.

Other middle schools, such as magnet schools provide "mentoring" days for students who are accepted into their programs. When students attend middle schools other than our major feeder pattern middle school, the schools provide information about their programs for the students who will be attending.

CCE holds a kindergarten roundup each year in the spring. Parents of incoming kindergartners are provided with a packet of information, strategies to use with children from birth-six, and a tour of the campus. Materials shared with parents are obtained from United Way and the kindergarten teachers at CCE.

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.

Though we are an elementary school, we do offer career awareness opportunities for our students throughout our K-5 program. In fifth grade, a shadowing opportunity is provided for our students during the school year.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

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.

N/A

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.

34% ELA lowest 25% and 48% math lowest 25% made learning gains.

50% ELA and 64% math made learning gains.

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.

Lowest 25% need to be identified. Small group, differentiated instruction, formative assessments, as well as opportunities to explore and engage with curriculum needs to occur on a daily basis.

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.** Establish a positive learning environment that is conducive to more time on task resulting in student learning gains.

- G2.** If students routinely engage in rigorous inquiry-based, differentiated standards based core instruction with authentic and analytical writing, then Cleveland Court Elementary's year to year change in reading and math learning gains in the 2016-2017 school year will place it in the 70th percentile for growth statewide.

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. Establish a positive learning environment that is conducive to more time on task resulting in student learning gains. 1a

G087249

Targets Supported 1b

Indicator	Annual Target
5Es Score: Supportive Environment	

Targeted Barriers to Achieving the Goal 3

- Inconsistent behavior management plans in classroom
- Inconsistent communication with parents

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS PBS Agendas Parent Communication Folders

Plan to Monitor Progress Toward G1. 8

PBS Participation Each Month
Genesis Discipline
The number of families participating in family nights.

Person Responsible

Lee Kranek

Schedule

Monthly, from 9/2/2016 to 6/1/2017

Evidence of Completion

PBS Participation Each Month Genesis Discipline The number of families participating in family nights.

G2. If students routinely engage in rigorous inquiry-based, differentiated standards based core instruction with authentic and analytical writing, then Cleveland Court Elementary's year to year change in reading and math learning gains in the 2016-2017 school year will place it in the 70th percentile for growth statewide.

1a

G087250

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
Math Gains	68.0

Targeted Barriers to Achieving the Goal 3

- Teachers are not consistently analyzing student performance data for instructional decision-making.
- Teachers do not have the needed resources to meet the needs of all students.
- Teachers do not have sufficient time to collaboratively plan with their peers
- Parents do not understand the rigor of the new Florida Standards and EOYS/FSA assessments

Resources Available to Help Reduce or Eliminate the Barriers 2

- On-going Assessments Think Central Assessments FAIR STAR Assessment BEAR Inventory Reading Wonders Assessments
- Reflex Math Woot Math Math Coach

Plan to Monitor Progress Toward G2. 8

Data from various sources: FAIR, IBTP, Reading Wonders, Reflex Math, Woot Math, Module Assessments, EOYS, FSA will be analyzed to check for progress toward the goal.

Person Responsible

CHERYL RUTENBAR

Schedule

Monthly, from 8/25/2016 to 5/31/2017

Evidence of Completion

2016-2017 EOYs and FSA Data will be compared to 2015-2016 EOYs and FSA Data to check for gain scores and proficiency levels.

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. Establish a positive learning environment that is conducive to more time on task resulting in student learning gains. **1**

 G087249

G1.B1 Inconsistent behavior management plans in classroom **2**

 B231923

G1.B1.S1 Implement CHAMPS School Wide **4**

 S244732

Strategy Rationale

Consistent expectations school wide

Action Step 1 **5**

Train all staff in CHAMPS Approach

Person Responsible

Lee Kranek

Schedule

Quarterly, from 8/8/2016 to 4/28/2017

Evidence of Completion

CHAMPS Boards in Classrooms CHAMPS Conversations Lesson Plans

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

Administration will observe in classrooms and on campus

Person Responsible

Lee Kranek

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

CHAMPS Boards Journey Observations

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

Compare 2015-2016 discipline data to the 2016-2017 discipline data to look for trends.

Person Responsible

Lee Kranek


Schedule

Monthly, from 9/2/2016 to 6/1/2017

Evidence of Completion

Discipline Data

G1.B2 Inconsistent communication with parents **2**

 B231924

G1.B2.S1 Open House and Family Nights are scheduled ; teachers will send home weekly Tuesday folders; and parents will sign agendas daily. **4**

 S244733

Strategy Rationale

Parent awareness of classroom expectations, Florida State Standards, and all assessments administered throughout the year.

Action Step 1 **5**

Grade level teams meet with parents, parents will sign Tuesday folders and agendas.

Person Responsible

Lee Kranek

Schedule

On 6/1/2017

Evidence of Completion

Sign in sheets, Family Night agendas, and parent evaluations.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Signs in sheets collected, Family Night agendas, Tuesday folders signed.

Person Responsible

Lee Kranek

Schedule

On 6/1/2017

Evidence of Completion

Parent evaluations and meeting agendas.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers monitor Tuesday folders weekly and agendas daily; teachers mark behavior cards.

Person Responsible

Lee Kranek

Schedule

On 6/1/2017

Evidence of Completion

Teachers collect Tuesday Folders on Wednesday and also check agendas daily for parent signatures.


Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible

Schedule


Evidence of Completion

G2. If students routinely engage in rigorous inquiry-based, differentiated standards based core instruction with authentic and analytical writing, then Cleveland Court Elementary's year to year change in reading and math learning gains in the 2016-2017 school year will place it in the 70th percentile for growth statewide. **1**


 G087250

G2.B1 Teachers are not consistently analyzing student performance data for instructional decision-making. **2**

2

 B231925

G2.B1.S1 Weekly Collaborative Planning **4**

 S244734

Strategy Rationale

To ensure teachers are effectively and correctly teaching the standards as intended, and to be able to work with others to develop effective small group lesson plans based on student data.

Action Step 1 **5**

Teachers will meet weekly with administration, math coach, or district personnel to plan standards based instruction.

Person Responsible

Lee Kranek

Schedule

Weekly, from 8/25/2016 to 5/25/2017

Evidence of Completion

Lesson plans

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

Administration will attend collaborative planning sessions. The grade chair will complete the grade level planning sheet each week during collaborative planning.

Person Responsible

Lee Kranek

Schedule

Weekly, from 8/25/2016 to 5/25/2017

Evidence of Completion

Planning Sheet, Lesson plans, observations, Journey walk-throughs

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

Teachers and administration will analyze student data from multiple sources during the monthly data meetings to ensure students are making academic progress.

Person Responsible

Lee Kranek

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

On-going assessments, Think Central assessments, Reading Wonders Assessments, STAR, Bear Inventory, FAIR

G2.B1.S2 Monthly Data Chats 4

 S244735

Strategy Rationale

To ensure teachers are effectively analyzing data to provide differentiated instruction to meet the needs of all students

Action Step 1 5

Teachers will meet with administration monthly to analyze student data

Person Responsible

Lee Kranek

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers will bring data sheets to monthly data chats

Person Responsible

Lee Kranek

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attendance Sheet and Learning Objectives will be analyzed

Person Responsible

Lee Kranek

Schedule

Weekly, from 1/3/2017 to 3/16/2017

Evidence of Completion

Attendance Sheets and Learning Objectives

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The data will be analyzed monthly to ensure students are on course for at least a year worth of growth. Small group lesson plans will be adjusted as needed based on the collected data.

Person Responsible

Lee Kranek

Schedule

On 5/25/2017

Evidence of Completion

Data sheet will be collected and posted in the data hallway.


Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible


Schedule

Evidence of Completion

G2.B2 Teachers do not have the needed resources to meet the needs of all students. 2

 B231926

G2.B2.S1 Purchase Woot Math and Reflex Math programs for students to use in the classroom, computer lab, and at home. 4

 S244737

Strategy Rationale

Students will have additional resources to practice and interact with the math standards. They will be able to use the programs at school and at home.

Action Step 1 5

Woot Math and Reflex Math will be install on classroom computers, laptops, and in the computer lab computers.

Person Responsible

Dexter Johnson

Schedule

Evidence of Completion

The icon for the two programs will be visible on the computers.

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

Classroom teachers will assign students work to complete from the two math programs.

Person Responsible

Dexter Johnson

Schedule

On 6/1/2017

Evidence of Completion

The network paraprofessional will run Woot Math and Reflex Math reports on a monthly basis.

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

The reports will be analyzed during data meetings to make instructional decisions.

Person Responsible

CHERYL RUTENBAR

Schedule

Monthly, from 9/29/2016 to 5/25/2017

Evidence of Completion

The reports produced from Woot Math and Reflex Math will be used to track students proficiency and/or learning gains on a variety of ongoing assessments.

G2.B2.S2 Hire a math coach. 4

 S244738

Strategy Rationale

The math coach will be able to provide teachers with assistance in understanding and planning for the math standards at the level of rigor intended by the state. The math coach will coach, model, and co-teach with instructional staff.

Action Step 1 5

The math coach will collaboratively plan with math teachers, model in classrooms, and provide teachers with resources and information.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 9/29/2016 to 5/25/2017

Evidence of Completion

Collaborative planning agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The math coach will keep notes of meetings and provide feedback to the administration

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 9/29/2016 to 5/25/2017

Evidence of Completion

Lesson Plans Collaborative Lesson Planning Notes Agendas of the Planning Sessions

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Data from a variety of sources will be analyzed to ensure that progress is being made in the area of math.

Person Responsible

CHERYL RUTENBAR

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Lesson Plan Collaborative Planning Notes/Agendas FSA Math Gain Scores

G2.B2.S3 Hire a Title I paraprofessional. 4

 S244739

Strategy Rationale

The Title I paraprofessional will assist teachers in classrooms to provide struggling students with additional small group help.

Action Step 1 5

The Title I paraprofessional will be paid for with Title I funds. She will provide additional support in the classroom to struggling students.

Person Responsible

Lee Kranek

Schedule

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

Evidence of Completion

A schedule will be provided for the Title I paraprofessional.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

The Title I paraprofessional will sign in and out each day

Person Responsible

Lee Kranek

Schedule

Weekly, from 8/11/2016 to 6/1/2017

Evidence of Completion

The staff sign in sheet

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

2016-2017 EOYs and FSA Data will be compared to 2015-2016 EOY and FSA Data to check for gain scores and proficiency levels for targeted students.

Person Responsible

CHERYL RUTENBAR

Schedule

On 6/2/2017

Evidence of Completion

2016-2017 EOYs and FSA Data will be compared to 2015-2016 EOY and FSA Data to check for gain scores and proficiency levels for targeted students.

G2.B2.S4 Provide after school tutoring for identified students 4

S244740

Strategy Rationale

Students need additional instructional time to mastery the standards

Action Step 1 5

Teachers will provide after school tutoring for 3rd, 4th, and 5th grade students needing additional support.

Person Responsible

Lee Kranek

Schedule

Weekly, from 1/3/2017 to 3/16/2017

Evidence of Completion

Pre and Post Assessments Attendance Sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Attendance will be taken at each session.
Pre and Post Test

Person Responsible

Schedule

Weekly, from 1/3/2017 to 3/16/2017

Evidence of Completion

Pre and Post Assessment Scores FSA Results

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Attendance Contracts

Person Responsible

Schedule

Weekly, from 1/3/2017 to 3/16/2017

Evidence of Completion

Pre and Post Assessments FSA Results

G2.B3 Teachers do not have sufficient time to collaboratively plan with their peers 2

 B231927

G2.B3.S1 Substitutes will be hired in order for teachers to collaboratively plan based on school data in order to make instructional decisions. 4

 S244741

Strategy Rationale

To give teachers the needed time to plan standard based lessons to meet the needs of all students.

Action Step 1 5

Substitute Teachers will be hired in order for grade level teachers to plan lessons to accommodate standard deficiencies.

Person Responsible

Lee Kranek

Schedule

On 4/28/2017

Evidence of Completion

Lesson Plans will be collected

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teachers will have an agenda and materials that will be used prior to the planning session.

Person Responsible

Lee Kranek

Schedule

On 4/28/2017

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The teachers will produce meeting notes and lesson plans based on the standards identified as deficient.

Person Responsible

Schedule

On 4/28/2017

Evidence of Completion

The Lesson Plans Meeting Notes

G2.B4 Parents do not understand the rigor of the new Florida Standards and EOYS/FSA assessments **2**

 B231928

G2.B4.S1 Grade Level Family Nights **4**

 S244742

Strategy Rationale

To inform parents of grade level expectations, the Florida Standards, and assessment information.

Action Step 1 **5**

Teachers will meet as a grade level with parents to go over grade level standards and expectations.

Person Responsible

Lee Kranek

Schedule

On 10/20/2016

Evidence of Completion

Family Night Agenda Parent Evaluations

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Dates for the family nights will be posted on the school calendar and the event will be attended by the administration and classroom teachers.

Person Responsible

CHERYL RUTENBAR

Schedule

On 10/20/2016

Evidence of Completion

Parent Feedback Surveys

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

The grade levels will review their PowerPoint with administration before presenting it to the parents.

Person Responsible

CHERYL RUTENBAR



















Schedule

On 10/20/2016

Evidence of Completion

The PowerPoints, agendas, and parent surveys will be collected from each grade level.

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.B2.S1.MA1  M329244	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1  M329246	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.A1  A316875	Woot Math and Reflex Math will be install on classroom computers, laptops, and in the computer lab...	Johnson, Dexter	8/29/2016	The icon for the two programs will be visible on the computers.	No End Date one-time
G2.B1.S2.MA4  M329251	[no content entered]		No Start Date		No End Date one-time
G2.B4.S1.MA1  M329264	The grade levels will review their PowerPoint with administration before presenting it to the...	RUTENBAR, CHERYL	9/12/2016	The PowerPoints, agendas, and parent surveys will be collected from each grade level.	10/20/2016 one-time
G2.B4.S1.MA1  M329265	Dates for the family nights will be posted on the school calendar and the event will be attended by...	RUTENBAR, CHERYL	9/20/2016	Parent Feedback Surveys	10/20/2016 one-time
G2.B4.S1.A1  A316880	Teachers will meet as a grade level with parents to go over grade level standards and...	Kranek, Lee	9/20/2016	Family Night Agenda Parent Evaluations	10/20/2016 one-time
G2.B1.S2.MA3  M329253	Attendance Sheet and Learning Objectives will be analyzed	Kranek, Lee	1/3/2017	Attendance Sheets and Learning Objectives	3/16/2017 weekly
G2.B2.S4.MA1  M329260	Attendance Contracts		1/3/2017	Pre and Post Assessments FSA Results	3/16/2017 weekly
G2.B2.S4.MA1  M329261	Attendance will be taken at each session. Pre and Post Test		1/3/2017	Pre and Post Assessment Scores FSA Results	3/16/2017 weekly
G2.B2.S4.A1  A316878	Teachers will provide after school tutoring for 3rd, 4th, and 5th grade students needing additional...	Kranek, Lee	1/3/2017	Pre and Post Assessments Attendance Sheets	3/16/2017 weekly
G1.B1.S1.A1  A316871	Train all staff in CHAMPS Approach	Kranek, Lee	8/8/2016	CHAMPS Boards in Classrooms CHAMPS Conversations Lesson Plans	4/28/2017 quarterly
G2.B3.S1.MA1  M329262	The teachers will produce meeting notes and lesson plans based on the standards identified as...		10/3/2016	The Lesson Plans Meeting Notes	4/28/2017 one-time
G2.B3.S1.MA1  M329263	Teachers will have an agenda and materials that will be used prior to the planning session.	Kranek, Lee	10/3/2016	Lesson Plans	4/28/2017 one-time
G2.B3.S1.A1  A316879	Substitute Teachers will be hired in order for grade level teachers to plan lessons to accommodate...	Kranek, Lee	10/3/2016	Lesson Plans will be collected	4/28/2017 one-time
G2.B1.S1.MA1  M329249	Administration will attend collaborative planning sessions. The grade chair will complete the...	Kranek, Lee	8/25/2016	Planning Sheet, Lesson plans, observations, Journey walk-throughs	5/25/2017 weekly
G2.B1.S1.A1  A316873	Teachers will meet weekly with administration, math coach, or district personnel to plan standards...	Kranek, Lee	8/25/2016	Lesson plans	5/25/2017 weekly
G2.B2.S1.MA1  M329254	The reports will be analyzed during data meetings to make instructional decisions.	RUTENBAR, CHERYL	9/29/2016	The reports produced from Woot Math and Reflex Math will be used to track students proficiency and/or learning gains on a variety of ongoing assessments.	5/25/2017 monthly

Polk - 0081 - Cleveland Court Elem. School - 2016-17 SIP
Cleveland Court Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M329250	The data will be analyzed monthly to ensure students are on course for at least a year worth of...	Kranek, Lee	9/29/2016	Data sheet will be collected and posted in the data hallway.	5/25/2017 one-time
G2.B2.S2.MA1 M329257	The math coach will keep notes of meetings and provide feedback to the administration	RUTENBAR, CHERYL	9/29/2016	Lesson Plans Collaborative Lesson Planning Notes Agendas of the Planning Sessions	5/25/2017 weekly
G2.B2.S2.A1 A316876	The math coach will collaboratively plan with math teachers, model in classrooms, and provide...	RUTENBAR, CHERYL	9/29/2016	Collaborative planning agendas	5/25/2017 weekly
G2.MA1 M329266	Data from various sources: FAIR, IBTP, Reading Wonders, Reflex Math, Woot Math, Module Assessments,...	RUTENBAR, CHERYL	8/25/2016	2016-2017 EOYs and FSA Data will be compared to 2015-2016 EOYs and FSA Data to check for gain scores and proficiency levels.	5/31/2017 monthly
G2.B1.S1.MA1 M329248	Teachers and administration will analyze student data from multiple sources during the monthly data...	Kranek, Lee	9/26/2016	On-going assessments, Think Central assessments, Reading Wonders Assessments, STAR, Bear Inventory, FAIR	5/31/2017 monthly
G2.B1.S2.MA1 M329252	Teachers will bring data sheets to monthly data chats	Kranek, Lee	9/26/2016	Progress monitoring data sheets	5/31/2017 monthly
G2.B1.S2.A1 A316874	Teachers will meet with administration monthly to analyze student data	Kranek, Lee	9/26/2016	Progress monitoring data sheets	5/31/2017 monthly
G1.MA1 M329247	PBS Participation Each Month Genesis Discipline The number of families participating in family...	Kranek, Lee	9/2/2016	PBS Participation Each Month Genesis Discipline The number of families participating in family nights.	6/1/2017 monthly
G1.B1.S1.MA1 M329241	Compare 2015-2016 discipline data to the 2016-2017 discipline data to look for trends.	Kranek, Lee	9/2/2016	Discipline Data	6/1/2017 monthly
G1.B1.S1.MA1 M329242	Administration will observe in classrooms and on campus	Kranek, Lee	8/15/2016	CHAMPS Boards Journey Observations	6/1/2017 daily
G1.B2.S1.MA1 M329243	Teachers monitor Tuesday folders weekly and agendas daily; teachers mark behavior cards.	Kranek, Lee	8/25/2016	Teachers collect Tuesday Folders on Wednesday and also check agendas daily for parent signatures.	6/1/2017 one-time
G1.B2.S1.MA1 M329245	Signs in sheets collected, Family Night agendas, Tuesday folders signed.	Kranek, Lee	8/25/2016	Parent evaluations and meeting agendas.	6/1/2017 one-time
G1.B2.S1.A1 A316872	Grade level teams meet with parents, parents will sign Tuesday folders and agendas.	Kranek, Lee	8/25/2016	Sign in sheets, Family Night agendas, and parent evaluations.	6/1/2017 one-time
G2.B2.S1.MA1 M329255	Classroom teachers will assign students work to complete from the two math programs.	Johnson, Dexter	8/29/2016	The network paraprofessional will run Woot Math and Reflex Math reports on a monthly basis.	6/1/2017 one-time
G2.B2.S2.MA1 M329256	Data from a variety of sources will be analyzed to ensure that progress is being made in the area...	RUTENBAR, CHERYL	8/15/2016	Lesson Plan Collaborative Planning Notes/Agendas FSA Math Gain Scores	6/1/2017 quarterly
G2.B2.S3.MA1 M329259	The Title I paraprofessional will sign in and out each day	Kranek, Lee	8/11/2016	The staff sign in sheet	6/1/2017 weekly
G2.B2.S3.MA1 M329258	2016-2017 EOYs and FSA Data will be compared to 2015-2016 EOY and FSA Data to check for gain scores...	RUTENBAR, CHERYL	6/2/2017	2016-2017 EOYs and FSA Data will be compared to 2015-2016 EOY and FSA Data to check for gain scores and proficiency levels for targeted students.	6/2/2017 one-time
G2.B2.S3.A1 A316877	The Title I paraprofessional will be paid for with Title I funds. She will provide additional...	Kranek, Lee	8/15/2016	A schedule will be provided for the Title I paraprofessional.	6/8/2017 daily

V. Professional Development Opportunities

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

G1. Establish a positive learning environment that is conducive to more time on task resulting in student learning gains.

G1.B1 Inconsistent behavior management plans in classroom

G1.B1.S1 Implement CHAMPS School Wide

PD Opportunity 1

Train all staff in CHAMPS Approach

Facilitator

Lee Kranek and Melissa Alexander

Participants

Staff

Schedule

Quarterly, from 8/8/2016 to 4/28/2017

VI. Technical Assistance Items

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

G2. If students routinely engage in rigorous inquiry-based, differentiated standards based core instruction with authentic and analytical writing, then Cleveland Court Elementary's year to year change in reading and math learning gains in the 2016-2017 school year will place it in the 70th percentile for growth statewide.

G2.B1 Teachers are not consistently analyzing student performance data for instructional decision-making.

G2.B1.S1 Weekly Collaborative Planning

TA Opportunity 1

Teachers will meet weekly with administration, math coach, or district personnel to plan standards based instruction.

Facilitator

Kranek, Lee; Rutenbar, Cheryl

Participants

Classroom teachers

Schedule

Weekly, from 8/25/2016 to 5/25/2017

G2.B1.S2 Monthly Data Chats

TA Opportunity 1

Teachers will meet with administration monthly to analyze student data

Facilitator

Kranek, Lee; Rutenbar, Cheryl

Participants

Classroom teachers

Schedule

Monthly, from 9/26/2016 to 5/31/2017

G2.B2 Teachers do not have the needed resources to meet the needs of all students.

G2.B2.S2 Hire a math coach.

TA Opportunity 1

The math coach will collaboratively plan with math teachers, model in classrooms, and provide teachers with resources and information.

Facilitator

Math Coach

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2016 to 5/25/2017

VII. Budget

1	G1.B1.S1.A1	Train all staff in CHAMPS Approach				\$0.00
2	G1.B2.S1.A1	Grade level teams meet with parents, parents will sign Tuesday folders and agendas.				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0081 - Cleveland Court Elem. School	Title I, Part A		\$2,600.00
<i>Notes: Student daily agendas and parent communication folders.</i>						
3	G2.B1.S1.A1	Teachers will meet weekly with administration, math coach, or district personnel to plan standards based instruction.				\$0.00
4	G2.B1.S2.A1	Teachers will meet with administration monthly to analyze student data				\$0.00
5	G2.B2.S1.A1	Woot Math and Reflex Math will be install on classroom computers, laptops, and in the computer lab computers.				\$3,917.78
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0081 - Cleveland Court Elem. School	Title I, Part A		\$3,917.78
<i>Notes: Reflex Math \$3095.50 Woot Math \$822.28</i>						
6	G2.B2.S2.A1	The math coach will collaboratively plan with math teachers, model in classrooms, and provide teachers with resources and information.				\$61,211.25
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0081 - Cleveland Court Elem. School	Title I, Part A		\$61,211.25

Polk - 0081 - Cleveland Court Elem. School - 2016-17 SIP
Cleveland Court Elementary School

7	G2.B2.S3.A1	The Title I paraprofessional will be paid for with Title I funds. She will provide additional support in the classroom to struggling students.				\$23,923.59
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0081 - Cleveland Court Elem. School	Title I, Part A		\$23,923.59
8	G2.B2.S4.A1	Teachers will provide after school tutoring for 3rd, 4th, and 5th grade students needing additional support.				\$2,537.92
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0081 - Cleveland Court Elem. School	Title I, Part A		\$2,537.92
<i>Notes: Extended Learning</i>						
9	G2.B3.S1.A1	Substitute Teachers will be hired in order for grade level teachers to plan lessons to accommodate standard deficiencies.				\$2,592.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0081 - Cleveland Court Elem. School	Title I, Part A		\$2,592.00
10	G2.B4.S1.A1	Teachers will meet as a grade level with parents to go over grade level standards and expectations.				\$540.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0081 - Cleveland Court Elem. School	Title I, Part A		\$540.00
<i>Notes: Compensation for Teachers</i>						
					Total:	\$97,322.54