

Medulla Elementary School



2014-15 School Improvement Plan

Medulla Elementary School

850 SCHOOLHOUSE RD, Lakeland, FL 33813

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
56%

Alternative/ESE Center
No

Charter School
No

Minority
59%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Medulla provides a safe, nurturing, and respectful environment so that each child can reach their fullest potential following their own unique path. We foster a life long joy of learning and prepare them to become productive citizens.

Provide the school's vision statement

In partnership with parents and community, we provide a safe, supportive environment that fosters curiosity, inquiry, and a life long passion for learning.

School Environment

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

Teachers review students' records. Teachers hold conferences and conversations with students. Teachers conduct parent/teacher conferences.

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

School wide expectations are in place and monitored throughout the school campus. Anti-bullying lessons are taught in each grade level along with role playing opportunities. Access is provided to meet students' needs such as free meals, clothing and school supplies.

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

Our school wide expectations are the acronym for STAR, as in Medulla STAR Explorers.

S – safe

T – tolerant and respectful

A – active learner

R - responsible

A parent letter is sent home at the beginning of each school year letting parents know about our Positive Behavior System. They are encouraged to reinforce the school wide expectations. We believe that with their help we can work as a team to have a safe, positive learning community. The Positive Behavior Support (PBS) Team has a school store for rewarding students. The store is open approximately every other week. Students earn STAR Bucks for things such as:

- Being on time to school
- Turning in home work
- Having agenda signed
- Following rules and meeting expectations
- Performing a “random act of kindness”, etc.

School personnel are given a packet during pre-planning containing PBS expectations and Lesson Plans. Also contained in the information, are various student behaviors with a flow chart showing consequences and/or plan of action to take with each type of incident.

During the first two weeks of school, as well as in January, teachers instruct the students in how to behave at all areas on campus.
 All school personnel distribute star bucks when they see a student making positive/good choices.

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

Selected members of the school staff provide 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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Identify students in need of support based on the following indicators: prior retention, Level 1 or 2 on prior year FCAT, attendance below 90%, failing grades, and bottom 25%.

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

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

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

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	1	14	6	21

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

Tier 2 and/or 3 academic interventions provided, as needed, by classroom teachers, ESE support personnel, interventionists, referral to attendance social worker, and access to school based tutoring programs.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188725>.

Description

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

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

SAC committee members are selected via a ballot of interested parents and community members. The committee meets regularly to review data and address school needs and solicit suggestions for school improvement. School business partners are solicited and fostered for involvement in school activities and student support.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
CHEATHAM, JILL	Principal
Foster, Princess	Assistant Principal
Aranda, Ginnie	Guidance Counselor
James, Heather	Other
Lazanowski, Donna	Instructional Technology
MacLeod, Gale	Other

Duties

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

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 and Math Interventionists will 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 interventions, 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.

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. Problem solving team meetings are held on a 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 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 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Elva Alonso	Parent
Tammy Belzer	Parent
Christina Braden	Parent
Brad Budyach	Parent
Luz Escobar	Parent
Danny Lugo	Parent
Ashley Mole	Parent
Rosa Morales	Parent
Rosa Gomez	Education Support Employee
Anne Gonzalez	Teacher
Jill Cheatham	Principal

Duties

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

Evaluation of last year's school improvement plan

Our SAC committee meets throughout the school year focusing on our school's progress toward meeting goals. The SAC monitors student achievement data, discipline, attendance reports and other parent surveys. The council helps to identify barriers to goals and recommends strategies for improvement.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The SAC recommends the use of resources towards meeting the goals of the school plan.

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

Both state lottery funds and Title 1 funds were used to provide tutoring during the school day and after school for non-proficient students.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
CHEATHAM, JILL	Principal
Aranda, Ginnie	Guidance Counselor
Cabello, Carissa	Teacher, K-12
Foster, Princess	Assistant Principal
Hill, Cathy	Other
James, Heather	Other
Keiser, Christy	Teacher, K-12
Kester, Minnie	Instructional Media
Knowles, Meredith	Teacher, K-12
LaFay, Julie	Teacher, K-12
Lazanowski, Donna	Instructional Technology
MacLeod, Gale	Other
Valerino, Lorraine	Teacher, K-12
Wieck, Leslie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy by focusing on improving teacher effectiveness and student achievement using the MTSS. The LLT consistently reviews 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. The LLT assists teachers in designing feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in decision making

for school, teacher and student improvement. The LLT focuses on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. The LLT 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. They will lead implementation of Florida State Standards.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Monthly collaborative planning will be facilitated by members of the Leadership Team.

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Lesson plan analysis and observations

Instructional Strategies

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

Constant progress monitoring in grade levels during PLC's. Interventionists will work with small groups of students identified during these PLC's. Groups of students served by the Interventionists will be flexible and fluid based on changing needs.

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: 600

Students will be served after school in the area of reading by highly qualified teachers based on prior FCAT scores and written responses on ELA assessments.

Strategy Rationale

The after school strategy is effective because it allows for the availability of students and the teachers to have an additional uninterrupted 60 minutes of instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

CHEATHAM, JILL, jill.cheatham@polk-fl.net

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

Weekly ELA assessments will be collected by the classroom teacher. Tier 2 progress monitoring data will be collected bi-monthly by the teacher tutor. These written responses will be analyzed based on the FSA Writing Rubric to determine students' growth in ELA.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

College and Career Readiness

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

NA

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas.

Strategic Goals Detail

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

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas. 1a

G040869

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0

Resources Available to Support the Goal 2

- Florida Standards aligned with District curriculum maps/learning schedules
- Core instructional materials
- 2 Interventionists
- Leveled Literacy Intervention
- Hands on manipulatives
- progress monitoring data
- Core and supplemental intervention materials

Targeted Barriers to Achieving the Goal 3

- Students' abilities and achievement levels vary drastically within each grade level.
- Lack of consistency in the level of student engagement

Plan to Monitor Progress Toward G1. 8

FAIR
Student performance/responses
Formative assessments
IBTP

Person Responsible

JILL CHEATHAM

Schedule

Monthly, from 9/5/2014 to 5/8/2015

Evidence of Completion

Regional Monthly Report

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas. **1**

 G040869

G1.B1 Students' abilities and achievement levels vary drastically within each grade level. **2**

 B099111

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. **4**

 S110419

Strategy Rationale

By identifying the academic needs of each child, interventions will be tailored more specifically to work with and meet each need.

Action Step 1 **5**

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

Person Responsible

JILL CHEATHAM

Schedule

Monthly, from 9/3/2014 to 5/8/2015

Evidence of Completion

ongoing progress monitoring and assessments, walk-through data

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

Walk-throughs

Person Responsible

JILL CHEATHAM

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observe that instruction is aligned with standards and curriculum maps at appropriate levels of complexity - Effective and highly effective EPC ratings

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

Lesson Plans

Person Responsible

Princess Foster

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Review lesson plans within electronic folders and compare to check alignment to standards

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

progress monitoring data, student responses and student products

Person Responsible

JILL CHEATHAM


Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Monthly reporting of student progress on curriculum based assessments

G1.B2 Lack of consistency in the level of student engagement **2**

 B103244

G1.B2.S1 Professional development to provide teachers with additional strategies to increase student engagement. **4**

 S114351

Strategy Rationale

District level Coaches, familiar with high yield instructional strategies, will be able to share teaching techniques that increase student engagement.

Action Step 1 **5**

Schedule regional content coaches to deliver professional development in the areas of close reading and effective standard based instruction.

Person Responsible

JILL CHEATHAM

Schedule

Monthly, from 9/11/2014 to 5/15/2015

Evidence of Completion

Sign in sheets, observations, lesson plan analysis

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	progress monitor and analyze data to identify individual students' academic needs and implement high yield instructional strategies	CHEATHAM, JILL	9/3/2014	ongoing progress monitoring and assessments, walk-through data	5/8/2015 monthly
G1.B2.S1.A1	Schedule regional content coaches to deliver professional development in the areas of close reading and effective standard based instruction.	CHEATHAM, JILL	9/11/2014	Sign in sheets, observations, lesson plan analysis	5/15/2015 monthly
G1.MA1	FAIR Student performance/responses Formative assessments IBTP	CHEATHAM, JILL	9/5/2014	Regional Monthly Report	5/8/2015 monthly
G1.B1.S1.MA1	progress monitoring data, student responses and student products	CHEATHAM, JILL	9/8/2014	Monthly reporting of student progress on curriculum based assessments	5/29/2015 monthly
G1.B1.S1.MA1	Walk-throughs	CHEATHAM, JILL	8/18/2014	Observe that instruction is aligned with standards and curriculum maps at appropriate levels of complexity - Effective and highly effective EPC ratings	5/29/2015 daily
G1.B1.S1.MA3	Lesson Plans	Foster, Princess	8/18/2014	Review lesson plans within electronic folders and compare to check alignment to standards	6/5/2015 biweekly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas.

G1.B2 Lack of consistency in the level of student engagement

G1.B2.S1 Professional development to provide teachers with additional strategies to increase student engagement.

PD Opportunity 1

Schedule regional content coaches to deliver professional development in the areas of close reading and effective standard based instruction.

Facilitator

Regional coaches

Participants

All teachers

Schedule

Monthly, from 9/11/2014 to 5/15/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas.	0
Grand Total	0

Goal 1: Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas.		
Description	Source	Total
B1.S1.A1 - 2 Interventionists' salaries	Title I Part A	0
Total Goal 1		0