

SCHOOL IMPROVEMENT PLAN

District: Polk
Principal Name: Jill Cheatham
SAC Chair: John Hatfield
Superintendent: Dr. Gail McKinzie
Date of School Board Approval: 11/18/08

School at a Glance - 2008

AYP: Yes _____ No X Percentage 82%
School Grade: C

"The mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students."

**AYP
THREE-YEAR TREND**

READING at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	67	62	-5	65	3
White	76	75	-1	71	-4
Black	51	38	-13	49	11
Hispanic					
Asian					
Am. Indian					
Econ. Disadv.	61	52	-9	55	3
ELL					
SWD	36	38	2	49	11

MATH at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	58	58	0	68	10
White	67	66	-1	71	5
Black	37	45	8	54	9
Hispanic					
Asian					
Am. Indian					
Econ. Disadv.	48	52	4	58	6
ELL					
SWD	30	38	8	45	7

WRITING (Essay score of 3.0 and higher)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	90	89	-1	80	-9
White	89	92	3	76	-16
Black					
Hispanic					
Asian					
Am. Indian					
Econ. Disadv.	89	88	-1	80	-8
ELL					
SWD					

**SCHOOL GRADES
THREE-YEAR TREND**

READING

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	76	67	-9	69	2
% Making Learning Gains*	51	61	10	52	-9
Learning Gains of Lowest 25%*	73	52	-21	32	-20

MATH

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	65	63	-2	74	11
% Making Learning Gains*	61	69	8	69	0
Learning Gains of Lowest 25%*		63		79	16

WRITING (Essay score of 3.5 and higher)

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards	82	68	-14	64	-4

SCIENCE

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)		46		51	5

***Ways to Make Learning Gains:**

Improve a level - when students improve their FCAT achievement level from one year to the next.

Maintain a level - when students maintain their achievement levels within 3, 4 or 5 from one year to the next.

One year's growth for AL 1 and 2 - when students demonstrate more than one year's growth within Levels 1 or 2, as measured by an increase in their FCAT developmental scores from one year to the next.

Medulla Elementary – 2008-2009

Note: Yellow-highlighted cells indicate a warning that the school is in jeopardy of being penalized a letter grade for not meeting certain requirements for the Lowest Quartile scores in Reading and/or Math. Depending upon the school's score, this penalty can be avoided by meeting one of the following conditions:

If the percent of such students making learning gains is below fifty (50) percent in the current year, adequate progress can be met if:

1. Schools demonstrate a one (1) percentage point improvement in the percent of such students making learning gains over the prior year, if the percent of such students making learning gains is at least forty (40) percent in the current year;
2. Schools demonstrate a five (5) percentage point improvement in the percent of such students making learning gains over the prior year, if the percent of such students making learning gains is below forty (40) percent in the current year.

SCHOOL IMPROVEMENT PLAN Additional Requirements

School wide Improvement Model

Describe the evidence-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Teachers at Medulla Elementary administer a pretest in reading, writing, math and science in grades K-5. The administrators and teachers work together to analyze the data, plan for instruction, choose correct tools for instruction, assess student learning, and provide extended learning and monitoring.

Our SIP model is based on the Florida Continuous Improvement Model (FCIM). We use the CIM by giving our teachers in August disaggregated data of their students previous years scores. Our district for all subject areas has designed curriculum mapping. Teachers will implement these maps to provide standards based curriculum for all schools to implement as part of their SIP. Medulla will be administer and monitor the Kaplan baseline assessments, which will be given three times a year in order to ensure the instruction meets the needs of all students. DIBELS will also be administered three times a year. Data is also collected from the following information:

- Needs Assessments
- Data analysis of FCAT, NRT, SAT 10, Trophies Assessments and Math Assessments
- Teacher observation, student portfolio samples, and other curriculum based assessments
- Opinion surveys
- Instructional monitoring by the administration
- Reading Coach working with classroom teachers on improvement in Reading and Math
- Implementation of Write Reflections Writing Program with ongoing training with Terry Stanley.
- Remediation provided for at-risk students in the areas of Reading, Math, and Writing.
- Compass Lab assessments on Reading and Math.

After assessments, teachers refocus their instruction using Immediate Intervention Instruction to include tutoring, maintaining and/or enrichment. As the year progresses, instruction is redirected based on the data received from the various assessments.

The Reading Coach/Mentor provides teacher training monthly. Training includes:

- Reading First Strategies
- Differentiated Instruction
- FCIM
- Kagan

- Thinking Maps
- Harcourt Reading
- Scott Foresman
- Write Reflections
- Libby Pollett
- Various technology training

After trainings, the teachers are also assessing individual skills in reading, writing, science and math as part of their ongoing assessments using the Sunshine State Standards.

Monthly maintenance checks to include walk through observations, lesson plans, data analysis, team meetings, and reflective feedback.

Extended Learning Opportunities

Describe the programs that are provided before and after-school, during the summer, and during the extended school year.

The following programs were offered as extended learning opportunities during 2007-2008 school year and will continue pending funding during the 2008-2009 school year.

1. After school small group tutoring programs in Math and Reading that target students at risk (scoring 1 or 2) in Math and Reading. Students in grades 1-5 meet one hour twice a week from October through February. Teachers based on FCAT Math scores and Scott Foresman assessments, select students for this program.
2. FCAT Explorer targets students in grades 3-5 after school. Working in the computer lab, students identified as scoring in the lowest 25% work on Reading and Math Skills.
3. Reading and writing tutoring are scheduled throughout the school day. Qualified teachers tutor targeted students on specific skills. Students at all levels are selected to improve their performance on the reading and writing tests.
4. Small flexible pullout groups with qualified teachers provide remediation and extra practice.
5. Teachers will also utilize the Reading First strategies, differentiated instruction, Kagan strategies, Thinking Maps, Shape Bait and What's My Place, What's My Value.

All data is closely monitored to provide differentiated instruction. Trained mentors work one-on-one with students with special needs. Harcourt Trophies assessments, DIBELS and Scott Foresman assessments will be administered throughout the year to measure student progress and provide remediation for specific skill needs.

Schools Graded C or Below

Professional Development:

Describe the professional development that supports enhanced and differentiated instructional strategies:

Teachers will be trained in assessing students and using data to differentiate instruction. Data analysis will be used to guide instruction. FCAT DSS and Kaplan assessments will be used to monitor students' differentiated instruction. Throughout the 2008-2009 school year Medulla teachers will receive training in differentiated instruction using the research based strategies from Marzano's "Classroom Instruction that Works." Teachers will implement these high yield strategies in all academic areas, focusing on Reading, Math and Science. Additional training in the use of Thinking Maps and Kagan Cooperative Learning structures will also be completed. Peer monitoring and assistance from Reading coach to model and train teachers in implementing the strategies will continue. All new teachers and any teachers not previously attending will attend the Reading First summer academy for training in the reading process. Learning Focus Strategies and summarizing in all subjects will also be used in classroom instruction. Implementation will be monitored through classroom walk through and checking lesson plans on a weekly basis. Quarterly monitoring of Benchmark assessments will evaluate the impact on student achievement.

Implementation and training in Write Reflections to improve overall writing scores.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies:

The administrators and teachers work together to analyze the data, plan for instruction, choose correct tools for instruction, assess student learning, and provide extended learning and monitoring.

Our SIP model is based on the Florida Continuous Improvement Model (FCIM). We use the CIM by giving our teachers in August disaggregated data of their students previous years scores. Our district for all subject areas has designed curriculum mapping. Teachers will implement these maps to provide standards based curriculum for all schools to implement as part of their SIP.

After assessments, teachers will refocus their instruction using Immediate Intervention Instruction to include tutoring, maintaining and/or enrichment. As the year progresses, instruction is redirected based on the data received from the various assessments. Teachers are also assessing individual skills in reading, writing, science and math as part of their ongoing assessments using the Sunshine State Standards.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress:

Teachers at Medulla Elementary administer a pretest in reading, writing, math and science in grades K-5. Kaplan assessments and DIBELS will also be administered three times a year. Data is also collected by teachers from needs assessments, specific teacher made skill test, student portfolio samples, teacher observation, Trophies assessments, math assessments and other curriculum based assessments. Compass Lab assessments are also administered in reading and math.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies:

For struggling readers we continue to use the Kaplan Spell read as our immediate, intensive, intervention program. During the school day struggling students also have 30-40 minutes of triple iii interventions. Accelerated Reader is also used to motivate all students to extend their reading ability. Our gifted teacher provides enrichment programs for gifted and regular education students.

In addition to the above alternative instructional delivery methods, we will continue to provide extended learning opportunities pending funding during the 2008-2009 school year.

- Math Academy, before and after school tutoring program targets students at risk (scoring 1 or 2) in Math. Students are tutored individually or in small groups depending on their needs.
- FCAT Explorer targets students in grades 3-5 after school. Working in the computer lab, students identified as scoring in the lowest 25% work on Reading and Math Skills.
- Reading and writing tutoring are scheduled throughout the school day. Qualified teachers tutor targeted students on specific skills. Students at all levels are selected to improve their performance on the reading and writing tests.
- Small flexible pullout groups with qualified teachers provide remediation and extra practice.
- Teachers will also utilize the Reading First strategies, differentiated instruction, Kagan strategies, Thinking Maps, Shape Bait and What's My Place, What's My Value.

SCHOOL IMPROVEMENT PLAN

Reading

Needs Assessment:

In 2008 65% of 3rd, 4th, and 5th graders scored level 3 and above on FCAT, 52% made learning gains and 32% of the lowest 25% made learning gains in reading.

Objective:

1. By spring of 2009, **65%** of **Total** students will be at Achievement Level **3** or above in Reading as evidenced by the AYP report.
2. By Spring of 2009, 80% of all students per grade level will make Reading learning gains as evidenced by:
 - 1st Grade – DIBELS & SAT 10 (increase in instructional level)
 - 2nd Grade – SAT 10 (increase in NCE from prior year)
 - 3rd Grade – Attainment of Achievement Level 3 or higher (Not necessarily Learning Gains but movement towards proficiency)
 - 4th – 5th Grade – FCAT Learning Gains (3 ways: increase Achievement Level, maintain Achievement Levels 3, 4 & 5, DSS increase for Achievement Level 1 & 2)
 - 65% of SWD will be at AL 3 or above
 - 65% of Black students 3+
 - 65% of economically disadvantaged will score level 3 and above

Strategies:

The administration will continue to monitor the implementation of a reading program through out the year that includes:

- A 90-minute reading block for all grade levels using the District Curriculum Maps.
- Teachers will follow the five-day Teacher Directed Reading Lesson teaching vocabulary and comprehension in context, and the other three components of effective reading instruction.
- Teachers will collect and assess individual reading needs, collect data and create an action plan (learning strategies and differentiating instruction) for each student at risk.
- An on-going review of the progress of low performing students will be completed to regularly modify student action plans. This includes monitoring of student progress on the Trophies end of selection tests, vocabulary tests and FCAT Reading Skills tests.
- Teachers will continue to integrate Thinking Maps and Kagan Cooperative Learning Structures.
- All students will continue with the Accelerated Reader program.
- Teachers will implement Curriculum Maps utilizing standards based instructional strategies from the SSS and benchmarks.
- Teachers will implement high yield strategies from “Classroom Instruction that Works” and interventions. The Kaplan Spell Read classes for students with substantially deficient SAT/10 or FCAT scores in reading will continue. The use of Extended Learning Program funds for tutoring will continue with the emphasis in K, 1, and 2 on Phonemic Awareness, Fluency and Comprehension. Monitor and adjust instruction using Kaplan assessment data. Continue to monitor the use of prescribed assessments

Medulla Elementary – 2008-2009

(DIBELS) and adjust instruction. Kaplan Data assessments will be used to identify and target skill topics for students with similar needs for differentiated instruction.

- Administration will monitor teacher instruction through classroom walk through and hold discussions in grade level and faculty meetings.

Evaluation:

Decrease the percent of 3rd, 4th, and 5th graders scoring Level 1 on FCAT Reading, and increase the percent of 3rd, 4th and 5th graders scoring Level 3 or higher on FCAT Reading. Decrease the percent of high-risk K-3rd grade readers, and increase the percent of low risk K-3rd grade readers as measured by Kaplan, DIBELS and FCAT scores.

Research-Based Program:

Continue to use Harcourt’s Trophies Reading Program as our initial reading instruction to teach vocabulary, phonics, phonemic awareness, fluency and comprehension. For struggling readers, continue to use the Kaplan Spell Read as our immediate, intensive, intervention program. Also use strategies from “Classroom Instruction that Works”.

Professional Development Aligned with this Objective:

Teachers will be trained in assessing students and using data to differentiate instruction. Additional training in the use of Thinking Maps and Kagan Cooperative Learning structures will also be completed. Peer Monitoring and assistance from the reading coach to model and train teachers in implementing the strategies will continue. All new teachers and any teachers not previously attending will attend the Reading First summer academy for training in the reading process. Teachers will implement and have on-going training of “Classroom Instruction that Works’ strategies. Implementation will be monitored through classroom walk throughs and checking lesson plans on a weekly basis. Quarterly monitoring of Benchmark assessments will evaluate the impact on student achievement.

Budget:

Technology			
Description of Resources	Funding Source	Available Amount	
AR	Flex	\$ 2,200.00	

Non-Highly Qualified Instructors

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

Instructional coaches provide staff development for ESE paraprofessionals to enable them to reinforce reading instruction provided by ESE teachers.

All teachers at Medulla are in-field and highly qualified.

SCHOOL IMPROVEMENT PLAN

Math

Needs Assessment:

2008 FCAT: 68% of 3rd, 4th, and 5th graders scored 3 and above; 69% of 3rd, 4th and 5th made learning gains; 79% of lowest 25% of 3rd, 4th and 5th made learning gains.

Objective:

1. By Spring of 2009, 69% of FCAT tested students will be at Achievement Level 3 or above in Math as evidenced by the AYP report.
2. By Spring of 2009, 80% of all students per grade level will make Math learning gains as evidenced by:
 - 1st Grade – SAT 10 (increase in instructional level)
 - 2nd Grade – SAT 10 (increase in NCE from prior year)
 - 3rd Grade – Attainment of Achievement Level 3 or higher (Not necessarily Learning Gains but movement towards proficiency)
 - 4th – 5th Grade – FCAT Learning Gains (3 ways: increase Achievement Level, maintain Achievement Levels 3, 4 & 5, DSS increase for Achievement Level 1 & 2)
 - 68 % of black students 3+
 - 68% of SWD 3+
 - 68% of economically disadvantaged 3+

Strategies:

During the school year administration will continue to monitor math instruction to ensure all elements are included. Continue to integrate Florida SSS in math with technology in both the computer lab and classrooms. Provide staff training in the use of Thinking Maps in math and continue training in the implementation of the Scott Foresman, Addison Wesley Math Program. Continue “Math Academy” after school tutoring plan to improve performance of students at risk. Provide staff training about the educational impact of poverty on children. Improve ongoing assessment of students’ math progress through the use of Scott Foresman and Compass Lab math assessments. Administration will monitor the data collection and modification of instruction through regular team meetings, Kaplan, Kaplan intervention lessons and ELP.

Evaluation:

Decrease the percent of students scoring Level 1 on FCAT Math and increase the percent of students scoring Level 3 or higher. Increase the percent of African American, Economically Disadvantaged and Students with disabilities meeting the requirements of AYP. Kaplan assessments will be compiled and analyze to adjust the instruction.

Research-Based Program:

The Scott Foresman Mathematics Program is adopted by the State of Florida and meets the requirements of a researched based program. It is designed to meet the standards of the National Council of Teachers of Mathematics and the Florida Sunshine State Standards for Mathematics. Additional programs are “Money Bait”, “Shape Bait” and “What’s MY Place, What’s My Value” by BBY Publishing

Medulla Elementary – 2008-2009

Professional Development Aligned with this Objective:

During 2008-2009 school year teachers will be trained in assessing students and using data to differentiate instruction. Teachers will be trained in the use of Thinking Maps and Kagan Cooperative Learning structures. Training will also be provided to teachers in the implementation of the Scott Foresman program. Teachers will use a plus/delta list to evaluate the quality of training. Teachers will be monitored by lesson plans and observations in order to ensure the integrity of the implementation of the math program. Teachers will receive support and the necessary materials to implement the programs effectively. The FCAT and SAT 10 tests will determine the effectiveness of the programs on student achievement.

Budget:

Evidence-Based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Scott Foresman	Textbook	\$ 2,000.00	

Non-Highly Qualified Instructors

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All Para educators will participate in staff development activities with reading coaches.

All teachers at Medulla are In-field and highly qualified.

SCHOOL IMPROVEMENT PLAN

Writing

Needs Assessment:

80% of 4th graders scored 3.0 or higher on FCAT Writes in 2008.

Objective: (You do not have to use all 3 objectives. Delete those you do not use)

By Spring, of 2009, 98% of 4th Grade students will be at an Essay score of 3.0 or above in Writing as evidenced by the AYP report.

By Spring, of 2009, 90% of 4th Grade students will be at an Essay score of 3.5 or above in Writing as evidenced by the School Grade report.

Strategies:

1. Administration will continue to monitor the school wide use of writing prompts and writing strategies in grades K-5.
2. Write Reflection strategies in place in all classrooms along with differentiated instruction.
3. Train teachers in “Write Reflections” program.
4. Provide ongoing meetings for teachers to cooperatively assess student writing and adjust instructional strategies.
5. Continue to provide tutoring for selected students based on assessed needs. Tutor meets with small groups and individually with students to evaluate and edit students’ writing.
6. Small group interventions with ESE teacher and paraeducator.

Evaluation:

Weekly portfolio samples using the “Write Reflections” writing rubric will indicate to teachers, parents and students the increased growth in writing skills from week to week. The increase in the percent of 4th graders scoring at or above 3.5 or 4 on FCAT Writing will assess program progress.

Evidence-Based Program:

We are using the “Write Reflections” program to teach the writing process of composing (planning, drafting, revising, sharing, and publishing) and integrating writing into reading, math, science and social studies. Teachers will model the writing process using the effective instructional practices of cooperative learning and Thinking Maps to help students’ process what has been taught.

Professional Development Aligned with this Objective:

Train new teachers in the writing process and provide for peer assistance through out the 2008-2009 school year. Train all teachers in Write Reflections to integrate into K-5 writing. Participates will evaluate the quality of the training using a plus/delta chart. The writing program will be monitored by administration through weekly lesson plan checks; monitoring student work and weekly classroom walk through. Support and feedback will be given to teachers by the administration. Florida Writes test will determine the effectiveness of the writing program and the impact on student achievement.

Medulla Elementary – 2008-2009

Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Write Reflections	Title II	\$1, 600.00

Professional Development		
Description of Resources	Funding Source	Available Amount
Write Reflections	Title II	\$2, 200.00

SCHOOL IMPROVEMENT PLAN

Science

Needs Assessment:

43% of 5th graders made level 3 or above in science.

Objective:

By Spring of 2009, 50% of 5th grade students will be at Achievement Level three or above in Science as evidenced by the School Grade report.

Strategies:

Identify areas of strengths and weaknesses by studying baseline scores from Kaplan

The classrooms teachers will use scope and sequence of science standards.

Science pretest and posttests and on-going assessments will be used to determine needs and student achievement. Continue to teach aligned science curriculum integrating Thinking Maps, Kagan Cooperative Learning structures and strategies to improve reading comprehension in the content area.

Continue to use Harcourt Science text and other related materials.

Science experiments and hands on manipulatives will be implemented into the science curriculum.

Technology pertaining to science will be used in the classrooms.

Administration will monitor the implementation of the science program and provide teachers with assistance and needed materials.

Teachers will use these skills to develop focus, mini, and maintenance lessons, using timelines and curriculum mapping. These lessons will be monitored by the administration through observation, lesson plans and Kaplan Data.

Evaluation:

Increased scale score on FCAT Science. Data from Kaplan baseline assessments will be analyzed in order to provide differentiated instruction. The effectiveness of the science program will be monitored by the Administration after each given assessment. During grade level meetings, teachers are included in the decisions regarding the use of the academic assessments.

Research-Based Program:

Teaching the Harcourt Science text which is aligned with the Florida Sunshine State Standards in science and using teacher directed reading lesson approach to teaching science have been shown to be effective in improving understanding and knowledge of science standards. Teachers will use and follow curriculum maps.

Professional Development Aligned with this Objective:

During the 2008-20089 school year teachers will be trained in the use of Thinking Maps and Kagan Cooperative Learning Structures. Train teachers in the use of teacher directed reading lesson approach to teaching science by teaching vocabulary, building background, setting a purpose for reading, reading the science lesson silently, partner reading and discussing the science lesson. Incorporate writing into the science curriculum. The science contact will train and assist teachers with needed materials in implementing the science program. Evaluation forms are used to evaluate the quality of the training. Teachers will be monitored by lesson plans and classroom walk through to ensure the integrity of the implementation of the professional development. The FCAT and on-going science assessments will determine the effectiveness of the programs on student achievement.

Teachers and administrators attended training in the New Harcourt Science series.

Medulla Elementary – 2008-2009

Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Science	District	
Hands on materials (consumables)	District funds	\$1,000.00

Non-Highly Qualified Instructors

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

Teachers are participating in District provided professional development in implementation of Harcourt Science. The school will provide trainings when needed and keep teachers updated on certification opportunities provided by the county.

All teachers at Medulla are in field and highly qualified.

**SCHOOL IMPROVEMENT PLAN
SAC Members**

Yes 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, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school?

Measures Being Taken to Comply with SAC Requirement (complete only if your school is out of compliance).

<u>Member's Name</u>	<u>POSITION</u>	<u>Member's Signature</u>
1) Lori Adams	<u>Parent</u>	_____
2) Maryann Diggs	<u>Parent</u>	_____
3) John Hatfield	<u>Community</u>	_____
4) Latarsha Jennings	<u>Parent</u>	_____
5) Tawanna Jones	<u>Parent</u>	_____
6) Sara Meadows	<u>Parent</u>	_____
7) Misty Medina	<u>Parent</u>	_____
8) Mimi Michel	<u>Parent</u>	_____
9) Elsie Nwakakwa	<u>Parent</u>	_____
10) Gary Pratt	<u>Community</u>	_____
11) Jennifer Reynolds	<u>Parent</u>	_____
12) Cherise Rose	<u>Parent</u>	_____
13) Maria Santiago	<u>Parent</u>	_____
14) Mildred Serrano	<u>Parent</u>	_____
15) Dyneisha Tucker	<u>Parent</u>	_____
16) Rhonda Whits	<u>Parent</u>	_____
17) Sara Sesser	<u>Staff</u>	_____
18) Minnie Kester	<u>Staff</u>	_____
19) Jill Wolfersburger	<u>Staff</u>	_____

School Advisory Council

Describe the activities of the School Advisory Council.

As legislated, the Medulla Elementary School Advisory Council is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008>345, F.S. The Medulla Elementary Council helps develop, monitor and evaluate the results of our School Improvement Plan. They also assist in preparing the school's annual budget and determine how our Lottery Funds and any School Recognition Funds are disbursed. Our SAC meets eight times per year and operates within the policies of the School Board and the parameters established by the state legislature. The council is kept up-to-date on any new information that may affect our school. Our SAC reflects the ethnic, racial and economic community served by our school. Each member of the SAC is elected by their stakeholder group.

Roles and Responsibilities of SAC Members

Members

- Determine School Improvement Priorities
- Publicize the School Improvement Plan
- Support School Improvement Plan implementation
- Evaluate the School Improvement Plan
- Assist in decision making process and approval of expenditures of District Lottery Funds and School recognition funds, as well as review school budget

Chair

- Schedules SAC meetings
- Sets Agenda with Principal
- Sends Meeting Notice, including agenda, 2 weeks prior to meeting
- Facilitates meeting
- Determines strategy for making plans available

Principal – is a SAC member

- Keeps up to date with legislation governing School Advisory Councils
- Facilitates election process stated in by-laws
- Provides testing, behavior, discipline and attendance data to the SAC
- Seeks input from staff and the SAC on School Improvement Plan, school budget, lottery money, and school recognition funds
- Leads revision, implementation, and evaluation of the School Improvement Plan

Election of Members

Florida Statute 1001.452 requires the election of School Advisory Council members who represent teachers, education support staff, students and parents.

- 51% or more of the SAC are family and community members, not employees of the school
- Percents must reflect the racial, ethnic, and economic diversity of your school community
- Principals are required members of their school's School Advisory Council
- Career center and high school advisory councils shall include students, and middle and junior high school advisory councils may include students
- Technical adult education centers are not required to include parents

SAC members must be “elected by their respective peer groups at the school in a fair and equitable manner” as follows:

- Teachers elect teachers
- Education support staff must elect education support employees
- Students elect students
- Parents elect parents
- Parents are elected at any school function by parents provided notice has been given that the election will take place

No election is required for community members. They are appointed by the school principal with SAC input.

The principal is responsible for ensuring that the elections take place and the composition of the SAC complies with the law. **If the election process does not yield a SAC that reflects the racial, ethnic, and economic diversity of the student population at the school, the principal may appoint additional members to achieve the appropriate representation.**

Each year the School Board reviews and approves the membership rosters of all School Advisory Councils. All members should be able to explain the process by which, and date upon which they were elected. Approved SAC Membership rosters are posted on the school board website.

Election Process

1. The principal will inform the school and community that nominations to the school's advisory council are invited. Parents of upcoming students should be included.
2. The invitation for nomination must clearly note a deadline, membership categories and the process (time, date, event) by which the vote shall be taken.
3. After elections have taken place, the principal shall submit the list of members to the School Board, which includes name and ethnic/racial category.
4. Documentation of the nomination and election process will be maintained at the school as a public record. Once Council membership is approved by the School Board, a copy of the approved form is posted on the school board website.
5. Vacancies in any membership category during the year may be filled by principal appointment. The principal will inform the Community Involvement Office of any replaced members.

**SCHOOL IMPROVEMENT PLAN
Final Budget**

Professional Development		
Description of Resources	Funding Source	Available Amount
Write Reflections	Lotto	\$2,000.00

Other		
Description of Resources	Funding Source	Available Amount
Extending Learning	Lotto	\$1,200.00

**SCHOOL IMPROVEMENT PLAN
Implementation Evaluation**

Implementation Evaluation:

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

Medulla Elementary will demonstrate successful implementation of the School Improvement Plan by achieving the objectives set forth in this document. Reports will be provided to the School Advisory Council at each meeting regarding the status and implementation of the strategies in the school.

We will monitor Kaplan assessments, other assessments including DIBELS and teacher assessments throughout the 2008-2009 school year. Administration will closely monitor the implementation of strategies using classroom walk throughs. Adequate progress will be met if students meet the state required mastery level in Reading, Writing, Math and Science. Teachers will implement district-wide curriculum maps of skills with SSS and benchmarks to assist in using strategies to increase student achievement in reading, writing, math and science.

Teachers will use these skills to develop focus, mini and maintenance lessons. These lessons will be monitored by the administration through observation and lesson plans. Teachers will meet on a regular basis to analyze data and plan instructional strategies and appropriate assessments for students.