Medulla Elementary School

2018-19 Schoolwide Improvement Plan

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Medulla Elementary School

850 SCHOOLHOUSE RD, Lakeland, FL 33813

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Richardson, Myra	Principal
Aranda, Ginnie	School Counselor
MacLeod, Gale	Assistant Principal
Hill, Cathy	Teacher, ESE
Martin, Victoria	Instructional Coach
Schaberg, Lydia	Instructional Coach
Keiser, Christy	Teacher, K-12
LaFay, Julie	Teacher, K-12
Strange, Stacey	Teacher, K-12
Brown, Sandra	Teacher, K-12
	Teacher, K-12

Duties

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

This leadership team is made up of administrators, counselors, and teacher leaders who are constantly seeking ways to improve student instruction and achievement. This collaborative team investigates best-practices to ensure we are sharing research-based strategies with our faculty staff and students.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 6/28/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	7	6	7	9	7	0	0	0	0	0	0	0	49
One or more suspensions	21	12	14	4	11	6	0	0	0	0	0	0	0	68
Course failure in ELA or Math	23	7	11	4	4	4	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	1	29	15	0	0	0	0	0	0	0	45

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

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	7	6	7	9	7	0	0	0	0	0	0	0	49
One or more suspensions	21	12	14	4	11	6	0	0	0	0	0	0	0	68
Course failure in ELA or Math	23	7	11	4	4	4	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	1	29	15	0	0	0	0	0	0	0	45

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Lowest quartile gains (All areas)

Which data component showed the greatest decline from prior year?

Reading (ELA)

Which data component had the biggest gap when compared to the state average?

5th Grade Reading (ELA)

Which data component showed the most improvement? Is this a trend?

Science. Yes, this is a trend.

Describe the actions or changes that led to the improvement in this area.

I departmentalized 5th grade and one teacher responsible for science. Additionally, we had a great district science coach.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	49%	50%	56%	54%	48%	52%
ELA Learning Gains	44%	51%	55%	58%	49%	52%
ELA Lowest 25th Percentile	44%	45%	48%	39%	42%	46%
Math Achievement	54%	58%	62%	51%	54%	58%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	50%	56%	59%	54%	52%	58%
Math Lowest 25th Percentile	38%	44%	47%	37%	41%	46%
Science Achievement	53%	53%	55%	36%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (13)	0 (7)	0 (6)	0 (7)	0 (9)	0 (7)	0 (49)
One or more suspensions	0 (21)	0 (12)	0 (14)	0 (4)	0 (11)	0 (6)	0 (68)
Course failure in ELA or Math	0 (23)	0 (7)	0 (11)	0 (4)	0 (4)	0 (4)	0 (53)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	0 (29)	0 (15)	0 (45)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	51%	-4%	57%	-10%
	2017	62%	53%	9%	58%	4%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	54%	48%	6%	56%	-2%
	2017	49%	51%	-2%	56%	-7%
Same Grade Comparison		5%				
Cohort Comparison		-8%				
05	2018	39%	50%	-11%	55%	-16%
	2017	42%	44%	-2%	53%	-11%
Same Grade Comparison		-3%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	56%	-2%	62%	-8%
	2017	74%	58%	16%	62%	12%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2018	59%	57%	2%	62%	-3%
	2017	57%	60%	-3%	64%	-7%
Same Grade Comparison		2%				
Cohort Comparison		-15%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	48%	56%	-8%	61%	-13%	
	2017	54%	47%	7%	57%	-3%	
Same Grade Comparison		-6%					
Cohort Comparison		-9%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	52%	51%	1%	55%	-3%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	37	35	28	42	45	34				
ELL	43	59	69	55	45		25				
BLK	33	38	33	41	49	38	35				
HSP	49	53	70	58	54	29	48				
MUL	61	44		57	44		60				
WHT	52	38	20	56	48	50	65				
FRL	44	42	40	52	47	37	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	25	33	28	50	62	17				
ELL	30	41	35	48	59	56	10				
BLK	34	38	25	56	66		38				
HSP	50	45	36	61	66	57	33				
MUL	60	55		77							
WHT	67	53	30	67	68	50	56				
FRL	45	44	30	58	70	63	36				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

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Activity #1	
Title	Gains for students performing in the lowest quartile on FSA
Rationale	In the area of student achievement in the lowest quartile, our percentages were very low in all areas and all grade levels (with the exception of 3rd grade).
Intended Outcome	With this as a focus area, we will improve gains in the lowest quartile by 10%.
Point Person	Myra Richardson (dr.richardson@att.net)

Action Step	
Description	I will identify all students in the lowest 30% of our FSA data. I will identify their teachers. I will hold collaborative grade level meetings with the focus of moving the identified students. We will collaboratively design small group instruction. I will visit and monitor instructional delivery during the designated time allotted for the identified students. Adjust instruction based on data. REPEAT.
Person Responsible	Myra Richardson (dr.richardson@att.net)

Plan to Monitor Effectiveness	
Description	Data will be collected and analyzed. Modifications and adjustments will be made to then improve student achievement.
Person Responsible	Myra Richardson (dr.richardson@att.net)

Activity #2	
Title	Rigorous Student-Centered Instruction
Rationale	The rate of proficiency on the Florida State Assessment is below state and district averages.
Intended Outcome	To improve our proficiency rate in Math and Reading for all grade levels to 55%
Point Person	Gale MacLeod (gale.macleod@polk-fl.net)

Action Step	
Description	To professionally develop all teachers concerning the LSI model of instruction. Collaborate with the leadership team concerning the areas of instructional concentrations. Monitor those areas of concentration.
Person Responsible	Gale MacLeod (gale.macleod@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Visit all classrooms weekly with the intent of coaching to improve/develop student-centered, rigorous instruction. Collect data on the areas of instructional concentration. Coach teachers based on the data collected.
Person Responsible	Gale MacLeod (gale.macleod@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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

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

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

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

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

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

Title I, Part A
Funds school-wide services to Medulla Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.
Title I, Part C
Migrant students enrolled in Medulla Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Violence Prevention Programs

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

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

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

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

Medulla Elementary advances college and career by ensuring that students are equipped readers and capable of computations upon entering the secondary stage of education.

Part V: Budget

Total:	**$0.00**