Cleveland Court Elementary School

2017-18 Schoolwide Improvement Plan

Cleveland Court Elementary School

328 EDGEWOOD DR E, Lakeland, FL 33803

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	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	48%

School Grades History

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

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:

- <u>Implementing</u> - 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 Cleveland Court Elementary School

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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Our morning news show CNN (Cougar News Network) features various cultures throughout the school year with specific emphasis placed on these differing cultural histories represented within our school community. Contributions of individuals represented by these cultures are highlighted teaching tolerance, understanding, and respect. The geography, climate, and features of each culture are highlighted as well.
Our school community has an on-going global outreach project with a remote village in Haiti. The village was severely impacted by the recent earthquakes. Our students have helped provide food, shelter, clothing, library books, and have even created an on the spot video report of the harsh conditions children in this remote village face simply to attend school each day.
Cleveland Court holds orientation,open house, and family nights at the beginning of every school year to allow parents and teachers to meet.
Teachers participate with students in the monthly PBS reward program, teach team building lessons, and spend time talking to students.

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

Students are monitored by adults at all times while on campus, including before and after school. Students are assigned an area on campus to gather before the bell rings in the morning where school personnel have specific assignments to observe student interactions as well as behavior. In the afternoon, adults are positioned around campus so that students are under supervision at all times. An added security measure is in place for kindergarten students, who are escorted from their classrooms in the afternoons to their dismissal area.
Anti-Bullying lessons are taught in every classroom at the beginning of every school year. There is a bully box located in the media center and an online form is available on our website for students and/or parents to submit concerns.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

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

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

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

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

The Early Warning System (EWS) will provide a list of students who:
1. Attendance is below 90 percent, regardless of whether the absence is excused or unexcused
2. One or more suspensions, in or out of school
3. Failing score in English Language Arts or Mathematics
4. Students receiving a Level 1 on FSA

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	9	7	7	8	9	0	0	0	0	0	0	0	40
One or more suspensions	0	2	2	2	8	7	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	4	23	0	0	0	0	0	0	0	27

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	1	1	6	9	0	0	0	0	0	0	0	17

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

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

B. Family and Community Engagement

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

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

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

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/431609.

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

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

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

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

C. Effective Leadership

1. School Leadership Team

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

Name	Title
RUTENBAR, CHERYL	Principal
Jacques-Ousley, Emily	Teacher, K-12
Gainer, Linda	School Counselor
Long, Megan	Teacher, K-12
Kranek, Lee	Assistant Principal
Pion, Debra	Teacher, K-12
Nolin, Lisa	Teacher, K-12
Hoskinson, Kathryn	Teacher, K-12
Monserrat, Jenna	Teacher, K-12
Alia, Sebrina	Teacher, K-12
Ward, Christina	Teacher, K-12
Knapp, Chelsea	Teacher, K-12

b. Duties

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

The administration sets clear expectations for instruction (Rigor, Relevance, and Relationships). The school leadership team provides the staff with information that is used to understand barriers, determine the effectiveness of instructional strategies, and to determine the next steps needed to move the school forward. The Literacy Coach will provide assistance in planning for ELA, implementation of effective strategies, and providing professional development based on school needs assessment and district mandates. The guidance counselor will provide social/emotional data for Tier 1, 2, and 3 targets and provide strategies that need to be implemented at the school. When decisions impact the entire school community, the Leadership Team will be included in the process of decision making. The team will review school data and make recommendations regarding professional development needs.

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

The school leadership team will analyze the following data by grade level, teacher, and student to make decisions on what resources need to be used.
Baseline Data: STAR Reading/Early Literacy/Math, FSA
Progress Monitoring: STAR Reading/Early Literacy/Math, Performance Matters Assessments, Math Modules Assessments, Reading Wonders Unit Assessments, Tier II and Tier III progress Monitoring Tools (Math Probes, Extended Passages, Wonders Assessments,Behavior Charts, etc.)
Midyear: STAR Reading/Early Literacy/Math, Performance Matters Assessments

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

Title I, Part A, funds school-wide services to Cleveland Court. Title I funds provide supplemental
instructional resources for students with academic achievement needs. This program supports after-
school instructional programs, supplemental instructional materials, technology for students,
academic coach for professional development for the staff, and resources for parents. The district
coordinates with Title II and Title III to ensure that staff development needs are addressed
accordingly.

Migrant students enrolled at Cleveland Court will be assisted by the school and by the District Migrant
Education Program (MEP). Students will be prioritized by the MEP for supplemental services based
on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of
migrant students, monitor the progress of these high need students and provide or coordinate
supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students
and their families for the MEP. They provide support to both students and parents in locating services
necessary to ensure the academic success of these students whose education has been interrupted
by numerous moves.

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

Professional development resources are available to all schools through Title II funds. In addition,
School Technology Services provide technical support, technology training, and licenses for software
programs and web-based access via Title II-D funds. Funds available to Cleveland Court are used to
purchase additional professional development in the areas of math, language arts, science, and
technology.

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

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

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Cheryl Rutenbar	Principal
Jennifer Stahl	Parent
Richele McMichael	Parent
Tasha Smith	Teacher
Dexter Johnson	Education Support Employee
Lesly Wold	Parent
Lynette Freneire	Parent
Ashley Kilbourn	Parent
Jessica Hutchens	Parent
Daphne Tarango	Parent
Robb Williams	Parent
Amanda Bass	Parent
Samantha Williams	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

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

b. Development of this school improvement plan

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

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

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

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

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
RUTENBAR, CHERYL	Principal
Kranek, Lee	Assistant Principal
Greenhow, Debra	Instructional Media
Ward, Christina	Teacher, K-12
Gainer, Linda	School Counselor
Jacques-Ousley, Emily	Teacher, K-12
Pion, Debra	Teacher, K-12
Long, Megan	Teacher, K-12
Pierce, Sabrina	Teacher, K-12
Monserrat, Jenna	Teacher, K-12
Hoskinson, Kathryn	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching
The school's 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.

Teachers meet weekly to plan collaboratively by grade level with the literacy coach, principal or assistant principal. The Florida Standards are unpacked and lessons are developed to meet the needs of the students. Teachers use the district curriculum maps, the state standards, and test specifications to assist in planning.

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

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

Literacy coach will attend district training to keep staff up-to-date on new educational initiatives and best practices.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 480

The after school program offered at CCE allows Kindergarten-third grade students the opportunity to have additional time to meet grade level standards in ELA and the fourth and fifth grade students additional time in ELA and/or math. The teachers focus on the deficits in comprehension, vocabulary, and phonics (word attack skills) and/or math concepts. The teachers use graphic organizers, explicit instruction of the standards, and word sorts when working with the students. The program lasts for one hour after school twice a week. The students are selected based on both formal and informal observations and progress monitoring data.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Kranek, Lee, lee.kranek@polk-fl.net

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

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

The ability to continue offering this program for the 2017-2018 school year will depend upon the availability of Title I funding.

Strategy: After School Program

Minutes added to school year: 2,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
RUTENBAR, CHERYL, cheryl.rutenbar@polk-fl.net

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

Pre- and Post-Tests provided by the ESOL Department

Strategy: Before School Program

Minutes added to school year: 1,500

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
RUTENBAR, CHERYL, cheryl.rutenbar@polk-fl.net

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

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

Strategy: Summer Program

Minutes added to school year: 5,760

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

Strategy Rationale

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

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

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

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

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

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Though we are an elementary school, students are exposed to different careers during the Great American Teach In.
We also have a career PBS day, which allows students to dress for a career they hope to have one day.

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

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.

Strengths-LG in ELA and Math; Lowest 25% ELA
Areas of Need-Proficiency areas in ELA, Math, and Science; Lowest 25% in Math

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"Â? 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.

Inconsistent implementation of differentiated, standards based instruction, and appropriate tasks in the classroom.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2. If teachers implement differentiated, standards-based instruction daily, then the percentage of non-proficient students will decrease by 10% in all reported areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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Cleveland Court Elementary School

G1. Establish a positive learning environment that is conducive to more time on task resulting in student learning gains. 1a

🔑 G098097

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	71.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent behavior management plans in classroom

- Inconsistent use of effective strategies to engage at-risk male students.

- Lack of supplemental resources to engage students in mastering the standards.

- Classrooms lacking in up-to-date technology, which will improve the listening and learning environment for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS PBS Student Agendas Weekly Communication Folders Quarterly Student Behavior Card Understanding Diversity and Under Achievement. Building Strategies to teach Diverse and Underachieving Learners Light Speed--Classroom Communication System Classroom Libraries High Interest Fiction and Non-Fiction Library Books

Plan to Monitor Progress Toward G1. 8

PBS Participation Each Month
Genesis Discipline
Teachers' behavior intervention action plans
Book Study--Understanding Poverty
Effective use of Light Speed communication systems
Use of high-interest fiction and nonfiction texts in classrooms and media center

Person Responsible
Lee Kranek

Schedule
Monthly, from 8/31/2017 to 5/24/2018

Evidence of Completion
PBS Participation Each Month Genesis Discipline Journey EPC 4a. AR data

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Cleveland Court Elementary School

G2. If teachers implement differentiated, standards-based instruction daily, then the percentage of non-proficient students will decrease by 10% in all reported areas. `1a`

🔍 G098098

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	71.0
Math Gains	80.0

Targeted Barriers to Achieving the Goal `3`

- Inconsistent use of data to make instructional adjustments, for regular and ESE/ELL students.

- Inconsistent use of rigorous formative and summative assessments, tasks, and assignments in ELA, Math, and Science.

- Lack of expertise in implementing BBY Math.

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

- On-going Assessments Performance Matters iStation STAR Reading Early STAR Literacy STAR Math BEAR Inventory Reading Wonders Assessments FSA Other District Assessments Literacy Coach Reflex Math Woot Math BBY Calendar Math

Plan to Monitor Progress Toward G2. `8`

Student scores from weekly and module assessments will be monitored to check for effectiveness of instruction, by grade level and by teacher.

Person Responsible
CHERYL RUTENBAR

Schedule
Monthly, from 9/8/2017 to 5/24/2018

Evidence of Completion
Increased number of students who are proficient on ELA, math, and science assessments.

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 =**   **S** = Strategy
                    Barrier

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Establish a positive learning environment that is conducive to more time on task resulting in student learning gains. `1`

🔑 G098097

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

🔑 B263862

G1.B1.S1 Implement CHAMPS/PBS/Behavior Cards/Agenda Use/Tuesday Folders School Wide `4`

🔑 S279464

Strategy Rationale

Consistent expectations school wide

Action Step 1 `5`

Review PBS, Behavior Cards, Agenda Use, Tuesday Folders, and CHAMPS Approach with all staff.

Person Responsible

Lee Kranek

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

CHAMPS Boards in Classrooms CHAMPS Conversations Lesson Plans PBS Cards Behavior Cards Agendas Tuesday Folders

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

Administration will observe in classrooms and on campus

Person Responsible

Lee Kranek

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

CHAMPS Boards Journey Observations PBS Data ODR

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

Compare 2016-2017 discipline data to the 2017-2018 discipline data to look for trends.

Person Responsible

Lee Kranek

Schedule

Monthly, from 8/31/2017 to 5/24/2018

Evidence of Completion

Discipline Data, PBS Monthly Participation

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G1.B2 Inconsistent use of effective strategies to engage at-risk male students. 2

🔑 B263863

G1.B2.S1 Monthly data chats 4

🔑 S279465

Strategy Rationale

To ensure teachers are effectively using data to provide behavioral interventions for at-risk males.

Action Step 1 5

Teachers will bring data to monthly data chats (one faculty meeting per month), and write an action plan for students not meeting monthly behavior expectations.

Person Responsible

Lee Kranek

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher action plans

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

Administrators will use the Behavior Action Plan to support behavior interventions in the classroom.

Person Responsible

Lee Kranek

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Behavior action plans, student agendas, student behavior cards, PBS cards

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

Monthly PBS data will be collected and analyzed to determine if there is a decrease in the number of at-risk male students not meeting behavior expectations.

Person Responsible

Lee Kranek

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Monthly PBS data, ODR

G1.B2.S2 Communication in a timely manner with parents when intervention is needed `4`

🔧 S279466

Strategy Rationale

To involve parents early in order to effectively redirect the behavior

Action Step 1 `5`

Once teachers identify students not meeting behavioral expectations, immediate parent contact will be made.

Person Responsible

Lee Kranek

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher parent communication log

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Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Teachers will bring parent communication log to monthly data chats

Person Responsible

Lee Kranek

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher notes written on parent communication log

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Monitor monthly PBS data and ODRs

Person Responsible

Lee Kranek

Schedule

Monthly, from 8/31/2017 to 5/24/2018

Evidence of Completion

Monthly PBS data and ODRs

G1.B2.S3 Review Ruby Payne's Understanding Poverty 4

S279467

Strategy Rationale

To better understand the how to reach student of poverty

Action Step 1 5

Review Ruby Payne's book Understanding Poverty

Person Responsible

Megan Long

Schedule

Monthly, from 9/6/2017 to 11/29/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

The fidelity of implementation will be monitored as administration complete walk-throughs in classrooms.

Person Responsible

CHERYL RUTENBAR

Schedule

On 5/18/2018

Evidence of Completion

Journey Observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

During monthly data chats, data will be analyzed for effectiveness.

Person Responsible

Lee Kranek

Schedule

Monthly, from 9/29/2017 to 5/31/2018

Evidence of Completion

Data Action Plans ODRs Journey EPC 4a.

G1.B3 Lack of supplemental resources to engage students in mastering the standards. `2`
🔑 B263864

G1.B3.S1 Purchase high-interest fiction and nonfiction books to be housed in the media center and in classroom libraries. `4`
🔑 S279468

Strategy Rationale

To increase rigor of text that students are reading

Action Step 1 `5`

High interest fiction and nonfiction books will be purchased for use in classroom libraries, as well as the school media center.

Person Responsible

Emily Jacques-Ousley

Schedule

On 8/31/2017

Evidence of Completion

All classrooms and the media center will be provided with a selection of fiction and nonfiction books.

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

Monitor the increase of AR tests taken for the purchased books

Person Responsible

Emily Jacques-Ousley

Schedule

Monthly, from 9/29/2017 to 5/18/2018

Evidence of Completion

AR data will be monitored monthly

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

AR data will be collected to monitor the effectiveness of including high interest books in the library and in classrooms.

Person Responsible

Emily Jacques-Ousley

Schedule

Monthly, from 9/29/2017 to 5/18/2018

Evidence of Completion

AR comprehension levels will be monitored monthly.

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G1.B4 Classrooms lacking in up-to-date technology, which will improve the listening and learning environment for all students. [2]

🔑 B263865

G1.B4.S1 Purchase Light Speed for all 1st and 2nd grade classrooms and ESE classroom [4]

🔑 S279469

Strategy Rationale

To improve the listening and learning environment in our 1st and 2nd grade classrooms

Action Step 1 [5]

Light Speed communication systems will be purchased and installed in all 1st and 2nd grade classrooms.

Person Responsible

CHERYL RUTENBAR

Schedule

On 8/31/2017

Evidence of Completion

Installation of Light Speed communications in all 1st and 2nd grade classrooms

Plan to Monitor Fidelity of Implementation of G1.B4.S1 [6]

Effective use of Light Speed communication systems will be monitored through classroom walk-throughs.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 8/31/2017 to 5/18/2018

Evidence of Completion

Journey Observations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Effective use of Light Speed communication systems will be monitored during classroom walk-throughs.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 8/31/2017 to 5/18/2018

Evidence of Completion

Journey observations

G1.B4.S2 Purchase document cameras for classrooms `4`

🔧 S279470

Strategy Rationale

To improve classroom engagement

Action Step 1 `5`

Document cameras will be purchased for classrooms

Person Responsible

CHERYL RUTENBAR

Schedule

On 8/31/2017

Evidence of Completion

Document cameras will be installed in classrooms

G2. If teachers implement differentiated, standards-based instruction daily, then the percentage of non-proficient students will decrease by 10% in all reported areas. [1]

🔑 G098098

G2.B1 Inconsistent use of data to make instructional adjustments, for regular and ESE/ELL students. [2]

🔑 B263866

G2.B1.S1 Monthly data chats [4]

🔑 S279471

Strategy Rationale

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

Action Step 1 [5]

Teachers will meet monthly with administration and literacy coach to discuss ongoing classroom data.

Person Responsible

Lee Kranek

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Reading Item Analysis, Performance Matters Reports, Star and AR Reports, Module Assessments, IStation Reports, Reflex and Woot Math Reports, and Teacher Data Reports with Action Plans for Instruction

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

Teachers will bring data to monthly data chats (one faculty meeting per month).

Person Responsible

Lee Kranek

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teachers' data reports with action plans for instruction; classroom observations and Journey, sign in sheets

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

Teachers will meet monthly with administration and coach with data prepared and complete action plan.

Person Responsible

Lee Kranek

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom observations, improvement in student assessment data, focused, specific small group instruction

G2.B2 Inconsistent use of rigorous formative and summative assessments, tasks, and assignments in ELA, Math, and Science. `2`

🔍 B263867

G2.B2.S1 Purchase bby Publications Calendar Math `4`

🔍 S279472

Strategy Rationale

To deepen students' understanding of mathematical concepts

Action Step 1 `5`

Math teachers will dedicate 10 minutes of the math block daily to implement bby Publications Calendar Math.

Person Responsible

Lee Kranek

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom observations, math assessments (Performance Matters, Star Math, Istation, Reflex and Woot Math reports)

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

Administrators will monitor implementation through classroom observations.

Person Responsible

Lee Kranek

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Pattern hypothesis charts; classroom observations, calendar pattern progression

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

Data from math assessments will be analyzed for trends.

Person Responsible

Lee Kranek

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Scores on the anticipation guides (pretests/posttests), STAR Math, iStation, Module Assessments

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G2.B2.S2 Collaborative planning with regular education and ESE teachers 4

🔑 S279473

Strategy Rationale

To collaboratively plan for rigorous formative and summative assessments, tasks, and assignments in ELA, Math, and Science

Action Step 1 5

Regular and ESE teachers will collaboratively plan for assignments and assessments each week to ensure that tasks are at the level of complexity for each standard.

Person Responsible

Emily Jacques-Ousley

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, Classroom Obsrervations, Class Assignments and Assessments

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

Teachers will bring in student work samples to faculty meetings from previously taught standards to ensure the appropriate level of complexity.

Person Responsible

Emily Jacques-Ousley

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student Work Samples

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

Student data on progress monitoring assessments will indicate that standards have been planned for and taught, using rigorous formative/summative assessments, tasks, and assignments.

Person Responsible

Emily Jacques-Ousley

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student assessment data

G2.B2.S3 Provide after school tutoring for K-5th grade students `4`

🔧 S279474

Strategy Rationale

To increase student proficiency

Action Step 1 `5`

Students will be provided the opportunity to participate in after school tutoring.

Person Responsible

Emily Jacques-Ousley

Schedule

Weekly, from 10/3/2017 to 3/22/2018

Evidence of Completion

Student sign in sheets

G2.B2.S4 Purchase math trade books for teachers to use with math modules 4

🔑 S279475

Strategy Rationale

To increase student understanding of math concepts

Action Step 1 5

Purchase math trade books for teachers to implement with math modules

Person Responsible

Lee Kranek

Schedule

Evidence of Completion

Math books are ordered and arrived at school in a timely manner

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

During math planning, books will be suggested for use during math instruction

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 9/11/2017 to 5/14/2018

Evidence of Completion

Lesson Plans

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

Teachers will upload their lessons on a weekly basis into Sharepoint.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Lesson Plans

G2.B3 Lack of expertise in implementing BBY Math. `2`

🔑 B263868

G2.B3.S1 Provide teachers with a PD for BBY Math, using a consultant to model in classrooms and answer additional questions and concerns. `4`

🔑 S279476

Strategy Rationale

To increase proficiency in math

Action Step 1 `5`

Contract Libby Pollett to provide PD for classroom teachers

Person Responsible

Lee Kranek

Schedule

On 11/15/2017

Evidence of Completion

Sign In Sheets

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Cleveland Court Elementary School

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

During planning, teachers will suggest books to implement during instruction

Person Responsible

Lee Kranek

Schedule

On 5/18/2018

Evidence of Completion

Teachers will upload on a weekly basis their lesson plans into Sharepoint

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

Teachers will upload their lesson plans on a weekly basis into Sharepoint

Person Responsible

Lee Kranek

Schedule

On 5/18/2018

Evidence of Completion

Lesson plans

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					
G2.B2.S4.A1 A376654	Purchase math trade books for teachers to implement with math modules	Kranek, Lee	8/31/2017	Math books are ordered and arrived at school in a timely manner	No End Date one-time
G1.B3.S1.A1 A376647	High interest fiction and nonfiction books will be purchased for use in classroom libraries, as...	Jacques-Ousley, Emily	8/31/2017	All classrooms and the media center will be provided with a selection of fiction and nonfiction books.	8/31/2017 one-time
G1.B4.S1.A1 A376648	Light Speed communication systems will be purchased and installed in all 1st and 2nd grade...	RUTENBAR, CHERYL	8/31/2017	Installation of Light Speed communications in all 1st and 2nd grade classrooms	8/31/2017 one-time
G1.B4.S2.A1 A376649	Document cameras will be purchased for classrooms	RUTENBAR, CHERYL	8/31/2017	Document cameras will be installed in classrooms	8/31/2017 one-time
G2.B3.S1.A1 A376655	Contract Libby Pollett to provide PD for classroom teachers	Kranek, Lee	11/15/2017	Sign In Sheets	11/15/2017 one-time
G1.B2.S3.A1 A376646	Review Ruby Payne's book Understanding Poverty	Long, Megan	9/6/2017	Sign in sheets	11/29/2017 monthly
G2.B2.S3.A1 A376653	Students will be provided the opportunity to participate in after school tutoring.	Jacques-Ousley, Emily	10/3/2017	Student sign in sheets	3/22/2018 weekly
G2.B2.S4.MA1 M407413	During math planning, books will be suggested for use during math instruction	RUTENBAR, CHERYL	9/11/2017	Lesson Plans	5/14/2018 weekly
G1.B3.S1.MA1 M407401	AR data will be collected to monitor the effectiveness of including high interest books in the...	Jacques-Ousley, Emily	9/29/2017	AR comprehension levels will be monitored monthly.	5/18/2018 monthly
G1.B3.S1.MA1 M407402	Monitor the increase of AR tests taken for the purchased books	Jacques-Ousley, Emily	9/29/2017	AR data will be monitored monthly	5/18/2018 monthly
G1.B4.S1.MA1 M407403	Effective use of Light Speed communication systems will be monitored during classroom walk-throughs.	RUTENBAR, CHERYL	8/31/2017	Journey observations	5/18/2018 weekly
G1.B4.S1.MA1 M407404	Effective use of Light Speed communication systems will be monitored through classroom...	RUTENBAR, CHERYL	8/31/2017	Journey Observations	5/18/2018 weekly
G2.B3.S1.MA1 M407414	Teachers will upload their lesson plans on a weekly basis into Sharepoint	Kranek, Lee	8/31/2017	Lesson plans	5/18/2018 one-time
G2.B3.S1.MA1 M407415	During planning, teachers will suggest books to implement during instruction	Kranek, Lee	8/31/2017	Teachers will upload on a weekly basis their lesson plans into Sharepoint	5/18/2018 one-time
G1.B2.S3.MA1 M407400	The fidelity of implementation will be monitored as administration complete walk-throughs in...	RUTENBAR, CHERYL	8/31/2017	Journey Observations	5/18/2018 one-time
G2.B2.S4.MA1 M407412	Teachers will upload their lessons on a weekly basis into Sharepoint.	RUTENBAR, CHERYL	8/28/2017	Lesson Plans	5/18/2018 weekly
G1.MA1 M407405	PBS Participation Each Month Genesis Discipline Teachers' behavior intervention action plans...	Kranek, Lee	8/31/2017	PBS Participation Each Month Genesis Discipline Journey EPC 4a. AR data	5/24/2018 monthly
G2.MA1 M407416	Student scores from weekly and module assessments will be monitored to check for effectiveness of...	RUTENBAR, CHERYL	9/8/2017	Increased number of students who are proficient on ELA, math, and science assessments.	5/24/2018 monthly
G1.B1.S1.MA1 M407393	Compare 2016-2017 discipline data to the 2017-2018 discipline data to look for trends.	Kranek, Lee	8/31/2017	Discipline Data, PBS Monthly Participation	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M407394	Administration will observe in classrooms and on campus	Kranek, Lee	8/10/2017	CHAMPS Boards Journey Observations PBS Data ODR	5/24/2018 daily
G1.B2.S1.MA1 M407395	Monthly PBS data will be collected and analyzed to determine if there is a decrease in the number...	Kranek, Lee	8/10/2017	Monthly PBS data, ODR	5/24/2018 monthly
G1.B2.S1.MA1 M407396	Administrators will use the Behavior Action Plan to support behavior interventions in the classroom.	Kranek, Lee	8/10/2017	Behavior action plans, student agendas, student behavior cards, PBS cards	5/24/2018 monthly
G1.B2.S1.A1 A376644	Teachers will bring data to monthly data chats (one faculty meeting per month), and write an action...	Kranek, Lee	8/10/2017	Teacher action plans	5/24/2018 monthly
G2.B1.S1.MA1 M407406	Teachers will meet monthly with administration and coach with data prepared and complete action...	Kranek, Lee	8/10/2017	Classroom observations, improvement in student assessment data, focused, specific small group instruction	5/24/2018 monthly
G2.B1.S1.MA1 M407407	Teachers will bring data to monthly data chats (one faculty meeting per month).	Kranek, Lee	8/10/2017	Teachers' data reports with action plans for instruction; classroom observations and Journey, sign in sheets	5/24/2018 monthly
G2.B1.S1.A1 A376650	Teachers will meet monthly with administration and literacy coach to discuss ongoing classroom data.	Kranek, Lee	8/10/2017	Reading Item Analysis, Performance Matters Reports, Star and AR Reports, Module Assessments, IStation Reports, Reflex and Woot Math Reports, and Teacher Data Reports with Action Plans for Instruction	5/24/2018 monthly
G2.B2.S1.MA1 M407408	Data from math assessments will be analyzed for trends.	Kranek, Lee	8/10/2017	Scores on the anticipation guides (pretests/posttests), STAR Math, iStation, Module Assessments	5/24/2018 daily
G2.B2.S1.MA1 M407409	Administrators will monitor implementation through classroom observations.	Kranek, Lee	8/10/2017	Pattern hypothesis charts; classroom observations, calendar pattern progression	5/24/2018 daily
G2.B2.S1.A1 A376651	Math teachers will dedicate 10 minutes of the math block daily to implement bby Publications...	Kranek, Lee	8/10/2017	Classroom observations, math assessments (Performance Matters, Star Math, Istation, Reflex and Woot Math reports)	5/24/2018 daily
G1.B2.S2.MA1 M407397	Monitor monthly PBS data and ODRs	Kranek, Lee	8/31/2017	Monthly PBS data and ODRs	5/24/2018 monthly
G1.B2.S2.MA1 M407398	Teachers will bring parent communication log to monthly data chats	Kranek, Lee	8/10/2017	Teacher notes written on parent communication log	5/24/2018 monthly
G1.B2.S2.A1 A376645	Once teachers identify students not meeting behavioral expectations, immediate parent contact will...	Kranek, Lee	8/10/2017	Teacher parent communication log	5/24/2018 daily
G2.B2.S2.MA1 M407410	Student data on progress monitoring assessments will indicate that standards have been planned for...	Jacques-Ousley, Emily	8/10/2017	Student assessment data	5/24/2018 weekly
G2.B2.S2.MA1 M407411	Teachers will bring in student work samples to faculty meetings from previously taught standards to...	Jacques-Ousley, Emily	8/10/2017	Student Work Samples	5/24/2018 monthly
G2.B2.S2.A1 A376652	Regular and ESE teachers will collaboratively plan for assignments and assessments each week to...	Jacques-Ousley, Emily	8/10/2017	Lesson Plans, Classroom Obsrervations, Class Assignments and Assessments	5/24/2018 weekly
G1.B1.S1.A1 A376643	Review PBS, Behavior Cards, Agenda Use, Tuesday Folders, and CHAMPS Approach with all staff.	Kranek, Lee	8/3/2017	CHAMPS Boards in Classrooms CHAMPS Conversations Lesson Plans PBS Cards Behavior Cards Agendas Tuesday Folders	5/25/2018 quarterly
G1.B2.S3.MA1 M407399	During monthly data chats, data will be analyzed for effectiveness.	Kranek, Lee	9/29/2017	Data Action Plans ODRs Journey EPC 4a.	5/31/2018 monthly

V. Professional Development Opportunities

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

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

G1.B1 Inconsistent behavior management plans in classroom

G1.B1.S1 Implement CHAMPS/PBS/Behavior Cards/Agenda Use/Tuesday Folders School Wide

PD Opportunity 1

Review PBS, Behavior Cards, Agenda Use, Tuesday Folders, and CHAMPS Approach with all staff.

Facilitator

Lee Kranek, Melissa Alexander, Linda Gainer

Participants

Staff

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

G1.B2 Inconsistent use of effective strategies to engage at-risk male students.

G1.B2.S3 Review Ruby Payne's Understanding Poverty

PD Opportunity 1

Review Ruby Payne's book Understanding Poverty

Facilitator

Megan Long

Participants

Classroom Teachers and Para Professionals

Schedule

Monthly, from 9/6/2017 to 11/29/2017

G2. If teachers implement differentiated, standards-based instruction daily, then the percentage of non-proficient students will decrease by 10% in all reported areas.

G2.B2 Inconsistent use of rigorous formative and summative assessments, tasks, and assignments in ELA, Math, and Science.

G2.B2.S1 Purchase bby Publications Calendar Math

PD Opportunity 1

Math teachers will dedicate 10 minutes of the math block daily to implement bby Publications Calendar Math.

Facilitator

Debra Pion

Participants

All math teachers

Schedule

Daily, from 8/10/2017 to 5/24/2018

G2.B3 Lack of expertise in implementing BBY Math.

G2.B3.S1 Provide teachers with a PD for BBY Math, using a consultant to model in classrooms and answer additional questions and concerns.

PD Opportunity 1

Contract Libby Pollett to provide PD for classroom teachers

Facilitator

Libby Pollett

Participants

Classroom Teachers

Schedule

On 11/15/2017

VI. Technical Assistance Items

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

G2. If teachers implement differentiated, standards-based instruction daily, then the percentage of non-proficient students will decrease by 10% in all reported areas.

G2.B1 Inconsistent use of data to make instructional adjustments, for regular and ESE/ELL students.

G2.B1.S1 Monthly data chats

TA Opportunity 1

Teachers will meet monthly with administration and literacy coach to discuss ongoing classroom data.

Facilitator

Lee Kranek, Cheryl Rutenbar, Emily Jacques-Ousley

Participants

Classroom teachers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

G2.B2 Inconsistent use of rigorous formative and summative assessments, tasks, and assignments in ELA, Math, and Science.

G2.B2.S2 Collaborative planning with regular education and ESE teachers

TA Opportunity 1

Regular and ESE teachers will collaboratively plan for assignments and assessments each week to ensure that tasks are at the level of complexity for each standard.

Facilitator

Emily Jacques-Ousley, Administration

Participants

Teachers

Schedule

Weekly, from 8/10/2017 to 5/24/2018

VII. Budget

1	G1.B1.S1.A1	**Review PBS, Behavior Cards, Agenda Use, Tuesday Folders, and CHAMPS Approach with all staff.**	$2,003.00

Polk - 0081 - Cleveland Court Elem. School - 2017-18 SIP

Cleveland Court Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Cleveland Court Elem. School	Title, I Part A		$2,003.00
2	G1.B2.S1.A1	Teachers will bring data to monthly data chats (one faculty meeting per month), and write an action plan for students not meeting monthly behavior expectations.				$0.00
3	G1.B2.S2.A1	Once teachers identify students not meeting behavioral expectations, immediate parent contact will be made.				$0.00
4	G1.B2.S3.A1	Review Ruby Payne's book Understanding Poverty				$0.00
5	G1.B3.S1.A1	High interest fiction and nonfiction books will be purchased for use in classroom libraries, as well as the school media center.				$8,425.56
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Cleveland Court Elem. School	Title, I Part A		$8,425.56
6	G1.B4.S1.A1	Light Speed communication systems will be purchased and installed in all 1st and 2nd grade classrooms.				$14,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Cleveland Court Elem. School	Title, I Part A		$14,000.00
7	G1.B4.S2.A1	Document cameras will be purchased for classrooms				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Cleveland Court Elem. School	Title, I Part A		$600.00
8	G2.B1.S1.A1	Teachers will meet monthly with administration and literacy coach to discuss ongoing classroom data.				$63,460.71
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0081 - Cleveland Court Elem. School	Title I, Part A		$63,460.71
9	G2.B2.S1.A1	Math teachers will dedicate 10 minutes of the math block daily to implement bby Publications Calendar Math.				$0.00
10	G2.B2.S2.A1	Regular and ESE teachers will collaboratively plan for assignments and assessments each week to ensure that tasks are at the level of complexity for each standard.				$2,284.80
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Cleveland Court Elem. School	Title, I Part A		$2,284.80

11	G2.B2.S3.A1	Students will be provided the opportunity to participate in after school tutoring.				$9,347.93
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Cleveland Court Elem. School	Title, I Part A		$9,347.93
12	G2.B2.S4.A1	Purchase math trade books for teachers to implement with math modules				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Cleveland Court Elem. School	Title, I Part A		$3,000.00
13	G2.B3.S1.A1	Contract Libby Pollett to provide PD for classroom teachers				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Cleveland Court Elem. School	Title, I Part A		$2,000.00
					Total:	$105,122.00