

St. Johns County School District

Fruit Cove Middle School



2015-16 School Improvement Plan

Fruit Cove Middle School

3180 RACE TRACK RD, Saint Johns, FL 32259

<http://www-fcs.stjohns.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	11%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	22%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Fruit Cove Middle School is committed to building positive student-teacher relationships, focusing on high academic standards and preparing students with 21st Century Skills.

Provide the school's vision statement

Fruit Cove Middle School will inspire in all students a passion for lifelong learning, creating educated and caring contributors to the world.

School Environment

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

FCMS is focused on students and building relationships. FCMS has a school-wide emphasis on greeting students at the classroom doors and making students feel valued and welcomed. Teachers use social contracts to develop classroom expectations and agreements between the teachers and students. Many teachers incorporate strategies from "Capturing Kids Hearts" in their classrooms. Teachers use strategies in their classrooms to build positive, productive, trusting relationships — among themselves and with their students. In addition, to the classroom focus of building relationships many teachers sponsor after school clubs such as: Drama, Art Club, Fellowship of Christian Athletes, and Fruit Cove Cares.

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

FCMS creates an environment where students feel safe and respected by providing an environment that is monitored by staff and faculty. Before school students are able to enter the school before classes start at 7:15 a.m. and report to the cafeteria where supervision is provided. During school, staff and faculty monitor hallways during class changes to ensure students are safe. After school students are supervised until they leave campus. Students are encouraged to report any incidents to a teacher or staff member.

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

FCMS has a school-wide discipline policy to maximize instructional time. The FCMS Discipline Plan runs concurrently for all classes. The progress of the Discipline Plan starts over at the beginning of the next semester- "Clean Slate Policy."

1. Written warning filed.
2. Written warning filed and parent contact made by phone.
3. Detention will be assigned and a detention form will be issued to the student to be signed by a parent/or guardian and returned to the assigning teacher the next day
 - Three (3) detentions equal a dean referral.
4. Dean Referral

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

FCMS ensures the social-emotional needs of students are met through counseling from the two guidance counselors. Teachers refer students to guidance for academic and emotional needs. Guidance and administration, also, mentor students when needed.

Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	4	17	17	38
One or more suspensions	4	37	43	84
Course failure in ELA or Math	6	0	0	6
Level 1 on statewide assessment	20	24	9	53

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	5	11	10	26

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

Students who are identified by the early warning system are referred to MTSS team an intervention plan is developed for the student. Students who are referred are monitored by MTSS core team.

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?

No

PIP Link

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

Description

Fruit Cove provides opportunities for parents to be involved and informed. School communication is vital between school and home. The FCMS website (www-fcs.stjohns.k12.fl.us) contains a tremendous amount of valuable information. There are many links, which are valuable for both students and parents. A couple of important links are "The Pilot" and "The Frequent Flyer." "The FCMS e-Newsletter "The Pilot" is updated each month and may be accessed by visiting the Fruit Cove Middle School webpage. In addition, "The Frequent Flyer" is a message sent by the assistant principal to the email addresses of Fruit Cove families. The purpose of the Frequent Flyer is to improve the flow of home and school communication. It provides Fruit Cove families with knowledge of upcoming school, as well as district, events and community outreach programs.

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

Fruit Cove has business partners in the community that support the school and PTO. Also, students at FCMS reach out to the community by providing concerts and performances in their communities. Our business partners offer financial support by donating items and services to the school. One successful program that will continue this year is the help of businesses to provide rewards for our students using the Reading Plus Computer Program. Businesses donated coupons and funds to reward students who met their reading goals. The PTO spearheaded and organized the rewards program.

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:

Name	Title
OConnor, Lynn	Principal
Lay, Joe	Assistant Principal
Jackson, Marquez	Assistant Principal

Duties

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

Team members are:
Principal - Lynn O'Connor
Assistant Principal – Marquez Jackson
Assistant Principal – Joe Lay
Behavior Specialist – John Guy
School Counselor – Maureen Murray, Cathy Harrill
School Psychologist – James Langholz
MTSS Coach – Lorna Kirkham
Instructional Literacy Coach – Lori Sisson
Speech/Language Pathologist - Karen Curet

Responsibilities

- Member of core team
- Attends core meetings
- Attends RtI review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for RtI students into the RtI folder
- Updates data into the RtI digital database
- Schedules meetings to review RtI plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences necessary
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts process testing for purposes of intervention planning
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
- Finalizes RtI referral packet and submits to LEA

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 School district uses an RTI/MTSS database. Additionally, each student who is on a tier level must be met on regularly to follow up on their progress.

Prior to writing a RTI Plan for a student a per-intervention peer comparison has to be done, and the team must review the most recent report card and any relevant test scores.

To be sure any issues are not health related: Vision, hearing and Language screenings are done.

Observations are done, and progress monitoring data is gathered and shared with the team (including parents.) Students involved in the MTSS/RTI process are using Reading Plus and other interventions depending on the needs of the child. These programs, as well as the technology used to gain access to them are purchased with SAI Funds.

Fruit Cove Middle School will offer math remediation through our Intensive Math Class for students who scored below grade level on progress monitoring. In addition to teacher instruction they will receive further remediation through Think Through Math. Computers will be used in the Intensive Math classes for student use. Data will be reviewed for each student through Performance Tracker and Discovery Education in order to target specific skills. Discovery Math will be administered 3 times a year to monitor progress to Intensive Math students and any other students identified by the math teachers as struggling. Each student is expected to achieve one year's academic growth.

Reading

Fruit Cove Middle School will offer reading remediation through our Intensive Reading class for

students who scored below grade level on progress monitoring. In addition to teacher instruction they will receive further remediation through Reading Plus. Computers and iPads will be used in the Intensive Reading classes for student use on Reading Plus. Data will be reviewed for each student through Performance Tracker and FAIR to target specific needs. FAIR will be administered 2 times a year to monitor progress and as an ongoing diagnostic tool. Each student is expected to achieve one year's academic growth.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amanda Gaus	Teacher
Lynn O'Connor	Principal
Joe Lay	Education Support Employee
Jay DiMartino	Education Support Employee
Ann Nguyen	Business/Community
Nicole Thompson	Teacher
Nancy Hagopian	Teacher
Kristen Alford	Parent
Heather Torres	Parent
Brian Edgerton	Parent
Kendria LeJeune	Parent
Marques Jackson	Education Support Employee

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 September SAC meeting the Principal will present last year's school improvement plan for the committee to review and evaluate the school's progress.

Development of this school improvement plan

The SAC chair shares the needs and requests of the all stakeholders; students, teachers and parents, and community members.

Preparation of the school's annual budget and plan

During the April SAC meeting the Principal will present the proposed budget for the 2015-16 school year for feedback from the committee.

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

The SAC will approve the expenditure of requested funds that will directly impact instruction according to the SIP. Teachers will request funds to spend on classroom materials, supplies or inservices that directly impact instruction in accordance with the goals of the SIP.

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:**

Name	Title
Heymann, Cheryl	Teacher, K-12
Lay, Joe	Assistant Principal
Sisson, Lori	Instructional Coach
OConnor, Lynn	Principal
McCormick, Teresa	Teacher, K-12
Bavuso, Catherine	Teacher, ESE
Calabrese, Lauren	Teacher, K-12
Gaus, Amanda	Teacher, K-12
Thompson, Nicole	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

The major initiatives of the Literacy Leadership Team are:

- to continue promoting the school-wide common literacy strategies
- to effectively implement and High Effect-size instructional strategies.
- to focus on content area literacy and increase text complexity in all core subjects.

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

All academic teams at Fruit Cove Middle School have a common planning period to facilitate collaboration. In addition, the school has early dismissal every Wednesday and the teachers have scheduled time to work in their CLT (collaborative learning team).

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

Strategy: District application (AppliTrack) Person Responsible: Administration

Strategy: Professional Learning Communities (CLT) Person Responsible: Principal

Strategy: Model Lessons Person Responsible: Instructional Literacy Coach

Strategy: Curriculum Development and Training Person Responsible: Administration

Strategy: New Teacher Mentor/Mentee Trainings Person Responsible: Administration

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

New teachers will attend a district Orientation.

Mentors will attend a new teacher Mentor training, and will be provided a mentoring handbook.

New teachers are introduced to their Mentors and are given a Fruit Cove introduction.

Mentors and Mentees establish a calendar of when they will meet, at least 3-4 times each month during the first four months of employment.

The new teacher Mentoring log should be kept of all meetings/observations. These logs should be shared with Administrators and submitted to Tricia Herring in PD.

Professional Learning opportunities will be provided monthly for new teachers.

School Admin will meet quarterly with the mentee and mentor team to discuss any challenges, success and provide feedback.

The pairings were based on the subject area taught and the ability to work together during the schools Collaborative Learning Teams (CLT's.)

Mentor: Barbara Farbo Mentee: Rebecca Smith

Mentor: Jarelis Haigler Mentee: Carrie Schwindt

Mentor: Catherine Bavuso Mentee: Brandie Sica

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards- based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the 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 Collaborative Learning Teams (CLT) meet at least twice a month to review student data, plan lessons, and develop assessments. CLT's plan lessons for reteach and enrichment. All four core content area subjects have common planning during the instructional day to collaborate and plan. The CLT's review data that is obtained from several sources: district formal assessments, FAIR, Discovery Education, FCAT 2.0, and classroom formative and summative assessments.

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:

Fruit Cove offers an After-School Study Hall. This is available for students Monday through Thursday for one hour after the school day. During this time there is one certified teacher and a paraprofessional that assist students with needed remediation. Remediation is also offered during Learning Lunch This gives students the opportunity to complete any work or test/quizzes from being absent and get any necessary help.

Strategy Rationale

Additional time to work on assignments helps the struggling or reluctant learner.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Jackson, Marquez, marquez.jackson@stjohns.k12.fl.us

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

This program was very effective last year. Teachers saw a reduction in zero's, failing grades, as well as incomplete assignments. The teachers also found it helpful when supporting students who were absent. Data used includes report cards, interims, failure lists, and teacher gradebooks.

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

Sixth grade students making the transition from elementary to FCMS are supported beginning the end of their fifth grade year. During fifth grade the principals, guidance counselor go to the schools to present information about FCMS and to answer any questions. Sixth graders then later visit the FCMS campus for a tour. In the summer two programs are offered to sixth graders, Journeys and Passages. In these programs students are on campus for the day to participate in a mock schedule and to get comfortable with the middle school experience. The week before school starts sixth graders receive their schedules and come to an evening student orientation to meet the teachers and find

their classes. Within FCMS the transition to seventh and eighth is facilitated through a school-wide orientation before classes begin where students meet their teachers and find their classes.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

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.** Fruit Cove will increase the percentage of students meeting proficiency in Math.
- G2.** Fruit Cove will increase the percentage of students meeting proficiency in Reading.
- G3.** Fruit Cove will increase the percentage of students meeting proficiency in Writing.

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. Fruit Cove will increase the percentage of students meeting proficiency in Math. 1a

G068966

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	91.0

Resources Available to Support the Goal 2

- Houghton Mifflin Go Math
- Study Island
- Intensive Math Class
- Florida State Assessments (FSA) Website
- Think Through Math
- Algebra Nation
-

Targeted Barriers to Achieving the Goal 3

- Students not being able to apply mathematical knowledge, skills and practices to solve authentic, real world problems.

Plan to Monitor Progress Toward G1. 8

CLT data and assessment results will be reviewed.

Person Responsible

Marquez Jackson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT data and assessments results will be reviewed by administration.

G2. Fruit Cove will increase the percentage of students meeting proficiency in Reading. 1a

G068967

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	89.0

Resources Available to Support the Goal 2

- Houghton- Mifflin Collections
- Florida State Assessment (FSA) Website
- Reading Plus
- Advanced Reading Class
- Intensive Reading Class
- Teen Engagement Curriculum

Targeted Barriers to Achieving the Goal 3

- Students not being able to read multiple texts critically, and respond thoroughly to rigorous high level questions.

Plan to Monitor Progress Toward G2. 8

CLT assessments and data will be reviewed.

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT assessments and data will be reviewed by administration.

G3. Fruit Cove will increase the percentage of students meeting proficiency in Writing. 1a

G068968

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	89.0

Resources Available to Support the Goal 2

- Houghton-Mifflin Collections
- Florida State Assessment Website

Targeted Barriers to Achieving the Goal 3

- Students not being able to cite evidence from text, and explain how the evidence supports their viewpoint.

Plan to Monitor Progress Toward G3. 8

CLT data and assessments will be reviewed.

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT data and results will be reviewed by administration and instructional coach.

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. Fruit Cove will increase the percentage of students meeting proficiency in Math. **1**

 G068966

G1.B1 Students not being able to apply mathematical knowledge, skills and practices to solve authentic, real world problems. **2**

 B179261

G1.B1.S1 Teachers will work in their grade level Collaborative Learning Teams (CLT) and Math department to develop lessons with authentic, real world problems, and strategies for students to use to solve these type of problems. **4**

 S190600

Strategy Rationale

Students will become proficient in solving authentic, real world math problems. Students will be prepared for the rigor of the FSA for Math.

Action Step 1 **5**

Teachers will meet in their grade level Math CLT's to develop lessons with authentic, real world problems, and discuss strategies to teach students to use to solve these type of problems. They will, also, design formative assessments to use to monitor progress of students towards solving real world problems.

Person Responsible

Marquez Jackson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT products (i.e. lesson plans, scales, lessons, common assessments), iObservation notes

Action Step 2 5

Teachers will attend professional development provided by the school math teacher leaders.

Person Responsible

Marquez Jackson

Schedule

Quarterly, from 10/21/2015 to 10/21/2015

Evidence of Completion

Teacher attendance rosters from professional development.

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

CLT products will be monitored.

Person Responsible

Marquez Jackson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT products (i.e. lesson plans, scales, lessons, common assessments), iObservation notes will be reviewed by administration.

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

CLT data and assessments will be reviewed.

Person Responsible

Marquez Jackson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT data and assessments will be reviewed.

G2. Fruit Cove will increase the percentage of students meeting proficiency in Reading. 1

G068967

G2.B1 Students not being able to read multiple texts critically, and respond thoroughly to rigorous high level questions. 2

B179262

G2.B1.S1 School-wide literacy initiative of balanced reading strategies will be implemented. School will focus on high-effect strategies. Students will learn strategies to increase comprehension when reading critically different types of stimulus in all content areas. 4

S190601

Strategy Rationale

Students will learn strategies for reading critically through teacher modeling and be ready for the rigor of the FSA reading assessment.

Action Step 1 5

Teachers will attend professional development on high-effect strategies presented by teacher leaders.

Person Responsible

Lori Sisson

Schedule

Quarterly, from 8/4/2015 to 5/27/2016

Evidence of Completion

Professional development logs, and CLT products (i.e. lesson plans, scales, common assessments, student work) that show implementation of high-effect strategies.

Action Step 2 5

Teachers will meet with their CLT's to develop lessons that incorporate high-effect strategies. Teachers will develop common assessments, and review data to monitor student progress towards reading multiple texts critically.

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

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

CLT product will be monitored.

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT products (i.e. lesson plans, scales, lessons, common assessments,) student work samples will be monitored by administration.

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

CLT data and assessments will be reviewed.

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT data and assessments will be reviewed.

G3. Fruit Cove will increase the percentage of students meeting proficiency in Writing. 1

G068968

G3.B1 Students not being able to cite evidence from text, and explain how the evidence supports their viewpoint. 2

B179263

G3.B1.S1 Students will be taught strategies to synthesize information they read in multiple pieces of text and how to write an effective response. 4

S190602

Strategy Rationale

Students will understand how to read information, organize their thoughts and write an effective response.

Action Step 1 5

Teachers will work in their CLT's to identify effective strategies to teach students how to cite evidence, and to effectively explain how the evidence supports their viewpoint.

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT products (i.e. lesson plans, scales, lessons, common assessments), student writing samples

Action Step 2 5

Teachers will be trained on the ELA/Writing Rubric after FSA results and anchor sets are released.

Person Responsible

Lori Sisson

Schedule

On 11/4/2015

Evidence of Completion

Teacher attendance rosters from the professional development.

Action Step 3 5

Content area teachers will be instructed on ELA/Writing rubrics.

Person Responsible

Lori Sisson

Schedule

On 11/18/2015

Evidence of Completion

Attendance rosters from professional development, student work, teacher lesson plans

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

CLT products will be monitored.

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT products (i.e. lesson plans, scales, lessons, common assessments), student work samples will be monitored by administration.

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

CLT data and assessments will be reviewed.

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CLT data and assessments will be reviewed.

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	Teachers will meet in their grade level Math CLT's to develop lessons with authentic, real world problems, and discuss strategies to teach students to use to solve these type of problems. They will, also, design formative assessments to use to monitor progress of students towards solving real world problems.	Jackson, Marquez	8/10/2015	CLT products (i.e. lesson plans, scales, lessons, common assessments), iObservation notes	5/27/2016 quarterly
G2.B1.S1.A1	Teachers will attend professional development on high-effect strategies presented by teacher leaders.	Sisson, Lori	8/4/2015	Professional development logs, and CLT products (i.e. lesson plans, scales, common assessments, student work) that show implementation of high-effect strategies.	5/27/2016 quarterly
G3.B1.S1.A1	Teachers will work in their CLT's to identify effective strategies to teach students how to cite evidence, and to effectively explain how the evidence supports their viewpoint.	Lay, Joe	8/10/2015	CLT products (i.e. lesson plans, scales, lessons, common assessments), student writing samples	5/27/2016 quarterly
G1.B1.S1.A2	Teachers will attend professional development provided by the school math teacher leaders.	Jackson, Marquez	10/21/2015	Teacher attendance rosters from professional development.	10/21/2015 quarterly
G2.B1.S1.A2	Teachers will meet with their CLT's to develop lessons that incorporate high-effect strategies. Teachers will develop common assessments, and review data to monitor student progress towards reading multiple texts critically.	Lay, Joe	8/10/2015		5/27/2016 quarterly
G3.B1.S1.A2	Teachers will be trained on the ELA/ Writing Rubric after FSA results and anchor sets are released.	Sisson, Lori	11/4/2015	Teacher attendance rosters from the professional development.	11/4/2015 one-time
G3.B1.S1.A3	Content area teachers will be instructed on ELA/Writing rubrics.	Sisson, Lori	11/18/2015	Attendance rosters from professional development, student work, teacher lesson plans	11/18/2015 one-time
G1.MA1	CLT data and assessment results will be reviewed.	Jackson, Marquez	8/10/2015	CLT data and assessments results will be reviewed by administration.	5/27/2016 quarterly
G1.B1.S1.MA1	CLT data and assessments will be reviewed.	Jackson, Marquez	8/10/2015	CLT data and assessments will be reviewed.	5/27/2016 quarterly
G1.B1.S1.MA1	CLT products will be monitored.	Jackson, Marquez	8/10/2015	CLT products (i.e. lesson plans, scales, lessons, common assessments), iObservation notes will be reviewed by administration.	5/27/2016 quarterly
G2.MA1	CLT assessments and data will be reviewed.	Lay, Joe	8/10/2015	CLT assessments and data will be reviewed by administration.	5/27/2016 quarterly
G2.B1.S1.MA1	CLT data and assessments will be reviewed.	Lay, Joe	8/10/2015	CLT data and assessments will be reviewed.	5/27/2016 quarterly
G2.B1.S1.MA1	CLT product will be monitored.	Lay, Joe	8/10/2015	CLT products (i.e. lesson plans, scales, lessons, common assessments,) student work samples will be monitored by administration.	5/27/2016 quarterly
G3.MA1	CLT data and assessments will be reviewed.	Lay, Joe	8/10/2015	CLT data and results will be reviewed by administration and instructional coach.	5/27/2016 quarterly
G3.B1.S1.MA1	CLT data and assessments will be reviewed.	Lay, Joe	8/10/2015	CLT data and assessments will be reviewed.	5/27/2016 quarterly
G3.B1.S1.MA1	CLT products will be monitored.	Lay, Joe	8/10/2015	CLT products (i.e. lesson plans, scales, lessons, common assessments), student work samples will be monitored by administration.	5/27/2016 quarterly

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. Fruit Cove will increase the percentage of students meeting proficiency in Math.

G1.B1 Students not being able to apply mathematical knowledge, skills and practices to solve authentic, real world problems.

G1.B1.S1 Teachers will work in their grade level Collaborative Learning Teams (CLT) and Math department to develop lessons with authentic, real world problems, and strategies for students to use to solve these type of problems.

PD Opportunity 1

Teachers will attend professional development provided by the school math teacher leaders.

Facilitator

Lori Sisson

Participants

6th, 7th, 8th Math, Algebra, Geometry

Schedule

Quarterly, from 10/21/2015 to 10/21/2015

G2. Fruit Cove will increase the percentage of students meeting proficiency in Reading.

G2.B1 Students not being able to read multiple texts critically, and respond thoroughly to rigorous high level questions.

G2.B1.S1 School-wide literacy initiative of balanced reading strategies will be implemented. School will focus on high-effect strategies. Students will learn strategies to increase comprehension when reading critically different types of stimulus in all content areas.

PD Opportunity 1

Teachers will attend professional development on high-effect strategies presented by teacher leaders.

Facilitator

Sisson, Lori,

Participants

ELA ,Science, Social Studies, Academic Electives

Schedule

Quarterly, from 8/4/2015 to 5/27/2016

G3. Fruit Cove will increase the percentage of students meeting proficiency in Writing.

G3.B1 Students not being able to cite evidence from text, and explain how the evidence supports their viewpoint.

G3.B1.S1 Students will be taught strategies to synthesize information they read in multiple pieces of text and how to write an effective response.

PD Opportunity 1

Teachers will be trained on the ELA/Writing Rubric after FSA results and anchor sets are released.

Facilitator

Lori Sisson

Participants

Language Arts department

Schedule

On 11/4/2015

PD Opportunity 2

Content area teachers will be instructed on ELA/Writing rubrics.

Facilitator

Lori Sisson

Participants

Science, Social Studies, Academic elective teachers

Schedule

On 11/18/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will meet in their grade level Math CLT's to develop lessons with authentic, real world problems, and discuss strategies to teach students to use to solve these type of problems. They will, also, design formative assessments to use to monitor progress of students towards solving real world problems.				\$0.00
2	G1.B1.S1.A2	Teachers will attend professional development provided by the school math teacher leaders.				\$0.00
3	G2.B1.S1.A1	Teachers will attend professional development on high-effect strategies presented by teacher leaders.				\$36,443.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$16,000.00
<i>Notes: Funding came from the supplemental academic instruction budget.</i>						
			District-Wide	General Fund		\$20,443.00
<i>Notes: Funding came from the supplemental at risk budget</i>						
4	G2.B1.S1.A2	Teachers will meet with their CLT's to develop lessons that incorporate high-effect strategies. Teachers will develop common assessments, and review data to monitor student progress towards reading multiple texts critically.				\$0.00
5	G3.B1.S1.A1	Teachers will work in their CLT's to identify effective strategies to teach students how to cite evidence, and to effectively explain how the evidence supports their viewpoint.				\$0.00
6	G3.B1.S1.A2	Teachers will be trained on the ELA/Writing Rubric after FSA results and anchor sets are released.				\$0.00
7	G3.B1.S1.A3	Content area teachers will be instructed on ELA/Writing rubrics.				\$0.00
					Total:	\$36,443.00