2013-2014 SCHOOL IMPROVEMENT PLAN

Medulla Elementary School

850 SCHOOLHOUSE RD
Lakeland, FL 33813
863-648-3515
http://schools.polk-fl.net/medulla

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	56%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	59%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Medulla Elementary School

Principal
Susan Cheatham J

School Advisory Council chair
Erika Warren

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jill Cheatham	Principal
Moe Hassler	Assistant Principal
Gale MacLeod	Reading Resource teacher
Ginnie Aranda	Guidance Counselor
Cathy Hill	ESE Facilitator
Minnie Kester	Media Specialist
Donna Lazanowski	Network Manager
Heather James	Title I Facilitator

District-Level Information

District
Polk

Superintendent
Dr. Kathryn Leroy

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

Our SAC committee looks at our progress toward meeting our school goals. They monitor student achievement data, discipline and attendance reports. The council helps to identify barriers and then recommends strategies for improvement.

Activities of the SAC for the upcoming school year

Plan for school wide improvements to promote all students' academic achievement. The SAC will monitor student achievement data, discipline and attendance reports. They will provide input concerning our academic parent involvement events and needs.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Susan Cheatham J		
Principal	Years as Administrator: 23	Years at Current School: 13

Credentials	BA in Elementary Education MA in Educational Leadership Certification: Early Childhood Education, Elementary Education, Educational Leadership
Performance Record	Principal of Medulla Elementary in 2012-2013 2012-2013: Grade: C, Reading Mastery: 53%, Math Mastery 44%, Writing Mastery 45%, Science Mastery 51% 2011-2012: Grade: B, Reading Mastery: 58%, Math Mastery 54%, Writing Mastery 71%, Science Mastery 39% 2010-2011: Grade: C, Reading Mastery:64%, Math Mastery 62%, Writing Mastery: 99%, and Science Mastery: 38%, AYP 72% Total did not make AYP in Reading and Math. 2009-2010: Grade: A, Reading Mastery: 72%, Math Mastery70%, Writing Mastery: 74%, and Science Mastery: 55%, AYP 87%, Black and Economically Disadvantaged did not make AYP in Reading and Math. 2008-2009: Grade C, Reading Mastery: 74%, Math Mastery:69%, Writing Mastery: 78%, Science Mastery: 34 %, AYP: 82%, Whites did not meet AYP in Math. Blacks and Economically Disadvantaged did not meet AYP in Reading and Math. 2007-2008: Grade C, Reading Mastery:69%, Math Mastery: 74%, Writing Mastery: 64%, Science Mastery: 51%, AYP: 82% Blacks, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading and Math. 2006-2007: Grade C, Reading Mastery: 67%, Math Mastery:63%, Writing Mastery: 68%, Science Mastery: 46%, AYP:85 %, Economically Disadvantaged did not make AYP in Math, Blacks and Students with Disabilities did not make AYP in Reading and Math. 2005-2006: Grade B, Reading Mastery: 76%, Math Mastery: 65%, Writing Mastery: 82%, Science Mastery: NA, AYP: Provisional. Blacks did not make AYP in Math, Students with Disabilities did not make A

Moe Hassler		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	BA in Elementary Education MS in Educational Leadership
Performance Record	Assistant Principal, Medulla Elementary 2012-2013 2012-2013: Grade: C, Reading Mastery: 53%, Math Mastery 44%, Writing Mastery 46%, Science Mastery 51% 2011-2012: Grade: B, Reading Mastery: 58%, Math Mastery 54%, Writing Mastery 71%, Science Mastery 39% 2010-2011 Grade: C, Reading Mastery:64%, Math Mastery 62%, Writing Mastery: 99%, and Science Mastery: 38%, AYP 72% Total did not make AYP in Reading and Math. 2009-2010: Grade: A, Reading Mastery: 72%, Math Mastery70%, Writing Mastery: 74%, and Science Mastery: 55%, AYP 87%, Black and Economically Disadvantaged did not make AYP in Reading and Math. 2008-2009: Grade C, Reading Mastery: 74%, Math Mastery:69%, Writing Mastery: 78%, Science Mastery: 34 %, AYP: 82%, Whites did not meet AYP in Math. Blacks and Economically Disadvantaged did not meet AYP in Reading and Math. 2007-2008: Grade C, Reading Mastery:69%, Math Mastery: 74%, Writing Mastery: 64%, Science Mastery: 51%, AYP: 82% Blacks, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading and Math. 2006-2007: Grade C, Reading Mastery: 67%, Math Mastery:63%, Writing Mastery: 68%, Science Mastery: 46%, AYP:85 %, Economically Disadvantaged did not make AYP in Math, Blacks and Students with Disabilities did not make AYP in Reading and Math. 2005-2006: Grade B, Reading Mastery: 76%, Math Mastery: 65%, Writing Mastery: 82%, Science Mastery: NA, AYP: Provisional. Blacks did not make AYP in Math, Students with Disabilities did not make AYP in Reading and Math.

Instructional Coaches

# of instructional coaches
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
39

 # receiving effective rating or higher
39, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
39, 100%

 # ESOL endorsed
26, 67%

 # reading endorsed
0, 0%

 # with advanced degrees
11, 28%

 # National Board Certified
2, 5%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
5, 13%

 # with 6-14 years of experience
12, 31%

 # with 15 or more years of experience
21, 54%

Education Paraprofessionals

# of paraprofessionals
15

 # Highly Qualified
15, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
8

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

> **Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Administrators consult with district recruiters when a vacancy exists. Our school leaders host appreciation activities to boost moral, therefore retaining staff members. Our administrators provide mentorships for new teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

> **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Each new teacher is assigned a mentor from our existing staff. New teacher orientation is provided before school starts. Ongoing new teacher support meetings take place throughout the school year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of the MTSS skills of the faculty, ensures implementation of intervention support documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
The Assistant Principal provides support for the team and ensures implementation of intervention support and documentation.
Selected General Education Teachers (Primary and Intermediate) will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.
The Reading/Math/Science Instructional Coach will develop, lead, and evaluate school core content standards/ programs and identify/analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will also identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. They will also assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" and assist in the design/implementation for progress monitoring, data collection, and data analysis. They will participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
The School Psychologist will participate in collection, interpretation, and analysis of data; facilitates

development of intervention plans; and provide support for intervention fidelity and documentation. She will also provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. She will also facilitate data-based decision making activities.

The Guidance Counselor will participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

The ESE Facilitator will participate in data collection, help with interventions and support for the teachers. She will also provide information about the curriculum and provide behavior and curriculum support for students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team participates in monthly PLC's with grade levels to monitor student progress as well as response to interventions. The leadership team observes tier II and tier III interventions during classroom walk throughs, informal and formal observations, gives feedback.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is gathered August through October. Discovery Education and FAIR data is gathered and summarized. First and Second Grade instructional data is gathered from the previous year SAT 10. Third through fifth grade instructional data is gathered from the previous year's FCAT scores. Progress Monitoring data is gathered three times during the year. Discovery Education and FAIR data is processed twice more during the year. Kindergarten and first grade data is gathered for the Polk County Schools Report Card every nine weeks. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc.

Diagnostic Assessment data is gathered through the Discovery Learning, ERDA, and DAR
End of Year data is gathered through Discovery Learning, FAIR, SAT 10, and FCAT.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings. Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The MTSS Overview will be provided in mid-August/September through PD 360. The District has five other mini-modules that will be provided throughout the year. The MTSS Leadership Team will evaluate additional staff /Professional Learning needs during the monthly MTSS Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Students will be served before and after school in the areas of reading and math by highly qualified teachers based on second assessment results in FAIR and Discovery Education math.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Tier 2 progress monitoring data will be collected weekly by the teacher tutor.

Who is responsible for monitoring implementation of this strategy?

Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jill Cheatham	Principal
Moe Hassler	Assistant Principal
Gale MacLeod	Reading Resource
Minnie Kester	Media Specialist
Heather James	Title 1 Facilitator
Julie LaFay	Classroom Teacher
Leona Land	Classroom Teacher

How the school-based LLT functions

-The Literacy Leadership Team (LLT) will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The LLT will meet at least once per month (or more frequently as needed) to engage in the following activities:
-?Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
-Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher and student improvement.
-?Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
-The literacy team will also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based strategies, and support teachers in the implementation of district and school initiatives as well as literacy development throughout all curriculum areas.

Major initiatives of the LLT

Lead implementation of Common Core
Lead implementation of Reading Wonders, including building consensus on appropriate components
Lead implementation of Daily 5

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	53%	No	63%
American Indian				
Asian				
Black/African American	48%	35%	No	54%
Hispanic	58%	49%	No	62%
White	63%	62%	No	67%
English language learners	43%	38%	Yes	49%
Students with disabilities	40%	26%	No	46%
Economically disadvantaged	55%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	26%	30%
Students scoring at or above Achievement Level 4	66	43%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	95	57%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	45	72%	90%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	11	41%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	50%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		20%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	44%	No	60%
American Indian				
Asian				
Black/African American	40%	26%	No	46%
Hispanic	53%	49%	No	57%
White	61%	50%	No	65%
English language learners	43%	38%	No	49%
Students with disabilities	37%	26%	No	43%
Economically disadvantaged	47%	38%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	27%	50%
Students scoring at or above Achievement Level 4	43	17%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	71	43%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	44%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	26%	50%
Students scoring at or above Achievement Level 4	20	24%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		16
Participation in STEM-related experiences provided for students	8	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	82	13%	8%
Students retained, pursuant to s. 1008.25, F.S.	29	5%	3%
Students who are not proficient in reading by third grade	37	46%	20%
Students who receive two or more behavior referrals	38	6%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	4%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent and family participation at the annual Title I Parent Meeting by 10%.	194	35%	45%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Teachers will routinely engage students in reading and comprehending grade level text across all content areas.

Goals Detail

G1. Teachers will routinely engage students in reading and comprehending grade level text across all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- Parental Involvement

- EWS

Resources Available to Support the Goal

- Common Core Standards aligned with District curriculum maps/learning schedules

- Learning Focused Solutions

- Core instructional materials

- Resource Teachers

- Leveled Literacy Intervention

- Hands on manipulatives

- progress monitoring data

Targeted Barriers to Achieving the Goal

- Students' abilities and achievement levels vary drastically within each grade level.

Plan to Monitor Progress Toward the Goal

FAIR, Discovery results Student performance/responses Assessment prompts within lessons

Person or Persons Responsible
Administrators and teachers

Target Dates or Schedule:
on going

Evidence of Completion:
FCAT 2.0 2014

Action Plan for Improvement

Problem Solving Key

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

G1. Teachers will routinely engage students in reading and comprehending grade level text across all content areas.

G1.B1 Students' abilities and achievement levels vary drastically within each grade level.

G1.B1.S1 Use progress monitoring data to identify those components of core and supplemental instructional strategies that will address the varying needs of each child and promote their academic achievement.

Action Step 1

progress monitor and analyze data to identify individual students' academic needs and implement high yield instructional strategies

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

ongoing during professional learning communities daily in the classroom

Evidence of Completion

ongoing progress monitoring and assessments, walk-through data

Facilitator:

School and District Personnel

Participants:

All instructional staff

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

Walk-throughs and lesson plans

Person or Persons Responsible

administration

Target Dates or Schedule

Weekly

Evidence of Completion

Effective and highly effective ratings

Plan to Monitor Effectiveness of G1.B1.S1

progress monitoring data, student responses and student products

Person or Persons Responsible

all instructional staff

Target Dates or Schedule

on going embedded within lessons

Evidence of Completion

Gains in student achievement as evidenced on progress reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 are 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 not a location for a summer feeding program for the community.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will routinely engage students in reading and comprehending grade level text across all content areas.

G1.B1 Students' abilities and achievement levels vary drastically within each grade level.

G1.B1.S1 Use progress monitoring data to identify those components of core and supplemental instructional strategies that will address the varying needs of each child and promote their academic achievement.

PD Opportunity 1

progress monitor and analyze data to identify individual students' academic needs and implement high yield instructional strategies

Facilitator

School and District Personnel

Participants

All instructional staff

Target Dates or Schedule

ongoing during professional learning communities daily in the classroom

Evidence of Completion

ongoing progress monitoring and assessments, walk-through data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will routinely engage students in reading and comprehending grade level text across all content areas.	$149,140
	Total	$149,140

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	$149,140	$149,140
Total	$149,140	$149,140

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will routinely engage students in reading and comprehending grade level text across all content areas.

G1.B1 Students' abilities and achievement levels vary drastically within each grade level.

G1.B1.S1 Use progress monitoring data to identify those components of core and supplemental instructional strategies that will address the varying needs of each child and promote their academic achievement.

Action Step 1

progress monitor and analyze data to identify individual students' academic needs and implement high yield instructional strategies

Resource Type

Personnel

Resource

Resource Teachers

Funding Source

Title I

Amount Needed

$149,140