

Polk County Public Schools

Rochelle School Of The Arts



2016-17 Schoolwide Improvement Plan

Rochelle School Of The Arts

1501 MARTIN L KING JR AVE, Lakeland, FL 33805

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

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)
Combination School PK-8	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

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

**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	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 Rochelle School Of The Arts

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.

Rochelle School of the Arts is committed to doing whatever it takes to provide an enriched and rigorous curriculum through the arts and academics in a challenging environment.

b. Provide the school's vision statement.

Rochelle School of the Arts will prepare all students for the future by providing a rigorous curriculum along with the active study of the visual and performing arts.

2. School Environment

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

Teachers conduct "getting to know you" activities at the beginning of the school year. Cultures are celebrated through our fine arts department in which all students participate. Positive Behavior Support and CHAMPS (school & classroom) expectations are in full implementation this year. The school communicates with parents for positive reasons, praising positive choices and communicates consequences with the goal of improving and correcting behavior.

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

A Positive Behavior Support model of school-wide expectations was implemented in 2015-16, and continued expansion and consistency with PBS will continue in 2016-17. Expectations for student behavior are explicitly taught at the beginning of the year, and weekly focus areas continue throughout the year. These efforts foster a sense of community and positive affirmation, contributing to a safe and respectful environment. Teachers conduct bullying lessons according to the district calendar, helping students to understand appropriate behavior. Bullying reporting boxes are placed in the main office and media center where staff, students and/or parents can report incidences anonymously if needed. Guidance Counselors conduct sessions with classes, and are often the first to intervene in conflict situation, assisting students with conflict resolution skills. Our school resource officer (SRO) and school administration are actively present during arrival, dismissal, and in classrooms each day. Staff monitors students before school, during all transitional periods and after school to ensure a safe and orderly environment. CHAMPS has been initiated in 2016-17 to support clear communication of expectations throughout all environments of the school.

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.

Positive Behavior Support (PBS) is the school-wide system focused on teaching appropriate behaviors, re-teaching, communicating with families, appropriate consequences, and positive reinforcement of good choices. Posters of our expectations are visible throughout the classrooms and around the campus. Based on prior year's discipline data, minor infractions are our top area of focus. Therefore, the PBS team has developed references and resources for all staff distinguishing between major and minor infractions, and protocols when corrective measures are required. All staff received

training in August, and training updates will occur as needed during the year to ensure consistency of expectations and understanding of implementation. Expectations have been shared with all stakeholders.

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.

Two Guidance Counselors (one for elementary and one for middle school) are full-time staff members, and they work with teachers, students, and families to address social-emotional areas of concern. The Counselors also support conflict resolution issues between students, and work to build these skill sets with students. We collect data from the instructional staff through weekly grade level meetings, monthly Multi-Tiered Systems of Support (MTSS) meetings, Problem Solving Team (PST) meetings, conversations with our guidance counselors, discipline data and Early Warning Systems (EWS).

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.

Polk County Schools provides an Early Warning System (EWS), accessible through the IDEAS platform, that focuses on the following indicators:

Attendance below 90 percent

One or more suspensions

Any student who is struggling with behavioral expectations (discipline referrals)

Any student who drops below a 2.0 grade point average (GPA), which usually includes grades of D or F

All students who scored at the non-proficiency level on statewide, standardized assessment in reading, writing, math and/or science

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	2	1	4	7	2	2	6	10	8	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	10	20	25	29	20	0	0	0	0	104

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	0	8	2	7	9	4	0	0	0	0	30

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

Monthly MTSS meetings will be held with K-5 and departments in Middle School to identify students with EWS indicators. Strategies will be developed in consultation with the teachers to address students' academic needs. K-5 teachers will provide small group (Tier 2) or individualized Tier 3 tutoring one day per week during one of their planning periods to provide focused support to students in a non-distracting environment.

Grade recovery opportunities will be provided promptly if students are unsuccessful within a nine-week grading period with the learning in a core academic class.

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/315742>.

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 recognizes the importance of building positive relationships with businesses, community organizations, and families. Communication with families occurs through monthly newsletters and calendars, the school website, student agendas, email, phone call systems, and school events including Title 1 supported Parent Education and Engagement events, visual art shows and fine arts performances. Connecting volunteers to areas of need or interest is a priority, as well as continuing the growth of the PTA. Business and community partnerships help sustain staff morale, support raising funds or acquiring resources for school needs, and support recruiting efforts. The school has partnerships with local businesses and churches, with the goal of impacting student achievement.

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
Ward, Julie	Principal
Griffin, Carol	Assistant Principal
Brackman, Lee	Assistant Principal
Tidwell, Donna	Other
Rodriguez, Joel	Instructional Coach
Mayes, Kim	Instructional Coach

b. Duties

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

Julie Ward, Principal - establishes priorities for professional development and school improvement, schedules for classroom observations and coaching, secures district resources to support school efforts.

Carol Griffin, Assistant Principal, primary focus grades K-5

Lee Brackman, Assistant Principal, primary focus grades 6-8

Academic Leadership Team (receiving on-going training from the district & bringing the learning back to the school): Teresa McCawley (Elem. Math), Kim Nolen (Elem. ELA), and Rebecca Merrill (Elem. Science); Cynthia Weaver (Middle School ELA), Barbara Homan (Middle School Science), Greg Bonadies (Middle School SS), and Tammy Mooney (Math). Donna Tidwell, Resource Teacher (organizes intervention efforts); Joel Rodriguez (Math Instructional Coach); Kim Mayes (Reading Instructional Coach).

Mr. Rodriguez and Mrs. Mayes facilitate grade level and/or departmental Collaborative Planning weekly meetings, assist with securing resources for teachers, and provide support for teachers with effective instructional strategies.

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.

Grade level (K-5) and department teams (6-8) meet weekly for Collaborative Planning sessions focused on aligned standards-based instruction and assessments. Members of the Leadership Team support and guide this process. Teams review student work in follow-up sessions to assess fidelity and response to the instructional strategies. Middle school teams' focus will primarily be a vertical alignment approach, as there is only one teacher per grade level & subject. District Coaches will also support these teams' work routinely. The Administrative Leadership Team observes in classrooms, providing Instructional Coaching feedback based on targeted areas of focus or learning by the teachers. Professional Development will be provided as a result of identified needs. Title 1 funds are allocated to provide materials and professional development that will directly impact classroom instruction and student learning.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julie Ward	Principal
Theresa Lauletta	Business/Community
Terrel Wiggins	Parent
Doretha Brooks	Business/Community
Youngtesha Weary	Parent
Shakia Young	Parent
Sheri Broderick	Parent
Laura Anderson	Parent
Marcia Anderson	Parent
Cory Gay	Parent
Mildred Hill	Parent
Nina Hutton	Parent
Patricia Jones	Parent
Brutus Leder	Parent
Vicky Miller	Parent
Cassie Paizis	Parent
Miesha Plummer	Parent
Shannon Sevigny	Parent
Sharieka Sims	Parent
Melissa Smith	Parent
DeeDee Stewart	Parent
Denise Woolery	Parent
Joel Rodriguez	Teacher
Dalia Ortiz	Education Support Employee
Kim Mayes	Education Support Employee

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 was provided a summary of the 2015-16 School Improvement Plan, as well as the complete document. Time was dedicated at SAC meetings to review and discuss the initiatives contained within the School Improvement Plan.

b. Development of this school improvement plan

The School Improvement Plan will be presented to the SAC for input and critique.

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

The SAC committee assists determining and prioritizing the schools overall needs and how best to use available funds to address these needs to move the school forward.

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

NA

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
Ward, Julie	Principal
Griffin, Carol	Assistant Principal
Tidwell, Donna	Instructional Coach
Brackman, Lee	Assistant Principal
Mayes, Kim	Instructional Coach

b. Duties

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

The Literacy Leadership Team works collaboratively with grade chairs and the Academic Leadership Team to support Accelerated Reader participation in all grade levels, standards-based instructional strategies and assessments, monitoring student progress through a variety of tools (STAR Early Literacy, STAR, Reading Wonders tests, Unit assessments, district progress monitoring assessments), monthly MTSS meetings, and ensuring that teachers are implementing appropriate MTSS procedures in their classrooms.

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.

All elementary teachers have common planning periods, and Middle school's common planning is by department. One day each week is dedicated to English/Language Arts or Social Studies planning, and one day is dedication to Math and/or Science planning. Through the use of Title 1 funds, all elementary grade levels and middle school grade level teams will have two Collaborative Planning days during the year. This will afford the Middle School teams the opportunity to plan across curriculum areas.

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

The school participated in a district recruitment fair and advertises through the district's webpage. Support is provided to teachers through their grade level team leaders and colleagues, and a "Welcome Wagon" team of support personnel also works with new teachers to the school. The Instructional Math and Reading Coaches provided specific support to the new teachers. Through the weekly Collaborative

Planning meetings, all teachers are challenged to grow and learn with regards to aligned instructional practices and assessments.

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

Teachers are matched with mentors based on grade level or content knowledge and experience. All requirements for specific mentoring programs are met through meetings, support sessions, review of instruction and student data.

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.

By unpacking the Florida Standards and collaborating with adjacent grade levels, we ensure that the instruction provided is understood and delivered appropriately to children. Teachers routinely access state resources (CPALMS) and district resources (Curriculum Maps and Resource Sites) in order to ensure alignment with Florida Standards. Lesson plan checks occur regularly for all teachers, with administration making note of appropriate pacing of instruction and accuracy in the rigor and depth of instructional strategies and student learning. Reviews of student work by grade levels will occur to provide an opportunity for teachers to reflect on intended outcomes versus actual outcomes.

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 school uses FAIR, STAR, STAR Early Literacy, and on-going assessments to determine areas of strengths and deficiencies for each student. Teachers provide differentiated instruction to meet the individual needs of each child. This occurs in Elementary classrooms through guided groups and Immediate Intensive Intervention each day. Students who continue to struggle are brought before the MTSS committee and offered additional support to minimize or eliminate those deficiencies. When classroom or progress monitoring data indicates a student is struggling to meet grade level expectations, teachers provide remediation, opportunities to attempt learning tasks again, and/or additional tutoring during or after the school day.

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: 3,750

Academic teachers provide after school tutoring in core classes and Fine Arts teachers provide enrichment in respective disciplines.

Strategy Rationale

Students are able to get additional instruction in small groups or one on one to focus on areas of interest or need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Griffin, Carol, carol.griffin@polk-fl.net

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

Teachers keep track of students that attend tutoring sessions and track their progress in their respective course.

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.

Rochelle promotes vertical collaboration between teachers to ensure that subject areas are developing lessons using anchor standards. These lessons should incorporate similar standards from previous grade levels to build on the students' prior knowledge. Rochelle encourages students to strive for advanced classes and course work. Vertical teams work together to coordinate the instruction, remediation, and enrichment efforts for students.

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.

Rochelle hosts various high schools' information sessions with students. Fifth and Eighth grade students attend the Workforce Education "WE3" expo in order to gain insight into various academies and career oriented programs available in our district. Guest speakers are utilized through content area courses and enrichment opportunities for all students.

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

NA

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

Multi-level Robotics courses are available electives for middle school students that are interested in learning about computer programming and robotic construction. Students also develop research and problem solving skills throughout this course.

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.

Rochelle strives to offer all applicable advanced level courses, such as high school courses in Algebra, Earth/Space Honors, and Geometry.

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.

NA

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.

NA

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.** Academic and Arts classes will provide rigorous, standards-based learning for all students.
- G2.** A safe and orderly climate, supportive of a learning-focus, will be evident throughout the school.

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. Academic and Arts classes will provide rigorous, standards-based learning for all students. 1a

G087517

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Consistent understanding of the full intent of the standards.
- Instructional coaches are new to school or their positions and teachers may be unfamiliar with the support they can provide.
- Teacher pedagogy aligned to standards based instruction and timely interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Summer learning for the ALT.
- On-going training throughout the year provided by the district for the ALT
- Weekly grade level meeting times for instructional planning
- Collective knowledge of the team

Plan to Monitor Progress Toward G1. 8

Evaluation of instructional effectiveness indicators and student achievement data

Person Responsible

Julie Ward

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review of standardized student achievement data will occur quarterly (or more often as data is available), to monitor improvements in student achievement over the course of the year.

G2. A safe and orderly climate, supportive of a learning-focus, will be evident throughout the school. 1a

G087518

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Discipline incidents

Targeted Barriers to Achieving the Goal 3

- Positive Behavior Support system only implemented for 1 year; still some challenges in implementation and effectiveness of strategies for both elementary and middle school students.
- Staff inconsistencies in setting expectations and responding to student behaviors

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS team - staff committed to full implementation
- All staff recognizes the need for change and improvement

Plan to Monitor Progress Toward G2. 8

Office discipline referral data will be collected and reviewed throughout the year to evaluate the effectiveness of PBS & CHAMPS in setting positive expectations for student behavior, resulting in reduced referrals.

Person Responsible

Lee Brackman

Schedule

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

Evidence of Completion

Monthly discipline reports will be reviewed.

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. Academic and Arts classes will provide rigorous, standards-based learning for all students. 1

G087517

G1.B1 Consistent understanding of the full intent of the standards. 2

B232647

G1.B1.S1 Collaborative Planning by grade level and/or content area teams. 4

S245568

Strategy Rationale

Increasing opportunities to work on the work generates cohesiveness and consistency with expectations, resulting in increased student achievement

Action Step 1 5

Academic teachers will utilize templates to provide a common structure for pre-planning

Person Responsible

Julie Ward

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Templates will be utilized in order to facilitate common understanding of the expected learning.

Action Step 2 5

Item specifications, district curriculum maps, state resources (CPALMS), released test items, and reviews of prior year's disaggregated test results will be used as resources by teachers to facilitate alignment and understanding of the standards.

Person Responsible

Julie Ward

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Instructional coaches will document the use of these resources by each grade level team.

Action Step 3 **5**

Academic Coaches will facilitate Collaborative Planning sessions

Person Responsible

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, Documentation records of planning sessions

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

Agendas and completed templates will demonstrate the fidelity of implementation

Person Responsible

Carol Griffin

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Calendar & minutes record form will be maintained by each Instructional Coach at the Collaborative Planning meetings

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

Instructional Coaches and/or Administration will be present to observe and/or participate in the Collaborative Planning meetings to ensure proper focus and contribution by team members.

Person Responsible

Julie Ward

Schedule

Weekly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Lesson plans & classroom walk-throughs by administration will indicate the effectiveness of the planning

G1.B2 Instructional coaches are new to school or their positions and teachers may be unfamiliar with the support they can provide. **2**

 B232648

G1.B2.S1 The Academic Leadership Team (Principal, AP, Instructional Coaches, Resource Teacher) will guide the work related to the areas of achievement data analysis, standards-based instructional plan development, and professional development. **4**

 S245569

Strategy Rationale

Maximizing the time and resources of the ALT through the prioritizing will support effective and efficient use of meetings.

Action Step 1 **5**

Maintain a regular, bi-weekly meeting schedule, agenda template, and task assignments for the ALT to prioritize the structure of the meetings and effectiveness of each person's responsibilities.

Person Responsible

Julie Ward

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Documentation notebook of meeting schedule, agendas, minutes, and task assignments

Action Step 2 **5**

Prioritize and secure resources for on-going professional development for tiers of support for instructional staff.

Person Responsible

Julie Ward

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

Bi-weekly Academic Leadership Team meetings will be held, providing accountability and reporting of Instructional Coaches to the ALT.

Person Responsible

Carol Griffin

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Agendas, minutes, and other documents related to each week's meetings will be maintained in the ALT notebook

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

Quarterly review of the Academic Leadership Team's "actions steps"

Person Responsible

Lee Brackman

Schedule

Quarterly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Each quarter the ALT's minutes will reflect a review of the action steps/prioritized next steps from that quarter to confirm follow-through and effectiveness of implementation.

G1.B3 Teacher pedagogy aligned to standards based instruction and timely interventions **2**

 B232649

G1.B3.S1 Teachers will receive coaching and feedback on the effectiveness of the standards-based classroom instruction, learning tasks, and assessments observed in the classroom. **4**

 S245570

Strategy Rationale

Affirmation of effective strategies and specific feedback on areas for growth will increase effectiveness of instruction.

Action Step 1 **5**

Administrators will visit classrooms to observe instruction and learning.

Person Responsible

Julie Ward

Schedule

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

Evidence of Completion

Schedule of classroom visits

Action Step 2 **5**

Professional development will be provided on effective instructional strategies or resources

Person Responsible

Julie Ward

Schedule

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

Evidence of Completion

Action Step 3 **5**

Instructional Coaches will provide tiered support to teachers based on needs identified through observation, teacher request for support, and student achievement data.

Person Responsible

Julie Ward

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

A review of the fidelity to the observation schedule and the trends observed will occur in weekly administration and academic leadership team meetings.

Person Responsible

Julie Ward

Schedule

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

Evidence of Completion

Each administrator will maintain the calendar schedule of classroom visits, and Academic Coaches will maintain a record of professional development, classroom observations, and teacher support.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 **7**

Administration will calibrate observational feedback for consistency

Person Responsible

Julie Ward

Schedule

Biweekly, from 8/22/2016 to 4/28/2017

Evidence of Completion

Sharing and review of feedback provided to teachers in Academic Leadership Team meetings; Beginning of the year calibration visits to classrooms

G1.B3.S2 Teachers will develop interventions and adapt as needed to support students' mastery of grade level standards. 4

S245571

Strategy Rationale

Prompt interventions are necessary to ensure students do not fall further behind expectations.

Action Step 1 5

Monthly Response to Intervention meetings will occur with each grade level (elementary) or content area (middle) to review students' data and develop interventions.

Person Responsible

Julie Ward

Schedule

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

Evidence of Completion

Rtl schedule of meetings

Action Step 2 5

Tier 1, 2, and 3 differentiated instruction will occur to ensure students are challenged and supported in learning.

Person Responsible

Julie Ward

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Lesson plans will reflect plans for differentiated group support at the Tier 1 level.

Action Step 3 5

Information, resources, and communication with parents will occur through conferences and parent education events to inform and equip parents with knowledge and resources to support their student's learning.

Person Responsible

Julie Ward

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Parent conference logs, sign-in sheets from parent education events

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Monthly review of lesson plans and Rtl documents

Person Responsible

Julie Ward

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Lesson plans will reflect Tier 1, 2, and 3 support, and Rtl team meetings will be documented

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Student achievement data will be reviewed at each monitoring point, tracking for growth

Person Responsible

Donna Tidwell

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Data, such as FAIR, Module Assessments, Weekly tests, Unit Tests, STAR/AR will be collected and monitored for student growth.

G2. A safe and orderly climate, supportive of a learning-focus, will be evident throughout the school. 1

G087518

G2.B1 Positive Behavior Support system only implemented for 1 year; still some challenges in implementation and effectiveness of strategies for both elementary and middle school students. 2

B232651

G2.B1.S1 Establish both elementary and middle school Positive Behavior Support Teams of teacher representatives. 4

S245573

Strategy Rationale

Developing a structured system of expectations and procedures for elementary and middle will support the success of PBS implementation for staff and students.

Action Step 1 5

The elementary and middle school PBS teams will meet monthly.

Person Responsible

Lee Brackman

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule and minutes of meetings

Action Step 2 5

Fully implement each grade grouping (K-5 or 6-8) PBS plans.

Person Responsible

Julie Ward

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data from monthly student Pawsitive cards, class, and grade level success

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

"Paws-itive" student behavior cards used to reflect positive student choices and behaviors

Person Responsible

Schedule

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

Evidence of Completion

Teachers will report the number of students in the class who met the monthly goal of a targeted number of "paw" stamps.

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

Review of number and type of office referrals, observations of staff regarding implementation and areas still in need of intervention.

Person Responsible

Schedule

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

Evidence of Completion

Total number of office referrals will be reviewed by the PBS team each month, comparing to prior years' data. PBS Team will also problem-solve areas of concern brought by the team or staff for review. These actions will be reflected in the minutes of the PBS team.

G2.B2 Staff inconsistencies in setting expectations and responding to student behaviors **2**

 B232652

G2.B2.S1 Implement CHAMPS as a structure to support clear communication of expectations in all areas of the campus. **4**

 S245574

Strategy Rationale

When teachers and students have a clear understanding of the expectations for communication, how to receive help, the activity, movement permitted, and their participation, greater involvement and success is possible.

Action Step 1 **5**

Provide Professional Development to the staff on CHAMPS.

Person Responsible

Lee Brackman

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets and classroom plans

Action Step 2 **5**

Implement CHAMPS in all classrooms and other areas of the school.

Person Responsible

Lee Brackman

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

CHAMPS visuals posted in classrooms and other areas of the school; observations of staff communicating CHAMPS expectations; verbal reminders on the morning announcements.

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

Classroom observations (and other areas of the school) reflecting implementation of CHAMPS

Person Responsible

Lee Brackman

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations (anecdotal & formal).

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

Classroom and school environments will reflect appropriate student behavior, based on the CHAMP expectations for the lesson or event.

Person Responsible

Lee Brackman

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observations of classroom experiences, lunch behavior, class changes, or other assembly events will reflect appropriate behavior.

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.B3.S1.MA1 M331096	Administration will calibrate observational feedback for consistency	Ward, Julie	8/22/2016	Sharing and review of feedback provided to teachers in Academic Leadership Team meetings; Beginning of the year calibration visits to classrooms	4/28/2017 biweekly
G1.B3.S1.MA1 M331097	A review of the fidelity to the observation schedule and the trends observed will occur in weekly...	Ward, Julie	8/22/2016	Each administrator will maintain the calendar schedule of classroom visits, and Academic Coaches will maintain a record of professional development, classroom observations, and teacher support.	5/26/2017 weekly
G1.B3.S1.A1 A317938	Administrators will visit classrooms to observe instruction and learning.	Ward, Julie	8/22/2016	Schedule of classroom visits	5/26/2017 weekly
G1.B3.S1.A2 A317939	Professional development will be provided on effective instructional strategies or resources	Ward, Julie	8/8/2016		5/26/2017 biweekly
G1.B3.S1.A3 A317940	Instructional Coaches will provide tiered support to teachers based on needs identified through...	Ward, Julie	8/22/2016		5/26/2017 weekly
G1.B3.S2.MA1 M331098	Student achievement data will be reviewed at each monitoring point, tracking for growth	Tidwell, Donna	9/1/2016	Data, such as FAIR, Module Assessments, Weekly tests, Unit Tests, STAR/AR will be collected and monitored for student growth.	5/26/2017 monthly
G1.B3.S2.MA1 M331099	Monthly review of lesson plans and Rtl documents	Ward, Julie	9/1/2016	Lesson plans will reflect Tier 1, 2, and 3 support, and Rtl team meetings will be documented	5/26/2017 monthly
G1.B3.S2.A1 A317941	Monthly Response to Intervention meetings will occur with each grade level (elementary) or content...	Ward, Julie	9/5/2016	Rtl schedule of meetings	5/26/2017 monthly
G1.B3.S2.A2 A317942	Tier 1, 2, and 3 differentiated instruction will occur to ensure students are challenged and...	Ward, Julie	9/1/2016	Lesson plans will reflect plans for differentiated group support at the Tier 1 level.	5/26/2017 monthly
G1.B3.S2.A3 A317943	Information, resources, and communication with parents will occur through conferences and parent...	Ward, Julie	9/1/2016	Parent conference logs, sign-in sheets from parent education events	5/31/2017 monthly
G1.MA1 M331100	Evaluation of instructional effectiveness indicators and student achievement data	Ward, Julie	8/15/2016	Review of standardized student achievement data will occur quarterly (or more often as data is available), to monitor improvements in student achievement over the course of the year.	6/2/2017 quarterly
G2.MA1 M331105	Office discipline referral data will be collected and reviewed throughout the year to evaluate the...	Brackman, Lee	9/1/2016	Monthly discipline reports will be reviewed.	6/2/2017 monthly
G1.B1.S1.MA1 M331092	Instructional Coaches and/or Administration will be present to observe and/or participate in the...	Ward, Julie	8/15/2016	Lesson plans & classroom walk-throughs by administration will indicate the effectiveness of the planning	6/2/2017 weekly
G1.B1.S1.MA1 M331093	Agendas and completed templates will demonstrate the fidelity of implementation	Griffin, Carol	8/15/2016	Calendar & minutes record form will be maintained by each Instructional Coach at the Collaborative Planning meetings	6/2/2017 weekly
G1.B1.S1.A1 A317933	Academic teachers will utilize templates to provide a common structure for pre-planning	Ward, Julie	8/15/2016	Templates will be utilized in order to facilitate common understanding of the expected learning.	6/2/2017 weekly
G1.B1.S1.A2 A317934	Item specifications, district curriculum maps, state resources (CPALMS), released test items, and...	Ward, Julie	8/15/2016	Instructional coaches will document the use of these resources by each grade level team.	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3 A317935	Academic Coaches will facilitate Collaborative Planning sessions		8/15/2016	Agendas, Documentation records of planning sessions	6/2/2017 weekly
G1.B2.S1.MA1 M331094	Quarterly review of the Academic Leadership Team's "actions steps"	Brackman, Lee	8/15/2016	Each quarter the ALT's minutes will reflect a review of the action steps/ prioritized next steps from that quarter to confirm follow-through and effectiveness of implementation.	6/2/2017 quarterly
G1.B2.S1.MA1 M331095	Bi-weekly Academic Leadership Team meetings will be held, providing accountability and reporting of...	Griffin, Carol	8/29/2016	Agendas, minutes, and other documents related to each week's meetings will be maintained in the ALT notebook	6/2/2017 weekly
G1.B2.S1.A1 A317936	Maintain a regular, bi-weekly meeting schedule, agenda template, and task assignments for the ALT...	Ward, Julie	8/15/2016	Documentation notebook of meeting schedule, agendas, minutes, and task assignments	6/2/2017 biweekly
G1.B2.S1.A2 A317937	Prioritize and secure resources for on-going professional development for tiers of support for...	Ward, Julie	8/15/2016		6/2/2017 biweekly
G2.B1.S1.MA1 M331101	Review of number and type of office referrals, observations of staff regarding implementation and...		9/1/2016	Total number of office referrals will be reviewed by the PBS team each month, comparing to prior years' data. PBS Team will also problem-solve areas of concern brought by the team or staff for review. These actions will be reflected in the minutes of the PBS team.	6/2/2017 monthly
G2.B1.S1.MA1 M331102	"Paws-itive" student behavior cards used to reflect positive student choices and behaviors		9/1/2016	Teachers will report the number of students in the class who met the monthly goal of a targeted number of "paw" stamps.	6/2/2017 monthly
G2.B1.S1.A1 A317944	The elementary and middle school PBS teams will meet monthly.	Brackman, Lee	8/15/2016	Schedule and minutes of meetings	6/2/2017 monthly
G2.B1.S1.A2 A317945	Fully implement each grade grouping (K-5 or 6-8) PBS plans.	Ward, Julie	8/15/2016	Data from monthly student Pawsitive cards, class, and grade level success	6/2/2017 daily
G2.B2.S1.MA1 M331103	Classroom and school environments will reflect appropriate student behavior, based on the CHAMP...	Brackman, Lee	8/15/2016	Observations of classroom experiences, lunch behavior, class changes, or other assembly events will reflect appropriate behavior.	6/2/2017 daily
G2.B2.S1.MA1 M331104	Classroom observations (and other areas of the school) reflecting implementation of CHAMPS	Brackman, Lee	8/15/2016	Classroom observations (anecdotal & formal).	6/2/2017 weekly
G2.B2.S1.A1 A317946	Provide Professional Development to the staff on CHAMPS.	Brackman, Lee	8/8/2016	Sign-in sheets and classroom plans	6/2/2017 quarterly
G2.B2.S1.A2 A317947	Implement CHAMPS in all classrooms and other areas of the school.	Brackman, Lee	8/8/2016	CHAMPS visuals posted in classrooms and other areas of the school; observations of staff communicating CHAMPS expectations; verbal reminders on the morning announcements.	6/2/2017 daily

V. Professional Development Opportunities

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

G1. Academic and Arts classes will provide rigorous, standards-based learning for all students.

G1.B3 Teacher pedagogy aligned to standards based instruction and timely interventions

G1.B3.S1 Teachers will receive coaching and feedback on the effectiveness of the standards-based classroom instruction, learning tasks, and assessments observed in the classroom.

PD Opportunity 1

Professional development will be provided on effective instructional strategies or resources

Facilitator

Administration and/or Instructional Coaches

Participants

Classroom teachers

Schedule

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

G2. A safe and orderly climate, supportive of a learning-focus, will be evident throughout the school.

G2.B2 Staff inconsistencies in setting expectations and responding to student behaviors

G2.B2.S1 Implement CHAMPS as a structure to support clear communication of expectations in all areas of the campus.

PD Opportunity 1

Provide Professional Development to the staff on CHAMPS.

Facilitator

Lee Brackman and Kim Nolen

Participants

All staff members

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. Academic and Arts classes will provide rigorous, standards-based learning for all students.

G1.B1 Consistent understanding of the full intent of the standards.

G1.B1.S1 Collaborative Planning by grade level and/or content area teams.

TA Opportunity 1

Item specifications, district curriculum maps, state resources (CPALMS), released test items, and reviews of prior year's disaggregated test results will be used as resources by teachers to facilitate alignment and understanding of the standards.

Facilitator

Academic Coaches

Participants

Classroom teachers during collaborative planning sessions

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	Academic teachers will utilize templates to provide a common structure for pre-planning				\$0.00
2	G1.B1.S1.A2	Item specifications, district curriculum maps, state resources (CPALMS), released test items, and reviews of prior year's disaggregated test results will be used as resources by teachers to facilitate alignment and understanding of the standards.				\$0.00
3	G1.B1.S1.A3	Academic Coaches will facilitate Collaborative Planning sessions				\$156,649.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	0261 - Rochelle School Of The Arts	Title I, Part A		\$156,649.00
4	G1.B2.S1.A1	Maintain a regular, bi-weekly meeting schedule, agenda template, and task assignments for the ALT to prioritize the structure of the meetings and effectiveness of each person's responsibilities.				\$0.00
5	G1.B2.S1.A2	Prioritize and secure resources for on-going professional development for tiers of support for instructional staff.				\$0.00
6	G1.B3.S1.A1	Administrators will visit classrooms to observe instruction and learning.				\$0.00
7	G1.B3.S1.A2	Professional development will be provided on effective instructional strategies or resources				\$3,000.00

Polk - 0261 - Rochelle School Of The Arts - 2016-17 SIP
Rochelle School Of The Arts

	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	6400	311-Subagreements up to \$25,000	0261 - Rochelle School Of The Arts	Title I, Part A		\$3,000.00	
<i>Notes: Consultative Services math training</i>							
8	G1.B3.S1.A3	Instructional Coaches will provide tiered support to teachers based on needs identified through observation, teacher request for support, and student achievement data.					\$0.00
9	G1.B3.S2.A1	Monthly Response to Intervention meetings will occur with each grade level (elementary) or content area (middle) to review students' data and develop interventions.					\$0.00
10	G1.B3.S2.A2	Tier 1, 2, and 3 differentiated instruction will occur to ensure students are challenged and supported in learning.					\$25,945.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	5100	100-Salaries	0261 - Rochelle School Of The Arts	Other		\$1,000.00	
<i>Notes: Supplemental Academic Instruction funds provided for After School Tutoring</i>							
	5100	510-Supplies	0261 - Rochelle School Of The Arts	Title I, Part A		\$24,945.00	
<i>Notes: Classroom libraries, instructional materials, technology subscriptions, field trip transportation</i>							
11	G1.B3.S2.A3	Information, resources, and communication with parents will occur through conferences and parent education events to inform and equip parents with knowledge and resources to support their student's learning.					\$3,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	6150	510-Supplies	0261 - Rochelle School Of The Arts	Title I, Part A		\$3,950.00	
<i>Notes: Parent Involvement support</i>							
12	G2.B1.S1.A1	The elementary and middle school PBS teams will meet monthly.					\$0.00
13	G2.B1.S1.A2	Fully implement each grade grouping (K-5 or 6-8) PBS plans.					\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	5100	510-Supplies	0261 - Rochelle School Of The Arts	Other		\$1,000.00	
<i>Notes: Internal Account funds used to support PBS incentives. Budget funds to support instructional components of PBS</i>							
14	G2.B2.S1.A1	Provide Professional Development to the staff on CHAMPS.					\$0.00
15	G2.B2.S1.A2	Implement CHAMPS in all classrooms and other areas of the school.					\$0.00
Total:						\$190,544.00	