

Polk County Public Schools

Rochelle School Of The Arts



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	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	19
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	37

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Rochelle School Of The Arts

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 2017-18. 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 was 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 receive

training in August, and training updates 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

Yes

1. PFEP Link

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

2. Description

The 2015-16 year will be one of rebuilding the parent organization at Rochelle. Effective communication of school activities and events will occur, supporting families having the appropriate information to engage in school activities, especially Parent Informational events and the Fine Arts Programs offered at Rochelle. The Parent Portal is an online system that provides parents with the opportunity to view their student's grades and progress throughout each grading period. Volunteers will be connected to their areas of interest so that the school can be supported in classrooms, departments, administratively, financially, and in special programs.

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

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
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.

Carolyn Bryant, Assistant Principal, primary focus grades K-5

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

Academic Leadership Team/grade chairs: Stephanie Hicks (K), Stephanie Haworth (1st), Teresa McCawley (2nd), Jackie Rossiter (3rd), Cindy Williams (4th), Chris Williams (5th), Ashely Arnold (6th/ELA), Greg Bonadies (7th/SS), Tammy Mooney (8th/Math), Donna Tidwell, Resource Teacher (organizes intervention efforts); Joel Rodriguez (Testing Coordinator and Data Guru); Kim Mayes (Reading Instructional Coach), Ariel Ross (Math Instructional Coach), Kim Nolen (TRST for MSAP Grant).

Mrs. Ross 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 Laurretta	Business/Community
Marcia Anderson	Parent
Doretha Brooks	Business/Community
Aisha Disonza	Parent
Shakia Young	Parent
Jason Weiland	Parent
Mildred Hill	Parent
Nina Hutton	Parent
Patricia Jones	Parent
Brutus Lederl	Parent
Rhianna Justice	Parent
Cassie Paizis	Parent
Jodi Hawthorne	Parent
Shannon Sevigny	Parent
Joel Rodriguez	Teacher
Dalia Ortiz	Education Support Employee
Kim Mayes	Education Support Employee
Daryl Ash	Business/Community

b. Duties

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

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

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

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 and/or MSAP funds, all elementary grade levels and middle school grade level teams will have additional 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 STAR Reading & Math, STAR Early Literacy, iStation, 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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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. Teachers integrate real-world connections in unit lesson plans, including guest speakers, local field trips, and virtual field trips utilizing technology.

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. Computer coding is an elective for middle-school students, as well as Digital Art through the Fab Lab, where students have hands-on experience with digital design and creation of practical items and artistic creation with a variety of technological equipment.

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, Physical Science, and Geometry.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

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.

A review of the 2016-17 state assessment data and school grades compared to the same data from 15-16 reflects an increase in points earned for ELA (Achievement Level 3+), Science, and Middle School Acceleration. There was a decrease in each of the following categories: ELA learning gains, ELA lowest 25% learning gains, Math Achievement Level 3+, Math learning gains, Math lowest 25% learning gains, and Civics.

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.

We hypothesize the following contributing factors to the drop in achievement for ELA learning gains and Math overall achievement: 50% of the 4th grade students and 100% of the 7th grade students were impacted by a lack of fully qualified instructors for over half of the year. The majority of 7th grade Math students also had a lack of consistent instruction for a portion of the year.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will meet or exceed grade level expectations in all subjects.
- 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. Students will meet or exceed grade level expectations in all subjects. 1a

G097772

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	60.0
ELA Achievement District Assessment	90.0
Civics EOC Pass	80.0
Algebra I EOC Pass Rate	95.0
Geometry EOC Level 1	95.0

Targeted Barriers to Achieving the Goal 3

- Teacher pedagogy aligned to standards-based instruction
- Teacher fidelity and knowledge of MTSS strategies and processes

Resources Available to Help Reduce or Eliminate the Barriers 2

- A fully qualified staff, including instructional coaches and teacher leaders will provide coaching and mentoring to increase teacher knowledge of standards-based instruction.
- Leadership team will provide ongoing MTSS support.
- Resources (to include Schoology, MSAP professional development and TRST) purchased through the MSAP grant will support standards-based instruction, including classroom engagement and family involvement.

Plan to Monitor Progress Toward G1. 8

Review of standards tracking forms by grade level and teacher

Person Responsible

Julie Ward

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Review of standards tracking form will occur quarterly (or more often as data is available), to monitor comprehensive instruction over the course of the year.

Plan to Monitor Progress Toward G1. 8

Review and analysis of formative and summative assessment data and student work samples

Person Responsible

Julie Ward

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Review of student achievement data and student work samples will occur weekly, to monitor student progress towards grade level standards.

Plan to Monitor Progress Toward G1. 8

Review of progress monitoring data for each grade level and class

Person Responsible

Julie Ward

Schedule

Monthly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Review of progress monitoring data will occur monthly, to monitor student progress towards grade level standards.

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

G097773

Targets Supported 1b

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

Discipline incidents

Targeted Barriers to Achieving the Goal 3

- Staff inconsistencies in setting expectations and responding to student behaviors through PBS and CHAMPS
- Approaches by staff when responding to behaviors lacks consistent understanding of students' needs.

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 the support structures implemented and the PBS & CHAMPS implementation in setting positive expectations for student behavior, resulting in reduced referrals.

Person Responsible

Lee Brackman

Schedule

Monthly, from 8/10/2017 to 6/1/2018

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

 = Problem Solving Step  S123456 = Quick Key

G1. Students will meet or exceed grade level expectations in all subjects. 1

 G097772

G1.B1 Teacher pedagogy aligned to standards-based instruction 2

 B262812

G1.B1.S1 Through weekly collaborative planning, teachers will develop integrated units of study based on grade level standards. 4

 S278302

Strategy Rationale

Collaborative planning and Integrated units of study supports standards based instruction and increases student engagement.

Action Step 1 5

Summer Unit Planning

Person Responsible

Julie Ward

Schedule

On 8/1/2017

Evidence of Completion

Standards Alignment Document

Action Step 2 5

Unit planning and Backwards Design Training

Person Responsible

Julie Ward

Schedule

Weekly, from 9/1/2017 to 9/29/2017

Evidence of Completion

Attendance sheets and PD products

Action Step 3 5

Grade level teams will develop themed, integrated unit plans based on appropriate state standards.

Person Responsible

Julie Ward

Schedule

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

Evidence of Completion

Unit plans & weekly plans

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

Agendas and minutes from Unit and Lesson Planning sessions

Person Responsible

Julie Ward

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Academic Coaches and TRST will prepare agendas, as well as record minutes of each planning session.

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

Unit and lesson plans using templates

Person Responsible

Julie Ward

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Academic Coaches and TRST will facilitate unit and lesson planning utilizing the appropriate templates.

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

Administration and Instructional Coaches will provide targeted feedback during classroom observations.

Person Responsible

Julie Ward

Schedule

Biweekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Sharing of feedback to teachers; review feedback provided to teachers in Academic Leadership Team meetings

G1.B1.S2 Instructional staff will implement MTSS strategies and processes with fidelity. 4

 S278303

Strategy Rationale

Implementing MTSS strategies and processes with fidelity, by all staff members, will increase student learning.

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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 9/1/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Schedules and agendas will be established for monthly MTSS meetings.

Person Responsible

Julie Ward

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Review of Leadership Team's documentation of meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Lesson plans, reflecting MTSS levels of support, will be reviewed monthly by administration.

Person Responsible

Julie Ward

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Lesson plan and observational data reflecting differentiated instruction

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Information related to specific ways parents can support their student's academic needs at home will be shared through teacher conferences

Person Responsible

Donna Tidwell

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Documents with methods and strategies for support will be organized by grade level.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Joel Rodriguez


Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Data, such as iStation, Formative & Summative assessments, Unit Tests, STAR Reading/AR, STAR Math will be collected and monitored for student growth using Performance Matters

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

 G097773

G2.B2 Staff inconsistencies in setting expectations and responding to student behaviors through PBS and CHAMPS 2

 B262820

G2.B2.S1 Implement CHAMPS & PBS as structures to support clear communication of expectations in all areas of the campus. 4

 S278306

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 & PBS expectations.

Person Responsible

Lee Brackman

Schedule

Quarterly, from 8/3/2017 to 5/18/2018

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 8/10/2017 to 6/1/2018

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 & PBS

Person Responsible

Lee Brackman

Schedule

Weekly, from 8/10/2017 to 6/1/2018

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 and will be reinforced through PBS structures.

Person Responsible

Lee Brackman


Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

Observations of classroom experiences, lunch behavior, class changes, or other assembly events will reflect appropriate behavior, Classroom and school-level discipline reports will be monitored.

G2.B3 Approaches by staff when responding to behaviors lacks consistent understanding of students' needs. **2**

 B262821

G2.B3.S1 Provide professional development to the staff to improve skills and knowledge related to the needs of all students and families **4**

 S278308

Strategy Rationale

A well-equipped staff will build positive relationships with students and families, and the school climate will be improved.

Action Step 1 **5**

Provide professional development to the staff to educate on the needs of low SES students

Person Responsible

Julie Ward

Schedule

Quarterly, from 7/31/2017 to 5/18/2018

Evidence of Completion

Sign-in sheets, agendas

Action Step 2 **5**

Parent conference and portfolio events will be held to provide valuable information to parents & students on resources and strategies to support growth & learning (Parent University, after school programs, counseling resources, conferences with goal tracking tools)

Person Responsible

Joel Rodriguez

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Artifacts from planned events, goal tracking forms

Action Step 3 5

Identify students with risk factors (academic, emotional, social) for targeted support (tutoring, check-in, check-out; staff or community mentors)

Person Responsible

Joel Rodriguez

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

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

Professional Development tracking

Person Responsible

Lee Brackman

Schedule

Monthly, from 7/31/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets, agenda

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

Review of agendas and support documents provided to parents

Person Responsible

Julie Ward

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Schedule of events, sign-in sheets, parent conference logs

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

Leadership Team will monitor identified students with risk factors through monthly meetings with teachers

Person Responsible

Joel Rodriguez

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Tracking forms through MTSS or other support structures will be collected to monitor for implementation

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

Measures of students' improvement on targeted areas of needs

Person Responsible

Joel Rodriguez

Schedule











Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Monitoring forms specific to each student's needs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A374884	Summer Unit Planning	Ward, Julie	6/12/2017	Standards Alignment Document	8/1/2017 one-time
G1.B1.S1.A2 A374885	Unit planning and Backwards Design Training	Ward, Julie	9/1/2017	Attendance sheets and PD products	9/29/2017 weekly
G2.B2.S1.A1 A374892	Provide Professional Development to the staff on CHAMPS & PBS expectations.	Brackman, Lee	8/3/2017	Sign-in sheets and classroom plans	5/18/2018 quarterly
G2.B3.S1.MA1 M404800	Measures of students' improvement on targeted areas of needs	Rodriguez, Joel	9/1/2017	Monitoring forms specific to each student's needs	5/18/2018 monthly
G2.B3.S1.MA2 M404802	Review of agendas and support documents provided to parents	Ward, Julie	8/10/2017	Schedule of events, sign-in sheets, parent conference logs	5/18/2018 monthly
G2.B3.S1.A1 A374894	Provide professional development to the staff to educate on the needs of low SES students	Ward, Julie	7/31/2017	Sign-in sheets, agendas	5/18/2018 quarterly
G2.B3.S1.A2 A374895	Parent conference and portfolio events will be held to provide valuable information to parents &...	Rodriguez, Joel	9/1/2017	Artifacts from planned events, goal tracking forms	5/18/2018 quarterly
G1.B1.S2.MA1 M404789	Student achievement data will be reviewed at each monitoring point, tracking for growth	Rodriguez, Joel	9/1/2017	Data, such as iStation, Formative & Summative assessments, Unit Tests, STAR Reading/AR, STAR Math will be collected and monitored for student growth using Performance Matters	5/18/2018 monthly
G1.B1.S2.MA1 M404790	Schedules and agendas will be established for monthly MTSS meetings.	Ward, Julie	8/14/2017	Review of Leadership Team's documentation of meetings	5/18/2018 monthly
G1.B1.S2.MA3 M404791	Lesson plans, reflecting MTSS levels of support, will be reviewed monthly by administration.	Ward, Julie	9/1/2017	Lesson plan and observational data reflecting differentiated instruction	5/18/2018 monthly
G1.B1.S2.MA4 M404792	Information related to specific ways parents can support their student's academic needs at home...	Tidwell, Donna	9/1/2017	Documents with methods and strategies for support will be organized by grade level.	5/18/2018 monthly
G1.MA1 M404793	Review of standards tracking forms by grade level and teacher	Ward, Julie	8/7/2017	Review of standards tracking form will occur quarterly (or more often as data is available), to monitor comprehensive instruction over the course of the year.	5/25/2018 quarterly
G1.MA2 M404794	Review and analysis of formative and summative assessment data and student work samples	Ward, Julie	8/7/2017	Review of student achievement data and student work samples will occur weekly, to monitor student progress towards grade level standards.	5/25/2018 weekly
G1.MA3 M404795	Review of progress monitoring data for each grade level and class	Ward, Julie	8/7/2017	Review of progress monitoring data will occur monthly, to monitor student progress towards grade level standards.	5/25/2018 monthly
G1.B1.S1.MA1 M404786	Administration and Instructional Coaches will provide targeted feedback during classroom...	Ward, Julie	8/7/2017	Sharing of feedback to teachers; review feedback provided to teachers in Academic Leadership Team meetings	5/25/2018 biweekly
G1.B1.S1.MA1 M404787	Agendas and minutes from Unit and Lesson Planning sessions	Ward, Julie	8/7/2017	Academic Coaches and TRST will prepare agendas, as well as record minutes of each planning session.	5/25/2018 weekly
G1.B1.S1.MA2 M404788	Unit and lesson plans using templates	Ward, Julie	8/7/2017	Academic Coaches and TRST will facilitate unit and lesson planning utilizing the appropriate templates.	5/25/2018 weekly
G2.B3.S1.A3 A374896	Identify students with risk factors (academic, emotional, social) for targeted support (tutoring,...	Rodriguez, Joel	9/1/2017		5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1  M404804	Office discipline referral data will be collected and reviewed throughout the year to evaluate the...	Brackman, Lee	8/10/2017	Monthly discipline reports will be reviewed.	6/1/2018 monthly
G1.B1.S1.A3  A374886	Grade level teams will develop themed, integrated unit plans based on appropriate state standards.	Ward, Julie	8/1/2017	Unit plans & weekly plans	6/1/2018 weekly
G2.B2.S1.MA1  M404798	Classroom and school environments will reflect appropriate student behavior, based on the CHAMP...	Brackman, Lee	8/10/2017	Observations of classroom experiences, lunch behavior, class changes, or other assembly events will reflect appropriate behavior, Classroom and school-level discipline reports will be monitored.	6/1/2018 daily
G2.B2.S1.MA1  M404799	Classroom observations (and other areas of the school) reflecting implementation of CHAMPS & PBS	Brackman, Lee	8/10/2017	Classroom observations (anecdotal & formal).	6/1/2018 weekly
G2.B2.S1.A2  A374893	Implement CHAMPS in all classrooms and other areas of the school.	Brackman, Lee	8/10/2017	CHAMPS visuals posted in classrooms and other areas of the school; observations of staff communicating CHAMPS expectations; verbal reminders on the morning announcements.	6/1/2018 daily
G2.B3.S1.MA1  M404801	Professional Development tracking	Brackman, Lee	7/31/2017	Sign-in sheets, agenda	6/1/2018 monthly
G2.B3.S1.MA3  M404803	Leadership Team will monitor identified students with risk factors through monthly meetings with...	Rodriguez, Joel	8/10/2017	Tracking forms through MTSS or other support structures will be collected to monitor for implementation	6/1/2018 monthly
G1.B1.S2.A1  A374887	Monthly Response to Intervention meetings will occur with each grade level (elementary) or content...	Ward, Julie	8/10/2017	RtI schedule of meetings	6/1/2018 monthly
G1.B1.S2.A2  A374888	Tier 1, 2, and 3 differentiated instruction will occur to ensure students are challenged and...	Ward, Julie	8/10/2017	Lesson plans will reflect plans for differentiated group support at the Tier 1 level.	6/1/2018 monthly
G1.B1.S2.A3  A374889	Information, resources, and communication with parents will occur through conferences and parent...	Ward, Julie	9/1/2017	Parent conference logs, sign-in sheets from parent education events	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. Students will meet or exceed grade level expectations in all subjects.

G1.B1 Teacher pedagogy aligned to standards-based instruction

G1.B1.S1 Through weekly collaborative planning, teachers will develop integrated units of study based on grade level standards.

PD Opportunity 1

Unit planning and Backwards Design Training

Facilitator

J. McTigue, G & D Associates

Participants

Classroom teachers

Schedule

Weekly, from 9/1/2017 to 9/29/2017

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 through PBS and CHAMPS

G2.B2.S1 Implement CHAMPS & PBS as structures to support clear communication of expectations in all areas of the campus.

PD Opportunity 1

Provide Professional Development to the staff on CHAMPS & PBS expectations.

Facilitator

Lee Brackman and Kim Nolen

Participants

All staff members

Schedule

Quarterly, from 8/3/2017 to 5/18/2018

G2.B3 Approaches by staff when responding to behaviors lacks consistent understanding of students' needs.

G2.B3.S1 Provide professional development to the staff to improve skills and knowledge related to the needs of all students and families

PD Opportunity 1

Provide professional development to the staff to educate on the needs of low SES students

Facilitator

Principal, Office of Acceleration (ex: Teaching with Poverty in Mind), School staff

Participants

Instructional Staff

Schedule

Quarterly, from 7/31/2017 to 5/18/2018

VI. Technical Assistance Items

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

G1. Students will meet or exceed grade level expectations in all subjects.

G1.B1 Teacher pedagogy aligned to standards-based instruction

G1.B1.S1 Through weekly collaborative planning, teachers will develop integrated units of study based on grade level standards.

TA Opportunity 1

Summer Unit Planning

Facilitator

Kim Nolen, instructional coaches, Mijana Lockard

Participants

teachers

Schedule

On 8/1/2017

TA Opportunity 2

Grade level teams will develop themed, integrated unit plans based on appropriate state standards.

Facilitator

Kim Nolen, Mijana Lockard, G & D Associates

Participants

Teachers

Schedule

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

G1.B1.S2 Instructional staff will implement MTSS strategies and processes with fidelity.

TA Opportunity 1

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

Facilitator

Joel Rodriguez

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 6/1/2018

TA Opportunity 2

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

Facilitator

Joel Rodriguez, Kim Nolen, Kim Mayes, Ariel Ross

Participants

Classroom teachers

Schedule

Monthly, from 8/10/2017 to 6/1/2018

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

G2.B3 Approaches by staff when responding to behaviors lacks consistent understanding of students' needs.

G2.B3.S1 Provide professional development to the staff to improve skills and knowledge related to the needs of all students and families

TA Opportunity 1

Parent conference and portfolio events will be held to provide valuable information to parents & students on resources and strategies to support growth & learning (Parent University, after school programs, counseling resources, conferences with goal tracking tools)

Facilitator

Joel Rodriguez, Kim Mayes, Kim Nolen

Participants

Teachers & Paraprofessionals

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

TA Opportunity 2

Identify students with risk factors (academic, emotional, social) for targeted support (tutoring, check-in, check-out; staff or community mentors)

Facilitator

Joel Rodriguez, Kim Nolen

Participants

Teachers & staff who would be supporting students

Schedule

Weekly, from 9/1/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	Summer Unit Planning				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0261 - Rochelle School Of The Arts	Other Federal		\$3,500.00
			Notes: MSAP grant			
2	G1.B1.S1.A2	Unit planning and Backwards Design Training				\$99,480.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0261 - Rochelle School Of The Arts	Other Federal		\$1,200.00
			<i>Notes: MSAP Budget</i>			
	5100	100-Salaries	0261 - Rochelle School Of The Arts	Title, I Part A		\$98,280.00
			<i>Notes: Salaries for full-time ELA Coach and 1/2 time Math Coach</i>			
3	G1.B1.S1.A3	Grade level teams will develop themed, integrated unit plans based on appropriate state standards.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		0261 - Rochelle School Of The Arts	Other Federal		\$12,000.00
			<i>Notes: MSAP planning days</i>			
	5100	510-Supplies	0261 - Rochelle School Of The Arts	Other Federal		\$8,000.00
			<i>Notes: Makerspace</i>			
	5100	510-Supplies	0261 - Rochelle School Of The Arts	Other Federal		\$30,000.00
			<i>Notes: Classroom libraries, other instructional resources for ELA, Math, Science, Social Studies</i>			
	7800	790-Miscellaneous Expenses	0261 - Rochelle School Of The Arts	Title, I Part A		\$10,000.00
			<i>Notes: Curriculum-related field trips - bus transportation</i>			
4	G1.B1.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.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0261 - Rochelle School Of The Arts	Title, I Part A		\$500.00
			<i>Notes: Copier to print reports for MTSS support</i>			
5	G1.B1.S2.A2	Tier 1, 2, and 3 differentiated instruction will occur to ensure students are challenged and supported in learning.				\$26,945.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	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>			

	5100	510-Supplies	0261 - Rochelle School Of The Arts	Title, I Part A		\$1,000.00
			Notes: Tier 2 Behavioral Supports			
6	G1.B1.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	2017-18
	6150	510-Supplies	0261 - Rochelle School Of The Arts	Title I, Part A		\$3,950.00
			Notes: Parent Involvement support			
7	G2.B2.S1.A1	Provide Professional Development to the staff on CHAMPS & PBS expectations.				\$0.00
8	G2.B2.S1.A2	Implement CHAMPS in all classrooms and other areas of the school.				\$0.00
9	G2.B3.S1.A1	Provide professional development to the staff to educate on the needs of low SES students				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	120-Classroom Teachers	0261 - Rochelle School Of The Arts	Other Federal		\$25,000.00
			Notes: Teacher stipends for attendance at Teaching is my Superpower Summit in July/ Aug. 2017			
10	G2.B3.S1.A2	Parent conference and portfolio events will be held to provide valuable information to parents & students on resources and strategies to support growth & learning (Parent University, after school programs, counseling resources, conferences with goal tracking tools)				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0261 - Rochelle School Of The Arts	Title, I Part A		\$3,000.00
			Notes: Supplies and materials to support parent involvement throughout the year & at special events			
11	G2.B3.S1.A3	Identify students with risk factors (academic, emotional, social) for targeted support (tutoring, check-in, check-out; staff or community mentors)				\$1,122.24
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0261 - Rochelle School Of The Arts	Title, I Part A		\$1,122.24
			Notes: Drumbeats			
Total:						\$223,497.24