

Fruitland Park Elementary School



2014-15 School Improvement Plan

Fruitland Park Elementary School

304 W FOUNTAIN ST, Fruitland Park, FL 34731

<http://lake.k12.fl.us/fpe>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

35%

School Grades History

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

School Board Approval

This plan is pending approval by the Lake 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

MISSION:

Committed to encouraging and teaching all students in ways that promote wise decision-making, good citizenship, and a love for life-long learning. Fruitland Park Elementary, and communities it serves, will strive to create an atmosphere of positive expectations in a safe and resource-filled learning environment.

BELIEFS:

Student learning is our school's chief priority, and commitment to continuous improvement and modeling

life-long learning is imperative for our school to produce confident, self-directed, life-long learners.

Families, community, teachers, and administrators share the responsibility for producing responsible, trustworthy, productive, and respectful citizens.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

An "invitational" school environment, that enhances mutual respect among students and staff, is essential for fostering healthy self-esteem and integrity.

A safe and physically comfortable environment promotes student learning.

Curriculum and instructional practices should incorporate activities which promote conceptual thinking and decision-making as essential skills.

A variety of instructional approaches and methods should be presented to support and facilitate learning for all in a meaningful context.

Provide the school's vision statement

VISION:

Every Child a Success in a Global Society!

School Environment

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

Local preschools, including the Head Start Program, bring students to tour our campus in late May. This gives the young children the chance to see the campus, the classrooms, and the older students. We also communicate the academic needs for kindergarten and the local preschool day cares. We also schedule a variety of days and times for Kindergarten Round Up to provide information and resources for families through our Title I Family School Liaison. Our Guidance Counselor and ESE Specialist are in close contact with feeder schools to provide necessary support for special needs students. Before the school year begins we hold a Meet the Teacher Night allowing for families to come in and meet the teachers, tour the campus and visit with other families. Our grade levels, MTSS Team, ESE Specialist, and Guidance Counselor participate in articulation meetings focusing on the students transferring from feeder school to our campus. Our school and clubs participate in a number of the community events, including Fruitland Park Day and Winter Fest. Before school we hold monthly All Pro Dad and iMom breakfast sessions. We host a number of Family Nights throughout the school year, spotlighting specific grade levels, classrooms, academic areas, and clubs.

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

We provide a before and after school program for students that includes academic tutoring. The hours for this program are 7:00 A.M. until 8:00 A.M., and after school until 5:00 P.M. The Safety Patrol Program is overseen by a teacher on campus and the positions are filled by fifth graders who are role models of character for our students. They are on duty before and after school to assist students in the hallways. All students who arrive at 8:00 A.M. are supervised by faculty and staff members in the cafeteria until 8:10 A.M. at which time they are dismissed to their classes. Breakfast is served and available to each student before school in the cafeteria. Parents and those listed on the emergency pick up sheet in the office may eat lunch with their child during the student's lunch period, outside at the shaded picnic area. Fruitland Park Elementary School also encourages families support and participation in all school activities.

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

Every teacher explains the "Expectations of students at Fruitland Park Elementary School" as stated in the Student handbook.

We expect you to: follow the GOLDEN RULE: Treat others the way you would like to be treated; represent our school in an outstanding manner; work to the best of your ability; treat others with dignity, worth and respect; keep our campus beautiful and clean; obey all the rules and regulations set forth by your teachers and the school; work to keep a positive relationship with parents, teachers and friends; reach beyond your grasp and learn new things; make all of us very proud.

Fruitland Park has fully implemented the PBS Behavior System. In cooperation with our community sponsors, students are rewarded for positive behavior throughout the school day, weekly through the "reward store" cart, and by class earned behavior goals. Rules are posted within each classroom clearly visible to all the students. A positive and safe environment for learning is essential. Fruitland Park has a zero tolerance policy for

bullying to insure that negative behavior does not disrupt the learning for either the victim or perpetrator of bullying. The school's Compact includes that all students are responsible to report any incident of bullying to their teacher or administration. Character Education Programs such as the District's Bully Proofing Your school and Character Counts are incorporated into the school's enrichment wheel. Exposure to Positive Behavior Systems and Character Education Programs encourage students to make good choices and leads to higher academic gains

In order to ensure the safety of all students and to provide the best learning environment possible, disruptive behavior will not be condoned in the classroom, or other areas of the campus, or to and from school, on school transportation, or at other school related activities.

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

Fruitland Park Elementary School uses a variety of opportunities to promote social and emotional development. There is a mentor program that matches up students with community members as not only as an academic mentor, but also someone to talk to and learn from. The PBS system is implemented daily throughout the school to promote positive behavior and social manners. Students are rewarded on a weekly basis. Teachers and staff incorporate these five crucial emotional competencies basic to social and emotional learning into daily curriculum:

- a. Self and other awareness: understanding and identifying feelings; knowing when one's feelings shift; understanding the difference between thinking, feeling and acting; and understanding that one's actions have consequences in terms of others' feelings.
- b. Mood management: handling and managing difficult feelings; controlling impulses; and handling anger constructively
- c. Self-motivation: being able to set goals and persevere towards them with optimism and hope, even in the face of setbacks

d. Empathy: being able to put yourself "in someone else's shoes" both cognitively and affectively; being able to take someone's perspective; being able to show that you care
e. Management of relationships: making friends, handling friendships; resolving conflicts; cooperating; collaborative learning and other social skills
Violence Prevention Programs
The school offers non-violence and anti-drug programs to students that incorporate character education, anti-bullying sessions, and counseling.

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/52086>.

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

The Fruitland Park Elementary School ties to the community run deep as we are considered a community school. In order to maintain this important connection Fruitland Park offers "Volunteer Night" to provide personalized information to those who are interested in offering volunteer service. A team of school personnel including the Assistant Principal, the Curriculum Resource Teacher and the Family School Liaison work to enroll and provide volunteer positions to those individuals who have met the District's volunteer requirements. The Family School Liaison maintains close ties with these individuals through email and phone calls. Additionally, each year speakers from the school make presentations to local organizations to update them on the utilization of their donations of material, time and money. A close relationship also exists with the local police department and the school. Police representatives currently serve on the school's School Advisory Council. Fruitland Park has also reached out to the local library to join literacy efforts in our town.

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
DeJarlais, Melissa	Principal
Colborne, Robin	Instructional Coach
Peppers, Carol	Other
Dudley, Gregg	Assistant Principal
Chaplin, Tamara	Instructional Coach
Simmons, Paige	Instructional Coach
Redding, Rebecca	Instructional Coach
Blozis, Diane	Guidance Counselor
Widmann, Amy	Other

Duties

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

- Administration: Dr. Melissa DeJarlais, Principal; Mr. Gregg Dudley , Assistant Principal provide a clear understanding of the MTSS process and its implementation to staff, attend MTSS meetings to ensure the fidelity of the process and ensures adequate professional development to support MTSS implementation.
- Ms. Diane Blozis, Guidance Counselor facilitates development of intervention plans. Rtl Chair facilitates development of intervention plans, provides support for intervention fidelity and documentation, schedules all meetings. Ensures individual student documentation is complete. Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, assists with school screening programs that provide early intervention services for children to be considered "at risk", assists in the design and implementation for progress monitoring data collection and data analysis; participates in the design and delivery of professional development.
- Ms. Katie Mantor, School Psychologist uses expertise to guide in the decision making process of behavior and academic Rtl plans, reviews student records, makes recommendations for interventions and/or provides further evaluation of the student to determine effective ways to intervene so that every child can be successful.
- Mrs. Carol Peppers, ESE Specialist facilitates development of Individual Education Plans. ESE Chair facilitates development of intervention and behavior plans, provides support for intervention fidelity and documentation, schedules all meetings. Ensures individual ESE student documentation is complete.
- Mrs. Robin Colborne, Literacy Coach Identifies and analyzes existing literature to meet the English Language Arts Florida Assessment, assists with school screening to provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring data collection and data analysis, participates in the design and delivery of professional development, coaches teaches to ensure FPE students are receiving the quality reading instruction needed to be college and career ready for the 21st century.
- Mrs. Tamara McCray, Math Coach identifies and analyzes existing math resources in order to meet Math Florida Standards, assists with school screening programs that provide early intervention services for children to be considered "at risk", assists in the design and implementation for progress monitoring data collection and data analysis; participates in the design and delivery of professional development, coaches teaches to ensure FPE students are receiving the quality math instruction needed to be college and career ready for the 21st century.
- Mrs. Amy Widmann, Reading and Writing Coach assists with school screening programs that provide early intervention services for children to be considered "at risk", assists in the design and

implementation for progress monitoring data collection and data analysis, participates in the design and delivery of professional development, provides SIPPS and small group interventions, manages progress monitoring of reading and phonics skills.

- Mrs. Rebecca Redding, Science Coach supports teachers as they develop interactive science lessons, design assessments to progress monitor, and help teachers create rigorous scales. She will train, support, and provide materials for STEM activities, science experiments, and science fair projects.
- Mrs. Rebecca Redding, Technology Support provides training as needed to the staff to utilize technologies in the classroom for teaching, for lesson plan, for county initiative including the TEAM evaluation tool. She also implements site based programs such as AR, and STAR Reading.
- Mrs. Paige Simmons, Acceleration Resource Teacher (ART) assist and support school leadership and teachers in implementing Florida Standards, MTSS, Lesson Study, building instructional capacity, and aligning district systems and instructional non-negotiable. She will also support MTSS Tier II and III students, visit classrooms, co-teach and co-plan with teachers, demonstrate strategies, model best practices on an ongoing basis using data to inform, instruct, and provide specific feedback to build instructional practice.

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

The MTSS Leadership Team assists classroom teachers in the identification of students who are possible candidates for the MTSS process by analyzing data throughout the year. Weekly grade level PLC's review student data in order to identify school wide and individual student trends. When school trends are identified, the SIP is reviewed to see if modifications are warranted. Core instruction, lesson delivery and school resources such as allocations, schedules, technology, remediation and enrichment support systems are also considered. When individual students are identified as needing additional support for behavior or academic difficulties, the MTSS Team follows the FCIM process to diagnose specific barriers, review possible interventions, select the most appropriate intervention and develop/implement the MTSS plan. Follow-up meetings (approximately 6 weeks apart or as indicated by student need) are scheduled to progress monitor and determine necessary next steps to support the student. Every Wednesday of the month is designated for RtI meetings to ensure that needs are addressed in a timely manner. MTSS leadership team members and the classroom teacher attend the meeting. An invitation is also extended to the student's parent / guardian. The student's progress is discussed using progress monitoring data. It is a team decision based on data to move from one Tier of MTSS to another.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

With our Title I Part A funds, FPE is also able to purchase the following to support the needs and goals of our SIP:

- * 2 part-time Teacher Assistants
- * 3 Coaches (Reading, Math, and Science)
- * Technology such as MobyMax, BrainPop,
- * Supplementary classroom materials
- * Parent Academic Nights
- * PLC's with stipends
- * Subs for Professional Development days

* Supplemental Professional Development materials

* Writing Teams

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Geneve Hammond	Parent
Tamara Chaplin	Teacher
Heather Pancost	Parent
Faye Umble	Business/Community
Paulina Villa	Education Support Employee
Ginger Godwin	Parent
Anthony Cuellar	Parent
Jo-ann Putney	Education Support Employee
Patty Bordenkircher	Teacher
Melissa DeJarlais	Principal
Beckie Sirolli	Business/Community
Andrie White-Peterkin	Teacher

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

During the spring of 2014 parents were invited to an SAC meeting where the school's SIP, Title I plan, Parent Involvement Plan and School Compact were reviewed along with other needs assessment data. The comments were recorded and are being used to help guide our 2015 SIP and PIP. The FCAT 2.0 results were not available at the time but the District Benchmark results were reviewed. The consensus was that our plans are effective and that we should stay the course. An advertisement has invited parents to the September SAC meeting where we will discuss the FCAT 2.0 outcome measures in terms of the 2015 initiatives and SIP.

Development of this school improvement plan

The leadership team meets in April and begins the SIP planning process. During the summer, leadership members, including elected staff members serving on the SAC, meet to desegregate and analyze data as it is received and compiled. School leadership members, along with some classroom teachers, attend District sponsored workshops designed to assist in data analysis to determine the implications on school operation. Strengths and weaknesses as well as significant trends are identified through various sources of data (attendance, discipline, stakeholder surveys, and assessment results, etc.). Possible problem solving strategies are identified and included in a first draft of the SIP. An advertised meeting is then scheduled to present the SIP to the FPES SAC committee and stakeholders for input, questions, suggestions and ultimately votes to approve or disapprove the plan. The SAC also provides input and approval for the Title I Plan, the Parent Involvement plan and the School Compact.

Preparation of the school's annual budget and plan

The school does not receive school improvement plans as such, however, the SAC is active in the discussion, dissemination and approval of the allocation of the SAI funds (2015: \$7978.00) and the Title I funds (2015: \$264,957.00) which the school receives annually. These funds are used exclusively to provide student support such as additional personnel, instructional programs, staff development, parent involvement and collaborative teacher planning.

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

The SAC does not receive specific school improvement funds, however, they are active in the discussion, dissemination and approval of the SAI funds (\$7526.00 for 2014-2015) and Title I funds (\$230,750.00 for 2014-2015) which the school receives annually. These funds are used exclusively to provide student support such as additional personnel, instructional programs, staff development and parent involvement.

In the case of A+ funding, the SAC takes the leadership role in suggesting possible options to distribute or expend the funds. A vote of all school staff is the final determining factor.

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
DeJarlais, Melissa	Principal
Colborne, Robin	Instructional Coach
Simmons, Paige	Other

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Team will meet monthly to focus on areas of literacy concerns. After analyzing school based data, the LLT will determine how to modify instruction as a means of engaging students

in our reading curriculum to promote learning gains. We will reflect on scientifically based reading research as well as school based reading issues and concerns developing a shared vision for Fruitland Park Elementary.

Major initiatives include the comprehensive roll out of the newly adopted LAFS, implementing Great Books instruction strategies, comprehension strategies for fiction and non-fiction, Daily 5 structure for reading block, and using FAIR instructional implications for a school wide focus of Differentiated Reading Instruction to meet the needs of every child. The team will plan activities for Celebrate Literacy Week and will brainstorm ways to motivate all students to spend more time reading.

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

Spirit Committee-

*The Spirit Committee composed of teachers from various grade levels meet to promote positive working relationships by recognizing achievements, milestones and spreading a hospitable working environment.

Weekly Professional Learning Communities-

*The master schedule has been adjusted to allow for maximum planning time for teachers.

*Teachers meet collaboratively to design scales, lesson plans and review student data.

*Professional development opportunities are presented to enhance instruction.

Grade Level Planning-

*The master schedule has been adjusted to allow for maximum common planning time each day.

*Grade levels collaborate on lesson plans, instructional delivery and to create common assessments.

*Student data is analyzed to ensure grade level norms and mastery of instructional standards.

Vertical articulation-

*Opportunities are provided for discussions between grade- level vertically.

*Scale development and standard driven instruction are aligned across grade-levels which ensures content is meeting the expectations of the grade level before and after.

*Student strengths and weaknesses are identified and communicated between grade-levels better preparing teachers for their new students.

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

*Partnering new teachers with veteran staff and/or mentor by the Assistant Principal.

*Regular meetings of new teachers with the Principal, AP

* Monthly New Beginnings sessions with peers and coaches

*The District provides "TOPS" training as well as District level instructional coaches.

*FPES holds weekly grade level PLC (Professional Learning Communities) meetings, which are facilitated by the grade level chair and peer teachers and supported by assigned leadership mentors to discuss curriculum, effective instructional strategies, data, lesson plans and individual student progress.

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

Fruitland Park Elementary School is dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders. Our district and school is implementing a new induction program aligned to the District's learning goals. This will include one-on-one mentoring and professional development, all taking place within the school's environment in order to support new teachers. By focusing this support on new to the field and new to the district teachers, we will be improving incoming teachers' abilities to challenge, instruct, and inspire our students.

Our program will include:

- *Instructional mentoring by carefully selected, well qualified mentors
- *Professional Learning Communities for mentors and new teachers
- *Engaged principals
- *Supportive school environments and district policies.

Lake County School is providing support and training through the New Teacher Center which is currently training selected personnel to implement new teacher induction programs that match new teachers with carefully selected veteran teacher mentors who receive ongoing professional development which includes working with adult learners, addressing issues of equity, differentiating instruction, and implementing professional standards. Mentors will work with new teachers for two to three years using a formative assessment toolkit created by New Teacher Center. This toolkit focuses on goal setting, lesson planning, classroom management, and analyzing student work. New Teacher Center also works with administrators and principals to help them transform their schools into vibrant learning communities in which both teachers and students can thrive. The sequential curriculum will include instructional mentoring, setting professional goals, coaching and observation strategies, analysis of student work, differentiation, and lesson planning. We will also design and presenting professional development for beginning teachers.

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

Fruitland Park Elementary utilizes Lake County blueprints to align a variety of reading resources to Florida standards. Junior Great Books were purchased by FPE three years ago to meet Common Core expectations through the shared inquiry process. Students read and discuss JGB complex text and write text based answers citing text evidence. FPE utilizes Kagan strategies, Thinking Maps, Learning Science International (LSI) Learning Scales, Close Reading, Daily 5 station structure, DBQ, and Fetzer strategies to support core programs. The Literacy Leadership team will research and review the Florida Standards Assessment specifications to suggest strategies to modify tasks and/or assessments to ensure our programs are aligned to the new Florida standards.

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

The MTSS Leadership Team collaborates with classroom and resource teachers to offer strategies for differentiating instruction to meet the needs of the students. Data is collected and graphed either weekly or biweekly depending on the students Tier level. The data is analyzed by the MTSS team and decisions are made by the team according to the student's progress. In classrooms, the teacher works in small groups to remediate curriculum as well as grade levels switching classes for a 30 minute reading integration block. Students are grouped by his/her need and given intensive small group instruction targeting specific academic areas. Students are assessed and the data is graphed and analyzed by the grade level. Students can be moved to different groups according to their progress.

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: Extended School Day

Minutes added to school year: 1,350

Math Heads was designed and implemented by teachers to provide students who lack mathematics fluency, the opportunity to learn and practice mathematics skills without missing instructional time during the school day. The name Math Heads was selected by the students who participated in the program's first year. This a computer based and teacher instructed remediation for basic math foundation skills.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Chaplin, Tamara, chaplint@lake.k12.fl.us

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

Data to monitor the effectiveness of the program and the learning gains of the students will be viewed and collected through the web based program(TenMarks / Moby Math) . This program will align mastery /non-mastery of skills with the standards as well as track the time worked by each student on specific skill areas.

Strategy: Extended School Day

Minutes added to school year: 3,060

Robotics Club was established to help students increase their interest in STEM. Students will build robots under the guidance of experienced high school students, and a supervising teacher. Students will learn how to build, and program their robots to perform a set group of task. Students will compete against each other and against other elementary schools.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Peppers, Carol, peppersc@lake.k12.fl.us

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

Each robot that is build will have to perform a certain task, this information will determine the effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 6,000

The FPES Safety Patrol is a team of 5th grade students who have been recommended by their previous teachers to serve on the team. Qualifications state that students must be positive role models of good character. Safety Patrols are responsible for monitoring the hallways and sidewalks to ensure all students are following school rules and making safe choices on the sidewalks before and after school.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dudley, Gregg, dudleyg@lake.k12.fl.us

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

Discipline and conduct reports will be monitored.

Strategy: After School Program

Minutes added to school year: 1,920

Fruitland Park Spanish Club, ¡Vamos a las Estrellas!
All ages K-5 are welcome. This will be a very basic word and phrase course covering the conversational language that students may find useful while speaking with peers.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Redding, Rebecca, reddingr@lake.k12.fl.us

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

ELL plans documenting the pairing of Club members with ELL peers in the homeroom classes.

Strategy: Extended School Day

Minutes added to school year: 3,240

Chorus is an opportunity for students in grade 3-5 to sing, learn basic music patterns and rhythms, and to perform in concert presentations representing Fruitland Park Elementary School in a number of community events throughout the school year. Students who participate are also invited to try out for the County Chorus.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Blozis, Diane, blozisd@lake.k12.fl.us

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

Number of students from Fruitland Park Elementary who try out and are selected for the Lake County Chorus.

Strategy: Before School Program

Minutes added to school year: 2,880

The Art Club will offer students the opportunity to work with perspectives, shades, tints, sketching and several other medias. The students will have the time to create unique works and have time of self-expression.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Simmons, Paige , simmonsp@lake.k12.fl.us

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

Student work will be collected to determine the effectiveness of this strategy.

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

Local preschools including the Head Start Program bring students to tour our campus in late May. We also provide a variety of days and times for Kindergarten Round Up to provide information and resources for families through our Title I Family School Liaison. Our Guidance Counselor and ESE

Specialist are in close contact with feeder schools to provide necessary support for special needs students.

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Of the ELL students who tested on the 2014 Reading FCAT 2.0, 27% scored at a level of proficiency. This percentage will increase by 13% showing 40% proficient on the 2015 Florida State Assessment for Reading.
- G2.** 42% of the Economically Disadvantaged students scored at a level of proficiency on the Reading portion FCAT 2.0 in 2014 as compared to 41% in 2013. This percentage will increase by 23% moving from 42% proficiency to 65% on the 2015 Florida State Assessment for Reading
- G3.** 52% of the Economically Disadvantaged students scored proficient on the 2014 Math FCAT 2.0. The economically disadvantaged students will score 67% at a level of proficiency on the 2015 Florida State Assessment for Math.
- G4.** 50% of the students scored a level of proficiency on the 2014 Reading FCAT. This percent will increase by 17% increasing the students achieving proficiency in reading from 50% to 67% on the 2015 Florida State Assessment for Reading.
- G5.** 66% of lowest quartile made learning gains in Reading on the 2014 FCAT 2.0, as compared to 58% in 2013. The lowest quartile will increase the learning gains in Reading to 75%, reflecting a 9 % increase on the Florida State Assessment for Reading.
- G6.** 60% of the students scored a level of proficiency on the Math 2014 FCAT. The percent of students achieving proficiency in Math will increase from 60% to 70%, reflecting an increase of 10% on the 2015 Florida State Assessment for Math.
- G7.** 58% of lowest quartile made learning gains in Math on the 2014 FCAT 2.0, as compared to 67% in 2013. The lowest quartile will increase the learning gains to 70%, reflecting a 12% increase on the 2015 Florida State Assessment for Math.
- G8.** 44% of the 5th graders scored a level of proficiency on the 2014 Science FCAT. This percent will increase from 44% to 54% scoring a 3.0 or higher on the 2015 Science FCAT.

G9. Of the SWD students tested, 25% of the SWD population scored proficient including the FAA, as compared to 20% in 2013. SWD will score 51% proficient on 2015 Assessment.

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. Of the ELL students who tested on the 2014 Reading FCAT 2.0, 27% scored at a level of proficiency. This percentage will increase by 13% showing 40% proficient on the 2015 Florida State Assessment for Reading. 1a

G038481

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	40.0

Resources Available to Support the Goal 2

- Title I ELL Teacher Assistant , Great Books strategies, Words Their Way, Accelerated Reader, STAR Enterprise, and Rosetta Stone , additional support from ART teacher

Targeted Barriers to Achieving the Goal 3

- Limited vocabulary that adds to the difficulty in making connections to literature.

Plan to Monitor Progress Toward G1. 8

STAR Enterprise, Words Thier Way, FAIR, Rosetta Stone

Person Responsible

Rebecca Redding


Schedule

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

Evidence of Completion

ELL Meetings, CELLA scores, FAIR, EOC, FSA, and on-going progress monitoring that reflects individual student gains.

G2. 42% of the Economically Disadvantaged students scored at a level of proficiency on the Reading portion FCAT 2.0 in 2014 as compared to 41% in 2013. This percentage will increase by 23% moving from 42% proficiency to 65% on the 2015 Florida State Assessment for Reading **1a**

 G038482

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - ED	65.0

Resources Available to Support the Goal **2**

- Literacy Coach, CRT, Reading Ignited Time (30 minutes daily), FSA Reading Professional Development, Title I Reading Resource Teacher, Rtl Team, STAR Reading Enterprise, Words Their Way, Early Warning Systems Tracking, Extended day Tutoring, Parent Resource Center, Academic Family Night, and a Parent Liaison.

Targeted Barriers to Achieving the Goal **3**

- Students in the lowest quartile need to develop a strong reading foundation.

Plan to Monitor Progress Toward G2. **8**

STAR Enterprise, Words Their Way, FAIR, Before and After School Tutoring

Person Responsible

Robin Colborne

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

On-going progress monitoring that reflects individual student gains, FSA, and EOC

G3. 52% of the Economically Disadvantaged students scored proficient on the 2014 Math FCAT 2.0. The economically disadvantaged students will score 67% at a level of proficiency on the 2015 Florida State Assessment for Math. 1a

G038483

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	67.0

Resources Available to Support the Goal 2

- Math Coach, Curriculum Resource Teacher, Thinking Math trained grade level representatives, District Mathematics Workshops, math manipulatives, sight based Professional Development, Rtl Team, Moby Math, Ten Marks, Extended Day Tutoring, Parent Resource Center, Family School Liaison , and Academic Family Night

Targeted Barriers to Achieving the Goal 3

- Students have limited background knowledge and need to develop fluency in basic math facts.

Plan to Monitor Progress Toward G3. 8

Progress tracking graphs (Rtl), classroom grades , student gains as monitored in Moby Max and/or TenMarks

Person Responsible

Tamara Chaplin

Schedule

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

Evidence of Completion

Student performance and gains as compared to peers across the grade level, school, and district, FSA.

G4. 50% of the students scored a level of proficiency on the 2014 Reading FCAT. This percent will increase by 17% increasing the students achieving proficiency in reading from 50% to 67% on the 2015 Florida State Assessment for Reading. 1a

G038484

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

- Literacy Coach, Curriculum Resource Teacher, Academic Resource Teacher (ART), Accelerated Reader, STAR Reading Enterprise, McGraw Hill Text and online Resources, District Blueprints and Task Cards, School Instructional Focus Calendar, Junior Great Books Supplemental Resources and Shared Inquiry Professional Development, 120 minutes of reading instruction daily, reading data sorts, PLCs, Tutor For Kids

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

STAR Enterprise, FAIR, Lake County Performance Tasks

Person Responsible

Robin Colborne

Schedule

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

Evidence of Completion

Student scores as compared within the grade level, the district, and the state.

G5. 66% of lowest quartile made learning gains in Reading on the 2014 FCAT 2.0, as compared to 58% in 2013. The lowest quartile will increase the learning gains in Reading to 75%, reflecting a 9 % increase on the Florida State Assessment for Reading. 1a

G038485

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal 2

- Literacy Coach, CRT, Reading IgnitedTime (30 minutes daily), Title I Reading Resource Teacher, RtI Team, STAR Reading Enterprise, Words Their Way, FAIR, SIPPS, MTSS, Extended Day Tutoring, Academic Resource Teacher (ART), Title I Literacy Para- Professional.

Targeted Barriers to Achieving the Goal 3

- Insufficient phonemic awareness, and phonics foundation.

Plan to Monitor Progress Toward G5. 8

STAR Enterprise, Words Their Way, FAIR, FastForward, SIPPS

Person Responsible

Robin Colborne

Schedule

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

Evidence of Completion

On-going progress monitoring that reflects individual student gains.

G6. 60% of the students scored a level of proficiency on the Math 2014 FCAT. The percent of students achieving proficiency in Math will increase from 60% to 70%, reflecting an increase of 10% on the 2015 Florida State Assessment for Math. 1a

G038486

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0

Resources Available to Support the Goal 2

- Continue to train teachers to use manipulatives and resources effectively and give adequate support to teachers, Providing professional development sessions to model effective lessons by Thinking Math trained Peer Teachers. Classroom observation opportunities, and math coaching sessions.
- Differentiate lessons to reach all students, implementation of math stations, and a 60 minute math block with an additional 30 minute math club built into our daily schedule.

Targeted Barriers to Achieving the Goal 3

- Limited experience for majority of the faculty with the Florida Standards, and finding resources and assessments

Plan to Monitor Progress Toward G6. 8

Monitor through the use of weekly instructional Focus Lessons, and track through the school wide progress monitoring and data system. Also progress monitor standards as paced by the blueprint for math curriculum.

Person Responsible

Tamara Chaplin

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Track progress and gains through the school wide progress monitoring and data system. Also progress monitor standards as paced by the blueprint for math curriculum.

G7. 58% of lowest quartile made learning gains in Math on the 2014 FCAT 2.0, as compared to 67% in 2013. The lowest quartile will increase the learning gains to 70%, reflecting a 12% increase on the 2015 Florida State Assessment for Math. 1a

G038487

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Math Coach, Curriculum Resource Teacher, Thinking Math trained grade level representatives, District Mathematics Workshops, math manipulatives, Rtl Team, Moby Math, Ten Marks, Common Core 4 Today

Targeted Barriers to Achieving the Goal 3

- Students have limited background knowledge and lack fluency in basic math facts.

Plan to Monitor Progress Toward G7. 8

Progress tracking graphs (Rtl), classroom grades , student gains as monitored on web based programs

Person Responsible

Tamara Chaplin

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Student performance compared to peers across the grade level, school, and district.

G8. 44% of the 5th graders scored a level of proficiency on the 2014 Science FCAT. This percent will increase from 44% to 54% scoring a 3.0 or higher on the 2015 Science FCAT. 1a

G038488

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Learning communities to investigate effective lessons and allow teachers to share activities/ ideas including labs and demonstrations.
- Utilization close read strategies for non-fiction and fiction text. Weekly labs provide oppurtunities for students to "expearence" hands-on scientific experiments.
- STEM resources, Science Coach, Science Lab resources to support the non-negotiable of weekly classroom demonstrations and/or lab activities.
- FCAT Explorer Science activities.

Targeted Barriers to Achieving the Goal 3

- Students have a limited background knowledge and/or real world experiences to connect concepts.

Plan to Monitor Progress Toward G8. 8

Classroom walkthroughs, and PLC's discussions will be used to ensure teachers are implementing the strategies effectively. Follow-up activities for PLCs and professional development experiences will show proficiency.

Person Responsible

Carol Peppers

Schedule

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

Evidence of Completion

All teachers will document weekly science activities/labs, along with standard addressed and date completed in class, achieve mini assessments for grade 5, and Grade 5 Science FCAT 2.0.

G9. Of the SWD students tested, 25% of the SWD population scored proficient including the FAA, as compared to 20% in 2013. SWD will score 51% proficient on 2015 Assessment. 1a

G038489

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	51.0

Resources Available to Support the Goal 2

- Literacy Coach, Curriculum Resource Teacher, Accelerated Resource Teacher, Exceptional Student Education Specialist, Literacy Team, MTSS Team Accelerated Reader program, Learning A-Z, STAR Enterprise, News 2 Use, I-ready

Targeted Barriers to Achieving the Goal 3

- Students with Disabilities generally present a severe deficit in reading due to academic obstacles and behavior.

Plan to Monitor Progress Toward G9. 8

Individual Education Plan Goals, Behavior Intervention Plans, 504 Plans, Rethink goal achievement, MTSS minutes and records, Attendance and Referral records

Person Responsible

Carol Peppers

Schedule

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

Evidence of Completion

IEP Progress Reports, Attendance, Discipline and Academic Progress Monitoring, Reading District Assessments, PLC minutes

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. Of the ELL students who tested on the 2014 Reading FCAT 2.0, 27% scored at a level of proficiency. This percentage will increase by 13% showing 40% proficient on the 2015 Florida State Assessment for Reading.


1

 G038481

G1.B1 Limited vocabulary that adds to the difficulty in making connections to literature. **2**

 B092394

G1.B1.S1 Professional development in phonics, phonemic awareness, vocabulary, and word work will be provided to K-5 teachers to increase the effectiveness of reading foundation and remediation skills and aligning these strategies with the ELL accommodations. **4**

 S103314

Strategy Rationale

Action Step 1 **5**

Small group interactive teacher training sessions

Person Responsible

Rebecca Redding

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

MIP points and sign in sheets

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

Teacher observations, classroom walk throughs, ELL Meetings

Person Responsible

Robin Colborne

Schedule

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

Evidence of Completion

Literacy Stations, small group intervention with the ELL TA

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

STAR Enterprise, Words Their Way, FAIR, Rosetta Stone

Person Responsible

Rebecca Redding


Schedule

Weekly, from 8/25/2014 to 6/5/2015


Evidence of Completion

On going progress monitoring, ELL Meetings, CELLA scores, LCBA

G2. 42% of the Economically Disadvantaged students scored at a level of proficiency on the Reading portion FCAT 2.0 in 2014 as compared to 41% in 2013. This percentage will increase by 23% moving from 42% proficiency to 65% on the 2015 Florida State Assessment for Reading **1**


 G038482

G2.B1 Students in the lowest quartile need to develop a strong reading foundation. **2**

 B092395

G2.B1.S1 Professional development in phonics, phonemic awareness, vocabulary, and word work will be provided to K-5 teachers to increase the effectiveness of reading foundation and remediation skills.

4

 S103315

Strategy Rationale

Action Step 1 **5**

Small group interactive teacher training sessions

Person Responsible

Robin Colborne

Schedule

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

Evidence of Completion

MIP points and sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Teacher observations, classroom walk throughs, Rtl meetings

Person Responsible

Robin Colborne

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Literacy stations, small group interventions, explicit instruction

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

STAR Enterprise, Words Their Way, FAIR

Person Responsible

Robin Colborne


Schedule

On 6/5/2015


Evidence of Completion

On-going progress monitoring that reflects individual student gains


G3. 52% of the Economically Disadvantaged students scored proficient on the 2014 Math FCAT 2.0. The economically disadvantaged students will score 67% at a level of proficiency on the 2015 Florida State Assessment for Math. 1

 G038483

G3.B1 Students have limited background knowledge and need to develop fluency in basic math facts. 2

 B092397

G3.B1.S1 Math stations for focused skill practice and teacher directed remediation, also recommend that students participate in the before and/or after school math remediation club. 4

 S103316

Strategy Rationale

Action Step 1 5

Grade level meeting, Rtl meetings, PLC

Person Responsible

Tamara Chaplin

Schedule

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

Evidence of Completion

Classroom grades, lesson plans, Unit Assessments, Florida Standards Assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

progress tracking graphs (Rtl), classroom grades , student gains as monitored in Moby Max and/or TenMarks

Person Responsible

Tamara Chaplin

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student performance and gains as compared to peers across the grade level, school, and district.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Progress tracking graphs (Rtl), classroom grades , student gains as monitored in Moby Max and/or TenMarks

Person Responsible

Tamara Chaplin

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student performance and gains as compared to peers across the grade level, school, and district on MATH EOC.

G5. 66% of lowest quartile made learning gains in Reading on the 2014 FCAT 2.0, as compared to 58% in 2013. The lowest quartile will increase the learning gains in Reading to 75%, reflecting a 9 % increase on the Florida State Assessment for Reading. 1

G038485

G5.B1 Insufficient phonemic awareness, and phonics foundation. 2

B092400

G5.B1.S1 Professional development in phonics, phonemic awareness, vocabulary, and word work will be provided to K-5 teachers to increase the effectiveness of reading foundation and remediation skills.

4

S103319

Strategy Rationale

Action Step 1 5

Small group interactive teacher training sessions

Person Responsible

Robin Colborne

Schedule

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

Evidence of Completion

MIP points and sign in sheets

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Teacher observations, classroom walk throughs, Rtl meetings

Person Responsible

Robin Colborne

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Literacy Stations, small group intervention, explicit instruction

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

STAR Enterprise, Words Their Way, FAIR, FastForward

Person Responsible

Robin Colborne

Schedule

On 6/5/2015

Evidence of Completion

On-going progress monitoring that reflects individual student gains.

G6. 60% of the students scored a level of proficiency on the Math 2014 FCAT. The percent of students achieving proficiency in Math will increase from 60% to 70%, reflecting an increase of 10% on the 2015 Florida State Assessment for Math. 1

G038486

G6.B1 Limited experience for majority of the faculty with the Florida Standards, and finding resources and assessments 2

B092402

G6.B1.S1 Professional development will be offered to all teachers in grades K - 5 including self contained ESE teachers, in order to introduce and model a variety of teaching and learning strategies incorporating the use of manipulatives and pictorial representations to meet the Florida State Standards and expected level of rigor. 4

S103321

Strategy Rationale

Action Step 1 5

Monthly professional development training sessions will be focusing on Thinking Math Instructional strategies and the 8 Mathematical Practices. The sessions will show how these strategies can be implemented into the classroom to increase the rigor and level of application of the math skills and concepts.

Person Responsible

Tamara Chaplin

Schedule

On 6/5/2015

Evidence of Completion

Classroom walk throughs for student activities and artifacts, Unit Assessments, Florida Standards Assessments

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Classroom walk throughs by the Math Coach and leadership team monitoring the implementation of the instructional strategies and evidence in lesson plans.

Person Responsible

Tamara Chaplin

Schedule

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

Evidence of Completion

Evidence will be in lesson plans as well as student artifacts and work samples posted showing the connection of Thinking Math to the 8 Mathematical Practices.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Reports generated from walkthroughs, weekly evaluation of lesson plans and student achievement on the weekly Instructional Focus Lessons,

Person Responsible

Tamara Chaplin

Schedule

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

Evidence of Completion

Evidence will be in lesson plans, progress monitoring assessments, as well as student artifacts and work samples shared during PLC meetings.

G7. 58% of lowest quartile made learning gains in Math on the 2014 FCAT 2.0, as compared to 67% in 2013. The lowest quartile will increase the learning gains to 70%, reflecting a 12% increase on the 2015 Florida State Assessment for Math. 1

G038487

G7.B1 Students have limited background knowledge and lack fluency in basic math facts. 2

B092403

G7.B1.S1 Math stations for focused skill practice and teacher directed remediation, also recommend that students participate in the before and/or after school math remediation club. 4

S103322

Strategy Rationale

Action Step 1 5

Grade level meeting, Rtl meetings

Person Responsible

Tamara Chaplin

Schedule

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

Evidence of Completion

classroom grades, lesson plans,

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Progress tracking graphs (Rtl), classroom grades , student gains as monitored in Moby Max and/or TenMarks

Person Responsible

Tamara Chaplin

Schedule

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

Evidence of Completion

Student performance and gains as compared to peers across the grade level, school, and district.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Progress tracking graphs (Rtl), classroom grades , student gains as monitored on web based programs

Person Responsible

Tamara Chaplin

Schedule

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

Evidence of Completion

Student grades compared to peers across the grade level, school, and district.


G8. 44% of the 5th graders scored a level of proficiency on the 2014 Science FCAT. This percent will increase from 44% to 54% scoring a 3.0 or higher on the 2015 Science FCAT. 1

 G038488

G8.B1 Students have a limited background knowledge and/or real world experiences to connect concepts. 2

 B092404

G8.B1.S1 In order to build background information and real world experiences, all grade levels K-5 will have a lab setting and activity on a weekly basis to expose students to hands-on lab activities and science experiences. 4

 S103324

Strategy Rationale

Action Step 1 5

Monitoring teachers' use of resources and materials through classroom walkthroughs and the resource sign-out sheet, monitoring lesson plans incorporating at least one weekly hands-on lab activity.

Person Responsible

Rebecca Redding

Schedule

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

Evidence of Completion

Documentation of the weekly required Science Hands-on learning activity on the Science Lab/Activity Log, Achieves mini assessments.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Monitoring teachers' use of resources and materials through classroom walkthroughs and the sign out lab time for their classes, incorporating at least one weekly hands-on lab activity, as documented on the Science Lab/Activity Log.

Person Responsible

Rebecca Redding

Schedule

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

Evidence of Completion

All teachers will have the documentation of the activity, science concept or topic, standard addressed and date completed in class, LCBA Science for grades 3-5, achieve mini assessments for grade 5.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

All teachers will have the documentation of the activity, science concept or topic, standard addressed and date completed in class.

Person Responsible

Rebecca Redding


Schedule

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


Evidence of Completion

All teachers will have the documentation of the activity, science concept or topic, standard addressed and date completed in class, LCBA Science for grades 3-5, achieve mini assessments for grade 5, and Grade 5 Science FCAT 2.0.

G9. Of the SWD students tested, 25% of the SWD population scored proficient including the FAA, as compared to 20% in 2013. SWD will score 51% proficient on 2015 Assessment. **1**

 G038489

G9.B1 Students with Disabilities generally present a severe deficit in reading due to academic obstacles and behavior. **2**

 B092405

G9.B1.S2 Clearly identify the origin of the obstacle to learning (behavior and/or academic) and address individual student needs. **4**

 S103326

Strategy Rationale

Action Step 1 **5**

IEP Meetings, Staffing Meeting, MTSS Meetings (academic and behavioral), 504 Meeting, PLCs

Person Responsible

Carol Peppers

Schedule

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

Evidence of Completion

IEP Progress Reports, Attendance, Discipline and Academic Progress Monitoring, Reading District Assessments, PLC minutes

Plan to Monitor Fidelity of Implementation of G9.B1.S2 **6**

Rtl Plans, IEP Plans, PBS Meeting Minutes

Person Responsible

Carol Peppers

Schedule

On 6/5/2015

Evidence of Completion

EWS monitoring reports: Attendance, Discipline, Academic Progress Monitoring

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 7

Academic Plans, Behavior Plans, Check-in and Check-out forms, RtI Minutes, Attendance and Referral Records

Person Responsible

Carol Peppers

Schedule

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

Evidence of Completion

EWS monitoring reports: Attendance, Discipline, Academic Progress Monitoring

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	Small group interactive teacher training sessions	Redding, Rebecca	8/18/2014	MIP points and sign in sheets	6/30/2015 monthly
G2.B1.S1.A1	Small group interactive teacher training sessions	Colborne, Robin	8/18/2014	MIP points and sign in sheets	6/5/2015 weekly
G3.B1.S1.A1	Grade level meeting, RtI meetings, PLC	Chaplin, Tamara	8/18/2014	Classroom grades, lesson plans, Unit Assessments, Florida Standards Assessments	6/5/2015 weekly
G5.B1.S1.A1	Small group interactive teacher training sessions	Colborne, Robin	8/18/2014	MIP points and sign in sheets	6/5/2015 weekly
G6.B1.S1.A1	Monthly professional development training sessions will be focusing on Thinking Math Instructional strategies and the 8 Mathematical Practices. The sessions will show how these strategies can be implemented into the classroom to increase the rigor and level of application of the math skills and concepts.	Chaplin, Tamara	8/18/2014	Classroom walk throughs for student activities and artifacts, Unit Assessments, Florida Standards Assessments	6/5/2015 one-time
G7.B1.S1.A1	Grade level meeting, RtI meetings	Chaplin, Tamara	8/18/2014	classroom grades, lesson plans,	6/5/2015 weekly
G8.B1.S1.A1	Monitoring teachers' use of resources and materials through classroom walkthroughs and the resource sign-out sheet, monitoring lesson plans incorporating at least one weekly hands-on lab activity.	Redding, Rebecca	8/18/2014	Documentation of the weekly required Science Hands-on learning activity on the Science Lab/Activity Log, Achieves mini assessments.	6/5/2015 weekly
G9.B1.S2.A1	IEP Meetings, Staffing Meeting, MTSS Meetings (academic and behavioral), 504 Meeting, PLCs	Peppers, Carol	8/18/2014	IEP Progress Reports, Attendance, Discipline and Academic Progress Monitoring, Reading District Assessments, PLC minutes	6/5/2015 weekly
G1.MA1	STAR Enterprise, Words Their Way, FAIR, Rosetta Stone	Redding, Rebecca	8/18/2014	ELL Meetings, CELLA scores, FAIR, EOC, FSA, and on-going progress monitoring that reflects individual student gains.	6/5/2015 weekly
G1.B1.S1.MA1	STAR Enterprise, Words Their Way, FAIR, Rosetta Stone	Redding, Rebecca	8/25/2014	On going progress monitoring, ELL Meetings, CELLA scores, LCBA	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Teacher observations, classroom walk throughs, ELL Meetings	Colborne, Robin	8/18/2014	Literacy Stations, small group intervention with the ELL TA	6/5/2015 weekly
G2.MA1	STAR Enterprise, Words Their Way, FAIR, Before and After School Tutoring	Colborne, Robin	8/18/2014	On-going progress monitoring that reflects individual student gains, FSA, and EOC	6/4/2015 weekly
G2.B1.S1.MA1	STAR Enterprise, Words Their Way, FAIR	Colborne, Robin	8/25/2014	On-going progress monitoring that reflects individual student gains	6/5/2015 one-time
G2.B1.S1.MA1	Teacher observations, classroom walk throughs, RtI meetings	Colborne, Robin	8/25/2014	Literacy stations, small group interventions, explicit instruction	6/5/2015 weekly
G3.MA1	Progress tracking graphs (RtI), classroom grades , student gains as monitored in Moby Max and/or TenMarks	Chaplin, Tamara	8/18/2014	Student performance and gains as compared to peers across the grade level, school, and district, FSA.	6/5/2015 weekly
G3.B1.S1.MA1	Progress tracking graphs (RtI), classroom grades , student gains as monitored in Moby Max and/or TenMarks	Chaplin, Tamara	8/25/2014	Student performance and gains as compared to peers across the grade level, school, and district on MATH EOC.	6/5/2015 weekly
G3.B1.S1.MA1	progress tracking graphs (RtI), classroom grades , student gains as monitored in Moby Max and/or TenMarks	Chaplin, Tamara	8/25/2014	Student performance and gains as compared to peers across the grade level, school, and district.	6/5/2015 weekly
G4.MA1	STAR Enterprise, FAIR, Lake County Performance Tasks	Colborne, Robin	8/18/2014	Student scores as compared within the grade level, the district, and the state.	6/5/2015 weekly
G5.MA1	STAR Enterprise, Words Their Way, FAIR, FastForward, SIPPS	Colborne, Robin	8/18/2014	On-going progress monitoring that reflects individual student gains.	6/5/2015 weekly
G5.B1.S1.MA1	STAR Enterprise, Words Their Way, FAIR, FastForward	Colborne, Robin	8/25/2014	On-going progress monitoring that reflects individual student gains.	6/5/2015 one-time
G5.B1.S1.MA1	Teacher observations, classroom walk throughs, RtI meetings	Colborne, Robin	8/25/2014	Literacy Stations, small group intervention, explicit instruction	6/5/2015 weekly
G6.MA1	Monitor through the use of weekly instructional Focus Lessons, and track through the school wide progress monitoring and data system. Also progress monitor standards as paced by the blueprint for math curriculum.	Chaplin, Tamara	9/8/2014	Track progress and gains through the school wide progress monitoring and data system. Also progress monitor standards as paced by the blueprint for math curriculum.	6/5/2015 weekly
G6.B1.S1.MA1	Reports generated from walkthroughs, weekly evaluation of lesson plans and student achievement on the weekly Instructional Focus Lessons,	Chaplin, Tamara	8/18/2014	Evidence will be in lesson plans, progress monitoring assessments, as well as student artifacts and work samples shared during PLC meetings.	6/5/2015 weekly
G6.B1.S1.MA1	Classroom walk throughs by the Math Coach and leadership team monitoring the implementation of the instructional strategies and evidence in lesson plans.	Chaplin, Tamara	8/18/2014	Evidence will be in lesson plans as well as student artifacts and work samples posted showing the connection of Thinking Math to the 8 Mathematical Practices.	6/5/2015 weekly
G7.MA1	Progress tracking graphs (RtI), classroom grades , student gains as monitored on web based programs	Chaplin, Tamara	9/8/2014	Student performance compared to peers across the grade level, school, and district.	6/5/2015 weekly
G7.B1.S1.MA1	Progress tracking graphs (RtI), classroom grades , student gains as monitored on web based programs	Chaplin, Tamara	8/18/2014	Student grades compared to peers across the grade level, school, and district.	6/5/2015 weekly
G7.B1.S1.MA1	Progress tracking graphs (RtI), classroom grades , student gains as monitored in Moby Max and/or TenMarks	Chaplin, Tamara	8/18/2014	Student performance and gains as compared to peers across the grade level, school, and district.	6/5/2015 weekly
G8.MA1	Classroom walkthroughs, and PLC's discussions will be used to ensure teachers are implementing the strategies effectively. Follow-up activities for PLCs and professional development experiences will show proficiency.	Peppers, Carol	8/18/2014	All teachers will document weekly science activities/labs, along with standard addressed and date completed in class, achieve mini assessments for grade 5, and Grade 5 Science FCAT 2.0.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.MA1	All teachers will have the documentation of the activity, science concept or topic, standard addressed and date completed in class.	Redding, Rebecca	8/18/2014	All teachers will have the documentation of the activity, science concept or topic, standard addressed and date completed in class, LCBA Science for grades 3-5, achieve mini assessments for grade 5, and Grade 5 Science FCAT 2.0.	6/5/2015 weekly
G8.B1.S1.MA1	Monitoring teachers' use of resources and materials through classroom walkthroughs and the sign out lab time for their classes, incorporating at least one weekly hands-on lab activity, as documented on the Science Lab/Activity Log.	Redding, Rebecca	8/18/2014	All teachers will have the documentation of the activity, science concept or topic, standard addressed and date completed in class, LCBA Science for grades 3-5, achieve mini assessments for grade 5.	6/5/2015 weekly
G9.MA1	Individual Education Plan Goals, Behavior Intervention Plans, 504 Plans, Rethink goal achievement, MTSS minutes and records, Attendance and Referral records	Peppers, Carol	8/18/2014	IEP Progress Reports, Attendance, Discipline and Academic Progress Monitoring, Reading District Assessments, PLC minutes	6/5/2015 weekly
G9.B1.S2.MA1	Academic Plans, Behavior Plans, Check-in and Check-out forms, Rtl Minutes, Attendance and Referral Records	Peppers, Carol	8/18/2014	EWS monitoring reports: Attendance, Discipline, Academic Progress Monitoring	6/5/2015 daily
G9.B1.S2.MA1	Rtl Plans, IEP Plans, PBS Meeting Minutes	Peppers, Carol	8/18/2014	EWS monitoring reports: Attendance, Discipline, Academic Progress Monitoring	6/5/2015 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. Of the ELL students who tested on the 2014 Reading FCAT 2.0, 27% scored at a level of proficiency. This percentage will increase by 13% showing 40% proficient on the 2015 Florida State Assessment for Reading.

G1.B1 Limited vocabulary that adds to the difficulty in making connections to literature.

G1.B1.S1 Professional development in phonics, phonemic awareness, vocabulary, and word work will be provided to K-5 teachers to increase the effectiveness of reading foundation and remediation skills and aligning these strategies with the ELL accommodations.

PD Opportunity 1

Small group interactive teacher training sessions

Facilitator

Rebecca Redding

Participants

Classroom teachers

Schedule

Monthly, from 8/18/2014 to 6/30/2015

G3. 52% of the Economically Disadvantaged students scored proficient on the 2014 Math FCAT 2.0. The economically disadvantaged students will score 67% at a level of proficiency on the 2015 Florida State Assessment for Math.

G3.B1 Students have limited background knowledge and need to develop fluency in basic math facts.

G3.B1.S1 Math stations for focused skill practice and teacher directed remediation, also recommend that students participate in the before and/or after school math remediation club.

PD Opportunity 1

Grade level meeting, Rtl meetings, PLC

Facilitator

Tamara Chaplin

Participants

Classroom teachers

Schedule

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

G5. 66% of lowest quartile made learning gains in Reading on the 2014 FCAT 2.0, as compared to 58% in 2013. The lowest quartile will increase the learning gains in Reading to 75%, reflecting a 9 % increase on the Florida State Assessment for Reading.

G5.B1 Insufficient phonemic awareness, and phonics foundation.

G5.B1.S1 Professional development in phonics, phonemic awareness, vocabulary, and word work will be provided to K-5 teachers to increase the effectiveness of reading foundation and remediation skills.

PD Opportunity 1

Small group interactive teacher training sessions

Facilitator

Literacy Coach and/or Curriculum Resource Teacher

Participants

Classroom teachers K-5

Schedule

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

G6. 60% of the students scored a level of proficiency on the Math 2014 FCAT. The percent of students achieving proficiency in Math will increase from 60% to 70%, reflecting an increase of 10% on the 2015 Florida State Assessment for Math.

G6.B1 Limited experience for majority of the faculty with the Florida Standards, and finding resources and assessments

G6.B1.S1 Professional development will be offered to all teachers in grades K - 5 including self contained ESE teachers, in order to introduce and model a variety of teaching and learning strategies incorporating the use of manipulatives and pictorial representations to meet the Florida State Standards and expected level of rigor.

PD Opportunity 1

Monthly professional development training sessions will be focusing on Thinking Math Instructional strategies and the 8 Mathematical Practices. The sessions will show how these strategies can be implemented into the classroom to increase the rigor and level of application of the math skills and concepts.

Facilitator

Thinking Math Trained Math Coach, and trained grade level representatives.

Participants

Classroom teachers in grades K-5, including self contained ESE.

Schedule

On 6/5/2015

G7. 58% of lowest quartile made learning gains in Math on the 2014 FCAT 2.0, as compared to 67% in 2013. The lowest quartile will increase the learning gains to 70%, reflecting a 12% increase on the 2015 Florida State Assessment for Math.

G7.B1 Students have limited background knowledge and lack fluency in basic math facts.

G7.B1.S1 Math stations for focused skill practice and teacher directed remediation, also recommend that students participate in the before and/or after school math remediation club.

PD Opportunity 1

Grade level meeting, Rtl meetings

Facilitator

Tamara Chaplin

Participants

Classroom teachers, Math Coach

Schedule

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

G9. Of the SWD students tested, 25% of the SWD population scored proficient including the FAA, as compared to 20% in 2013. SWD will score 51% proficient on 2015 Assessment.

G9.B1 Students with Disabilities generally present a severe deficit in reading due to academic obstacles and behavior.

G9.B1.S2 Clearly identify the origin of the obstacle to learning (behavior and/or academic) and address individual student needs.

PD Opportunity 1

IEP Meetings, Staffing Meeting, MTSS Meetings (academic and behavioral), 504 Meeting, PLCs

Facilitator

Reading Coach, ESE Specialist, MTSS Chairperson/Guidance Counselor

Participants

Grade Level Chairs and classroom teachers

Schedule

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

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: Of the ELL students who tested on the 2014 Reading FCAT 2.0, 27% scored at a level of proficiency. This percentage will increase by 13% showing 40% proficient on the 2015 Florida State Assessment for Reading.	0
Grand Total	0

Goal 1: Of the ELL students who tested on the 2014 Reading FCAT 2.0, 27% scored at a level of proficiency. This percentage will increase by 13% showing 40% proficient on the 2015 Florida State Assessment for Reading.		
Description	Source	Total
B1.S1.A1 - Notes		0
Total Goal 1		0