

# Fruitland Park Elementary School



# 2015-16 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	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	82%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

### School Grades History

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

*\*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 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>22</b>
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	27
<b>Appendix 1: Implementation Timeline</b>	<b>42</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>45</b>
Professional Development Opportunities	46
Technical Assistance Items	49
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

###### MISSION:

At Fruitland Park Elementary, we are 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 the community we serve, strive to create an atmosphere of positive expectations in a safe and resource-filled learning environment.

###### BELIEFS:

Student learning is our chief priority. We believe that a commitment to continuous improvement and modeling

life-long learning is imperative for producing confident, self-directed, life-long learners.

Families, teachers, administrators, and the community 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 "inviting" 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

At Fruitland Park we take proactive measures to insure that families feel welcome on our campus. We 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 families the opportunity to come in and meet the teachers, tour the campus and visit with other families from the community. 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. We also 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. Through these events we connect with families and build productive academic relationships.

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



Fruitland Park Elementary School encourages families to participate in a variety of school activities. Through these activities, parents, teachers, and students build productive relationships that transfer to a feeling of security and belonging. We promote a PBS system that recognizes appropriate student behavior and encourages active citizenship. While on campus, students are monitored with a mind for safety. 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. A student safety patrol program provides additional eyes on campus and aids in insuring student safety. The Safety Patrol Program positions are filled by fifth graders who are role models of character for our students. 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. The campus is an orderly place and clear expectations for behavior are adhered to by all stakeholders.

**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**

At the start of each semester, teachers review the student Code of Conduct and Expectations for student behavior at Fruitland Park Elementary School with their students. 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. They also have a chance to earn weekly rewards through the "reward store", and by reaching class 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. The school's Compact states that all students are responsible for reporting 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.

We work hard to insure that negative behavior does not disrupt the learning process. 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 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. We are proudly considered to be 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 their services as a volunteer. 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, whose officers provide traffic supervision at the start and close of each school day. An ongoing partnership exists with a civic organization called, "Bless Fruitland Park." This organization is comprised of local churches and businesses who desire to support the Fruitland Park Community. The school has benefited from its partnership with Bless Fruitland Park through significant financial contributions, beautification projects, and increased awareness and support for curricular initiatives.

## 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
Langley, Tammy	Principal
Colborne, Robin	Instructional Coach
Dudley, Gregg	Assistant Principal
Chaplin, Tamara	Instructional Coach
Simmons, Paige	Instructional Coach
Redding, Rebecca	Instructional Coach
Blozis, Diane	Guidance Counselor
Widmann, Amy	Other
Kacanich, Kristi	Instructional Coach
Menzinger, Georgia	Instructional Coach
McKibben, Mary	Teacher, ESE

### Duties

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

- Administrators: Mrs. Tammy Langley, Principal and Mr. Gregg Dudley, Assistant Principal serve as instructional leaders and provide a focus for school improvement initiatives. They model a clear understanding of the school goals, processes, procedures, and MTSS process. They attend MTSS meetings to insure the fidelity of the process and insure adequate professional development to support MTSS implementation.
- Guidance Counselor, Ms. Diane Blozis 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.
- Mrs. 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. Mary Ellen McKibben, 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 teachers to ensure FPE students are receiving the quality reading instruction needed to be college and career ready for the 21st century.
- Mrs. Georgia Menzinger, 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 teachers 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. Kristi Kacanich 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.
- . Mrs. Tamara McCray, Curriculum Resource Teacher (CRT), works as a liaison between the district and the school to communicate curricular expectations to teachers and to direct them to resources which will help them provide rigorous standards-based instruction to their students. She serves on our SAC committee as the chairperson, is involved with progress monitoring, planning PLCs, and professional development planning.
- . Mrs. Kristine Cavinder, Instructional Dean, assists in monitoring our PBS initiatives, serves as our testing coordinator, ELL coordinator, Health Coordinator, and classroom management resource.

***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:

Name	Stakeholder Group
Genene Hammond	Parent
Tamara McCray	Teacher
Heather Pancost	Parent
Faye Umble	Business/Community
Ginger Godwin	Parent
Anthony Cuellar	Parent
Jo-ann Putney	Education Support Employee
Patty Bordenkircher	Teacher
Beckie Sirolli	Business/Community
Andrie White-Peterkin	Parent
Becky Dicus	Parent
Crystal Mathis	Parent

#### 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 2015 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 were used to help guide our 2015-2016 SIP and PIP. The state assessment 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. In September of 2015, the SAC reconvened to review the information again and to make suggestions for 2015-2016 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 SAC is active in the discussion, dissemination and approval of the allocation of significant budgets that are instrumental in funding instruction. The SAI funds (2015-2016 \$7978.00) and the Title I funds (2015-2016 \$284,879.00) which the school receives annually are spent with input from the SAC. 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 did not receive specific school improvement funds in 2014-15, however, they are active in the discussion, dissemination and approval of the SAI funds (\$7978.00 2015-2016) and Title I funds (\$268,879.00 2015-2016) 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:**

Name	Title
Langley, Tammy	Principal
Colborne, Robin	Instructional Coach
Simmons, Paige	Other
McKibben, Mary	Teacher, ESE

## 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.

This year a focus will be on the use of PLC time to follow the iPD Lesson Cycle with a focus on studying the results of instruction and making modifications for applied strategies.

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

Vertical articulation-

\*Opportunities are provided for discussions between grade- levels 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 and/or 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 and well qualified mentors
- \*Professional Learning Communities for mentors and new teachers
- \*Engaged principal monitoring and access
- \*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 expectations for Florida Standards 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. All instructional materials are reviewed for alignment with the intent of Florida's standards prior to their purchase.

#### **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. Students who have been identified as ESE, 504, or ELL are provided appropriate accommodations in accordance with their corresponding academic plan. These plans are implemented and monitored in compliance with federal, state, and district expectations.

**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:**

**Strategy Rationale**

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

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

**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**

Kacanich, Kristi, [kacanichk@lake.k12.fl.us](mailto:kacanichk@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)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Cavinder, Kristine, cavinderk@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)**

""

**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)**

""

**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.

Students who are transitioning to the middle school level are afforded opportunities to visit the schools that they are zoned to attend. During these visits they are exposed to the curricular offerings that they will be able to participate in, as well as the behavioral and social expectations that they will be expected to abide by.

### 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***

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Preliminary review of available data indicate an increase in the number of students who are scoring proficiently in Science at Fruitland Park Elementary. Science is still tested by the FCAT assessment and allows for a comparison with previous years' data. Our science proficiency increased by 6%. Though ELA and Math assessments differ in their format and complexity from previous years making it tough to compare to FCAT scoring, the following preliminary information allows us to compare our performance to the state and district:

MEAN T Scores for 2015

ELA 3 ELA 4 ELA 5 Math 3 Math 4 Math 5

State 50 50 50 50 50 50

Lake County 50 50 50 50 49 49

Fruitland Park 46 48 49 47 49 47

These scores reveal that third Fruitland Park Elementary students scored slightly below state and district averages across the testing spectrum. A particular area of concern is our third grade ELA scores.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

In general terms our scores reveal an increase in proficiency as students progress from third to fifth grade. In shoring up our ELA performance, we will continue to focus on strategies in grades K-2 that provide rigorous standards-based instruction for our youngest students. Additionally, a great many of our students enter elementary school with academic deficiencies that are revealed in our kindergarten screener. These students, who are not “kindergarten ready”, are behind from the start. We will continue to explore ways to involve these families in activities which promote pre-K education and academic preparedness.

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## 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.** Fruitland Park Elementary School will increase student achievement when teachers, instructional coaches, and administrators understand, plan, and implement standards based instruction with high expectations and fidelity to the full intent of the standard.
- G2.** Fruitland Park Elementary School will establish and maintain a bully-free learning environment.
- G3.** Fruitland Park Elementary School will be a safe learning environment that promotes the well-being of the whole child.
- G4.** Fruitland Park Elementary School will increase student and teacher integration of technology in all subject areas.

## Strategic Goals Detail

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

**G1.** Fruitland Park Elementary School will increase student achievement when teachers, instructional coaches, and administrators understand, plan, and implement standards based instruction with high expectations and fidelity to the full intent of the standard. 1a

 G071413

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	50.0
Science Achievement - Satisfactory or Above	55.0

**Resources Available to Support the Goal** 2

- Administrative personnel including instructional coaches in math, science, and literacy, grade level chairs, mentor teachers.
- Florida Standards, curricular blueprints, instructional materials,

**Targeted Barriers to Achieving the Goal** 3

- Limits on planning time
- New teachers and teachers new to Fruitland Park need training in deconstructing standards, writing, and software programs.
- New curriculum resources and expectations in math and science.

**Plan to Monitor Progress Toward G1.** 8

FPE teachers and students will participate in science and math activities as required for STEM status.

**Person Responsible**

Kristi Kacanich

**Schedule**

Weekly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Classroom walk throughs, TEAM observations, and activity calendars will note completion of key requirements. Ultimately, FPE will achieve STEM school status.

**G2. Fruitland Park Elementary School will establish and maintain a bully-free learning environment.** 1a

**Targets Supported** 1b

G071414

Indicator	Annual Target
School Climate Survey - Parent	90.0

**Resources Available to Support the Goal** 2

- Lake County Schools Safe Schools Department, FPE Safe School Committee, Fruitland Park Police Department, district adopted Ant-Bullying curriculum, Jane James (media specialist), Israel Ramos (PE coach),

**Targeted Barriers to Achieving the Goal** 3

- Due to an overwhelming amount of public attention and misinformation related to "bullying" the definition and procedural expectations are often clouded by various interpretations and misunderstandings.

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

**Person Responsible**

**Schedule**

***Evidence of Completion***



**G3.** Fruitland Park Elementary School will be a safe learning environment that promotes the well-being of the whole child. 1a

G071415

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Parent	90.0

**Resources Available to Support the Goal** 2

- Safe Schools Committee, district maintenance department, community support from Bless Fruitland Park committee

**Targeted Barriers to Achieving the Goal** 3

- FPE was built in the 1960s and consequently there are concerns related to the age of the facility.
- FPE is experiencing growth resulting in the addition of portables. Consequently, there is a need to revise practices and procedures.

**Plan to Monitor Progress Toward G3.** 8

The Safe Schools Committee will progress monitor the practices and procedures and make recommendations for adjustments to the plan on a regular basis.

**Person Responsible**

Gregg Dudley

**Schedule**

Quarterly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Meeting agendas, notes, emails, work orders, and other written documentation will record the effectiveness of the plan and adjustments that are made to tweak it.

**G4.** Fruitland Park Elementary School will increase student and teacher integration of technology in all subject areas. 1a

 G071416

**Targets Supported** 1b

Indicator	Annual Target
Writing Gains District Assessment	10.0
Math Achievement District Assessment	10.0
ELA Achievement District Assessment	10.0

**Resources Available to Support the Goal** 2

- Curriculum resource teacher, instructional coaches, technology contacts, district instructional technology department, iStation and iReady software, intranet, internet, wireless capabilities in some areas.

**Targeted Barriers to Achieving the Goal** 3

- Old and ineffective technology.
- Training needed for technology use and integration.

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

**Schedule**

***Evidence of Completion***

## 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.** Fruitland Park Elementary School will increase student achievement when teachers, instructional coaches, and administrators understand, plan, and implement standards based instruction with high expectations and fidelity to the full intent of the standard. **1**

 **G071413**

**G1.B1** Limits on planning time **2**

 **B186126**

**G1.B1.S1** The administration at FPE will protect common planning time and plan PLC opportunities that address the needs of teachers as they relate to increasing student achievement and focusing on standards based instruction. We will also incorporate an IPD lesson study cycle to maximize the use of available time. **4**

 **S197521**

### Strategy Rationale

Planning time is a finite resource and should be utilized in a thoughtful and productive fashion.

### Action Step 1 **5**

Through carefully and thoughtfully designed professional learning community activities, teachers will be given the opportunities that they need to address standards based instructional priorities by deconstructing standards, defining expectations for common board configurations, developing learning scales, and crafting instructional rubrics. This process will be supported through the IPD lesson plan cycle which will be facilitated by instructional coaches.

### Person Responsible

Tamara Chaplin

### Schedule

Biweekly, from 9/21/2015 to 5/31/2016

### Evidence of Completion

Evidence of the implementation of this action step will be seen in PLC meeting agendas and notes and will be monitored through classroom walk through, the TEAM evaluation process, and observation of teacher lesson plans.

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

The leadership team at FPE will plan and develop PLC activities which focus on teacher needs for providing students with standards based instruction and raising student performance.

#### **Person Responsible**

Tammy Langley

#### **Schedule**

Monthly, from 9/21/2015 to 7/4/2016

#### ***Evidence of Completion***

A master calendar will be maintained that will indicate how the leadership time has planned for PLC opportunities.

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

PLC focus strategies will be implemented in the classrooms.

#### **Person Responsible**


Tammy Langley

#### **Schedule**

#### ***Evidence of Completion***

Classroom walk through, TEAM evaluations, lesson plans, and evaluation of the rigor of student assignments.

**G1.B2** New teachers and teachers new to Fruitland Park need training in deconstructing standards, writing, and software programs. **2**

 B186127

**G1.B2.S1** Professional Development opportunities, which support the process of fully implementing standards based instruction with high expectations, will be offered to teachers at Fruitland Park Elementary. **4**

 S197522

### **Strategy Rationale**

In order for teachers to meet the expectations of this goal they need professional support and development.

### **Action Step 1** **5**

Professional Development opportunities planned at FPE this year will include: LSI/Marzano Training, CORE Connections Writing Training, Thinking Maps Training, Math Curriculum Training, iReady Training, and iStation Training.

#### **Person Responsible**

Tamara Chaplin

#### **Schedule**

Monthly, from 9/17/2015 to 5/31/2016

#### **Evidence of Completion**

Evidence of completion will include course rosters and training agendas.

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

Leadership members and instructional coaches will organize professional development inservice opportunities for teachers that focus on standards based instruction.

#### **Person Responsible**

Tamara Chaplin

#### **Schedule**

Monthly, from 9/15/2015 to 6/3/2016

#### **Evidence of Completion**

Agendas and notes from PLC inservices will reflect a focus on standards based instruction. Sign-in sheets will confirm teacher attendance.

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

Teachers will implement strategies learned through inservices in their classrooms.

**Person Responsible**

Tammy Langley


**Schedule**

Monthly, from 9/15/2015 to 6/3/2016


**Evidence of Completion**

Classroom walk throughs, TEAM evaluation process,

**G1.B3** New curriculum resources and expectations in math and science. 2

 B186128

**G1.B3.S1** Fruitland Park Elementary will become a STEM School with a focus on science, technology, engineering, and math. 4

 S197523

**Strategy Rationale**

In order to address academic standards in science and math, it is essential that teachers and students at FPE become engaged in a process of more deeply exploring Florida's science and math standards.

**Action Step 1** 5

Selected teachers at FPE will participate in the district's Math Science Partnerships initiative.

**Person Responsible**

Georgia Menzinger

**Schedule**

Biweekly, from 9/21/2015 to 5/31/2016

**Evidence of Completion**

Evidence will be collected in the form of lesson plans and project proposals that are vetted through the initiative organizers.

## Action Step 2 5

Fruitland Park Elementary will meet requirements for being a STEM school, including participating in district science fairs, hosting family STEM activities, incorporating STEM activities into lesson plans, integrating problem-based learning activities into instruction, and monthly STEM PLC meetings.

### **Person Responsible**

### **Schedule**

Daily, from 9/21/2015 to 6/3/2016

### ***Evidence of Completion***

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The leadership team and faculty members will collaborate to plan and implement science and math activities that meet the requirements for STEM status.

### **Person Responsible**

Georgia Menzinger

### **Schedule**

Weekly, from 9/21/2015 to 6/3/2016

### ***Evidence of Completion***

Meeting notes, agendas, sign-in sheets will reflect that STEM activities are the focus. Classroom walk throughs and TEAM observations will reveal teacher and student activities consistent with this expectation.

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers and students will engage in STEM school activities.

### **Person Responsible**

Kristi Kacanich

### **Schedule**

Weekly, from 9/21/2015 to 6/3/2016

### ***Evidence of Completion***

FPE will achieve STEM school status.

**G2.** Fruitland Park Elementary School will establish and maintain a bully-free learning environment. 1

G071414

**G2.B1** Due to an overwhelming amount of public attention and misinformation related to "bullying" the definition and procedural expectations are often clouded by various interpretations and misunderstandings.

2

B186129

**G2.B1.S1** Fruitland Park Elementary will develop and implement a Positive behavior Supports (PBS) program that contains incentives for good behavior and education about bullying. 4

S197524

### Strategy Rationale

The PBS system incorporates a school-wide approach that will allow for students, teachers, and staff members to participate in a common program thereby resulting in common expectations and understanding.

### Action Step 1 5

The PBS committee will develop a school-wide PBS plan that addresses expectations for student behavior, education about bullying, and incentives for positive behavior.

#### Person Responsible

Diane Blozis

#### Schedule

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

#### Evidence of Completion

A completed PBS plan including the aforementioned items. Progress monitoring to include tracking charts for student (class) behavior in the cafeteria, monitoring incidences of bullying (substantiated and unsubstantiated), charting records of the rewards and prizes used as incentives for positive behavior.

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

Observation of teacher use of tools designed by PBS committee, Observation of administrative use of tools designed for their use.

#### Person Responsible

Diane Blozis

#### Schedule

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

#### Evidence of Completion

Progress Monitoring Charts as designed by PBS committee.



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

Maintenance of low instances of bullying on the FPE campus.

**Person Responsible**

Diane Blozis

**Schedule**

On 6/5/2015

**Evidence of Completion**

End of year discipline reports.

**G2.B1.S2** FPE will implement the district's anti-bullying curriculum. 4

 S197525

**Strategy Rationale**

The anti-bullying program will help to educate students and teachers about bullying and will provide a springboard for conversations and activities that will promote a safe school environment.

**Action Step 1** 5

FPE will implement the district anti-bullying program with fidelity. All students will participate in the program,

**Person Responsible**

Gregg Dudley

**Schedule**

Monthly, from 9/8/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans and observation of activities will indicate that all students have participated in the program.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Students will participate in the anti-bullying program at FPE

**Person Responsible**

Gregg Dudley

**Schedule**

Monthly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

Program completion as documented by lesson plans and student products.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Students will participate in the anti-bullying program at FPE

**Person Responsible**

**Schedule**

Monthly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

Program completion as documented by lesson plans and student products.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Students will demonstrate a heightened awareness of the concept of bullying and respect for their fellow students.

**Person Responsible**

Gregg Dudley

**Schedule**

Quarterly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

Recorded incidences of bullying will remain low at FPE.

**G2.B1.S3** Teachers will facilitate the use of cooperative structures designed to have students interact with one another in problem solving activities. 4

 S197526

### **Strategy Rationale**

As students work with one another to achieve academic success they will develop social skills that are transferable to other campus situations.

### **Action Step 1** 5

Teachers will afford students the opportunity to interact socially in classroom settings.

#### **Person Responsible**

Tammy Langley

#### **Schedule**

On 6/3/2016

#### **Evidence of Completion**

Lesson plans will reflect opportunities for students to interact in cooperative structures. Classroom walk throughs and TEAM observations will confirm these results.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Teachers will use Cooperative Structures in their classrooms.

#### **Person Responsible**

Tammy Langley

#### **Schedule**

Weekly, from 9/14/2015 to 6/3/2016

#### **Evidence of Completion**

Lesson plans, walk throughs, and TEAM observations will reflect fidelity of this expectation.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Students will understand the expectations for their behavior when working as a member of a group.

**Person Responsible**

Tammy Langley

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

**Evidence of Completion**

When observed, students will demonstrate an understanding of their roles and responsibilities as a member of a cooperative group.

**G3.** Fruitland Park Elementary School will be a safe learning environment that promotes the well-being of the whole child. 1

 G071415

**G3.B1** FPE was built in the 1960s and consequently there are concerns related to the age of the facility. 2

 B186130

**G3.B1.S1** The Safe School Committee will establish, prioritize and follow up on a list of facilities concerns. 4

 S197527

**Strategy Rationale**

Regular maintenance of a facility is required to insure the safety of our students, teachers and staff.

**Action Step 1 5**

The Safe Schools Committee will meet regularly to address facility concerns.

**Person Responsible**

Gregg Dudley

**Schedule**

Quarterly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Minutes from Safe School Committee Meetings

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

The School Safety Committee will act on all safety concerns.

**Person Responsible**

Gregg Dudley

**Schedule**

Weekly, from 9/21/2015 to 6/3/2016

***Evidence of Completion***

Meeting agendas, notes, emails, inspection results, work orders, completion notices and other forms of documentation will reflect that safety concerns are addressed.

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

The school facility will be safe.

**Person Responsible**

Gregg Dudley


**Schedule**

Semiannually, from 9/21/2015 to 6/3/2016


***Evidence of Completion***

Inspections will reflect compliance with expectations and corrections of infractions.

**G3.B2** FPE is experiencing growth resulting in the addition of portables. Consequently, there is a need to revise practices and procedures. **2**

 B186131

**G3.B2.S1** The Safe Schools Committee will review and update the existing safety plan to address growth issues and provide adequate supervision on campus. **4**

 S197528

### **Strategy Rationale**

Changes are required due to additional structures and increased enrollment.

### **Action Step 1** **5**

The Safe School Committee will revise procedures to make better use of human capital and to insure complete coverage across the campus.

#### **Person Responsible**

Gregg Dudley

#### **Schedule**

On 6/3/2016

#### ***Evidence of Completion***

Completed duty rosters, schedules, updated practices and procedures in accordance to Safe Schools Expectations.

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1** **6**

FPE policies and procedures regarding safety will be updated to reflect growth.

#### **Person Responsible**

Gregg Dudley

#### **Schedule**

On 6/3/2016

#### ***Evidence of Completion***

Completion of procedural revisions in accordance with district guidelines and by established district deadlines.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Drills will be conducted to test the efficiency of the revisions.

**Person Responsible**

Gregg Dudley

**Schedule**

Monthly, from 9/8/2015 to 6/3/2016


**Evidence of Completion**

Successful completion of drill activities as documented with after action reports and drill schedule summaries.

**G4.** Fruitland Park Elementary School will increase student and teacher integration of technology in all subject areas. 1

 G071416

**G4.B1** Old and ineffective technology. 2

 B186132

**G4.B1.S1** The FPE leadership team will develop a plan to procure educationally appropriate hardware and software that will assist teachers in integrating technology into all subject areas. 4

 S197529

**Strategy Rationale**

In order for teachers to consistently integrate technology in all subjects, the basic infrastructure must support their efforts.

**Action Step 1** 5

A needs inventory will be completed to gather, assess, and prioritize technology concerns.

**Person Responsible**

Rebecca Redding

**Schedule**

On 6/3/2016

**Evidence of Completion**

A completed needs inventory.

## Action Step 2 5

The FPE leadership team will explore funding options and begin the process of technology acquisition as funds are available.

### **Person Responsible**

Tammy Langley

### **Schedule**

Monthly, from 10/15/2015 to 6/3/2016

### **Evidence of Completion**

An acquisition plan will be developed with target dates and purchase plans.

## Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

A technology needs inventory will be developed.

### **Person Responsible**

Rebecca Redding

### **Schedule**

On 6/3/2016

### **Evidence of Completion**

Completed needs inventory.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Equipment will begin to be purchased and used in classrooms.

### **Person Responsible**

Tammy Langley

### **Schedule**


On 6/3/2016

### **Evidence of Completion**

Lesson plans will reflect an increased use of technology in the classrooms. This will be confirmed by classroom walk throughs and TEAM observations.



**G4.B2** Training needed for technology use and integration. **2**

 B186133

**G4.B2.S1** Teachers will be trained in ways to integrate technology into their classrooms in all subject areas. **4**

 S197530

**Strategy Rationale**

Teachers need the opportunity to learn how to utilize existing hardware and software and to understand best practices for technology integration into their curriculum.

**Action Step 1** **5**

Teachers will receive training on existing software for reading and math.

**Person Responsible**

Tamara Chaplin

**Schedule**

Semiannually, from 9/17/2015 to 6/3/2016

***Evidence of Completion***

Training date, agenda, rosters

**Action Step 2** **5**

Instructional Coaches will provide training on integrating curriculum into each subject area.

**Person Responsible**

Tamara Chaplin

**Schedule**

Monthly, from 9/21/2015 to 6/3/2016

***Evidence of Completion***

Meeting/training rosters, agendas, exit surveys,

## Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Instructional coaches will provide training on software use and technology integration.

### Person Responsible

Tamara Chaplin

### Schedule

Every 6 Weeks, from 9/21/2015 to 6/3/2016

### Evidence of Completion

Rosters, agendas, and surveys from technology training.

## Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Teachers will integrate technology across all subject areas.

### Person Responsible

Tammy Langley

### Schedule

Quarterly, from 10/15/2015 to 6/3/2016

### Evidence of Completion

Lesson plans will reflect technology integration. Classroom walk throughs and TEAM observations will confirm implementation of iStation and IReady as well as WriteSource with a 10% increase in student growth across the board.

## 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	Through carefully and thoughtfully designed professional learning community activities, teachers will be given the opportunities that they need to address standards based instructional priorities by deconstructing standards, defining expectations for common board configurations, developing learning scales, and crafting instructional rubrics. This process will be supported through the IPD lesson plan cycle which will be facilitated by instructional coaches.	Chaplin, Tamara	9/21/2015	Evidence of the implementation of this action step will be seen in PLC meeting agendas and notes and will be monitored through classroom walk through, the TEAM evaluation process, and observation of teacher lesson plans.	5/31/2016 biweekly

**Lake - 0101 - Fruitland Park Elem. School - 2015-16 SIP**  
*Fruitland Park Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Professional Development opportunities planned at FPE this year will include: LSI/Marzano Training, CORE Connections Writing Training, Thinking Maps Training, Math Curriculum Training, iReady Training, and iStation Training.	Chaplin, Tamara	9/17/2015	Evidence of completion will include course rosters and training agendas.	5/31/2016 monthly
G1.B3.S1.A1	Selected teachers at FPE will participate in the district's Math Science Partnerships initiative.	Menzinger, Georgia	9/21/2015	Evidence will be collected in the form of lesson plans and project proposals that are vetted through the initiative organizers.	5/31/2016 biweekly
G2.B1.S1.A1	The PBS committee will develop a school-wide PBS plan that addresses expectations for student behavior, education about bullying, and incentives for positive behavior.	Blozis, Diane	8/18/2014	A completed PBS plan including the aforementioned items. Progress monitoring to include tracking charts for student (class) behavior in the cafeteria, monitoring incidences of bullying (substantiated and unsubstantiated), charting records of the rewards and prizes used as incentives for positive behavior.	6/5/2015 weekly
G2.B1.S2.A1	FPE will implement the district anti-bullying program with fidelity. All students will participate in the program,	Dudley, Gregg	9/8/2015	Lesson plans and observation of activities will indicate that all students have participated in the program.	6/3/2016 monthly
G2.B1.S3.A1	Teachers will afford students the opportunity to interact socially in classroom settings.	Langley, Tammy	9/14/2015	Lesson plans will reflect opportunities for students to interact in cooperative structures. Classroom walk throughs and TEAM observations will confirm these results.	6/3/2016 one-time
G3.B1.S1.A1	The Safe Schools Committee will meet regularly to address facility concerns.	Dudley, Gregg	9/21/2015	Minutes from Safe School Committee Meetings	6/3/2016 quarterly
G3.B2.S1.A1	The Safe School Committee will revise procedures to make better use of human capital and to insure complete coverage across the campus.	Dudley, Gregg	9/21/2015	Completed duty rosters, schedules, updated practices and procedures in accordance to Safe Schools Expectations.	6/3/2016 one-time
G4.B1.S1.A1	A needs inventory will be completed to gather, assess, and prioritize technology concerns.	Redding, Rebecca	9/28/2015	A completed needs inventory.	6/3/2016 one-time
G4.B2.S1.A1	Teachers will receive training on existing software for reading and math.	Chaplin, Tamara	9/17/2015	Training date, agenda, rosters	6/3/2016 semiannually
G1.B3.S1.A2	Fruitland Park Elementary will meet requirements for being a STEM school, including participating in district science fairs, hosting family STEM activities, incorporating STEM activities into lesson plans, integrating problem-based learning activities into instruction, and monthly STEM PLC meetings.		9/21/2015		6/3/2016 daily
G4.B1.S1.A2	The FPE leadership team will explore funding options and begin the process of technology acquisition as funds are available.	Langley, Tammy	10/15/2015	An acquisition plan will be developed with target dates and purchase plans.	6/3/2016 monthly
G4.B2.S1.A2	Instructional Coaches will provide training on integrating curriculum into each subject area.	Chaplin, Tamara	9/21/2015	Meeting/training rosters, agendas, exit surveys,	6/3/2016 monthly
G1.MA1	FPE teachers and students will participate in science and math activities as required for STEM status.	Kacanich, Kristi	9/21/2015	Classroom walk throughs, TEAM observations, and activity calendars will note completion of key requirements. Ultimately, FPE will achieve STEM school status.	6/3/2016 weekly

**Lake - 0101 - Fruitland Park Elem. School - 2015-16 SIP**  
*Fruitland Park Elementary School*

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	PLC focus strategies will be implemented in the classrooms.	Langley, Tammy	Classroom walk through, TEAM evaluations, lesson plans, and evaluation of the rigor of student assignments.	one-time	
G1.B1.S1.MA1	The leadership team at FPE will plan and develop PLC activities which focus on teacher needs for providing students with standards based instruction and raising student performance.	Langley, Tammy	9/21/2015	A master calendar will be maintained that will indicate how the leadership time has planned for PLC opportunities.	7/4/2016 monthly
G1.B2.S1.MA1	Teachers will implement strategies learned through inservices in their classrooms.	Langley, Tammy	9/15/2015	Classroom walk throughs, TEAM evaluation process,	6/3/2016 monthly
G1.B2.S1.MA1	Leadership members and instructional coaches will organize professional development inservice opportunities for teachers that focus on standards based instruction.	Chaplin, Tamara	9/15/2015	Agendas and notes from PLC inservices will reflect a focus on standards based instruction. Sign-in sheets will confirm teacher attendance.	6/3/2016 monthly
G1.B3.S1.MA1	Teachers and students will engage in STEM school activities.	Kacanich, Kristi	9/21/2015	FPE will achieve STEM school status.	6/3/2016 weekly
G1.B3.S1.MA1	The leadership team and faculty members will collaborate to plan and implement science and math activities that meet the requirements for STEM status.	Menzinger, Georgia	9/21/2015	Meeting notes, agendas, sign-in sheets will reflect that STEM activities are the focus. Classroom walk throughs and TEAM observations will reveal teacher and student activities consistent with this expectation.	6/3/2016 weekly
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Maintenance of low instances of bullying on the FPE campus.	Blozis, Diane	8/25/2014	End of year discipline reports.	6/5/2015 one-time
G2.B1.S1.MA1	Observation of teacher use of tools designed by PBS committee, Observation of administrative use of tools designed for their use.	Blozis, Diane	8/25/2014	Progress Monitoring Charts as designed by PBS committee.	6/5/2015 weekly
G2.B1.S2.MA1	Students will demonstrate a heightened awareness of the concept of bullying and respect for their fellow students.	Dudley, Gregg	9/8/2015	Recorded incidences of bullying will remain low at FPE.	6/3/2016 quarterly
G2.B1.S2.MA1	Students will participate in the anti-bullying program at FPE	Dudley, Gregg	9/8/2015	Program completion as documented by lesson plans and student products.	6/3/2016 monthly
G2.B1.S2.MA1	Students will participate in the anti-bullying program at FPE		9/8/2015	Program completion as documented by lesson plans and student products.	6/3/2016 monthly
G2.B1.S3.MA1	Students will understand the expectations for their behavior when working as a member of a group.	Langley, Tammy	9/8/2015	When observed, students will demonstrate an understanding of their roles and responsibilities as a member of a cooperative group.	6/3/2016 weekly
G2.B1.S3.MA1	Teachers will use Cooperative Structures in their classrooms.	Langley, Tammy	9/14/2015	Lesson plans, walk throughs, and TEAM observations will reflect fidelity of this expectation.	6/3/2016 weekly
G3.MA1	The Safe Schools Committee will progress monitor the practices and procedures and make recommendations for adjustments to the plan on a regular basis.	Dudley, Gregg	9/21/2015	Meeting agendas, notes, emails, work orders, and other written documentation will record the effectiveness of the plan and adjustments that are made to tweak it.	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	The school facility will be safe.	Dudley, Gregg	9/21/2015	Inspections will reflect compliance with expectations and corrections of infractions.	6/3/2016 semiannually
G3.B1.S1.MA1	The School Safety Committee will act on all safety concerns.	Dudley, Gregg	9/21/2015	Meeting agendas, notes, emails, inspection results, work orders, completion notices and other forms of documentation will reflect that safety concerns are addressed.	6/3/2016 weekly
G3.B2.S1.MA1	Drills will be conducted to test the efficiency of the revisions.	Dudley, Gregg	9/8/2015	Successful completion of drill activities as documented with after action reports and drill schedule summaries.	6/3/2016 monthly
G3.B2.S1.MA1	FPE policies and procedures regarding safety will be updated to reflect growth.	Dudley, Gregg	10/30/2015	Completion of procedural revisions in accordance with district guidelines and by established district deadlines.	6/3/2016 one-time
G4.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	Equipment will begin to be purchased and used in classrooms.	Langley, Tammy	10/15/2015	Lesson plans will reflect an increased use of technology in the classrooms. This will be confirmed by classroom walk throughs and TEAM observations.	6/3/2016 one-time
G4.B1.S1.MA1	A technology needs inventory will be developed.	Redding, Rebecca	10/15/2015	Completed needs inventory.	6/3/2016 one-time
G4.B2.S1.MA1	Teachers will integrate technology across all subject areas.	Langley, Tammy	10/15/2015	Lesson plans will reflect technology integration. Classroom walk throughs and TEAM observations will confirm implementation of iStation and IReady as well as WriteSource with a 10% increase in student growth across the board.	6/3/2016 quarterly
G4.B2.S1.MA1	Instructional coaches will provide training on software use and technology integration.	Chaplin, Tamara	9/21/2015	Rosters, agendas, and surveys from technology training.	6/3/2016 every-6-weeks

## 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.** Fruitland Park Elementary School will increase student achievement when teachers, instructional coaches, and administrators understand, plan, and implement standards based instruction with high expectations and fidelity to the full intent of the standard.

**G1.B2** New teachers and teachers new to Fruitland Park need training in deconstructing standards, writing, and software programs.

**G1.B2.S1** Professional Development opportunities, which support the process of fully implementing standards based instruction with high expectations, will be offered to teachers at Fruitland Park Elementary.

### PD Opportunity 1

Professional Development opportunities planned at FPE this year will include: LSI/Marzano Training, CORE Connections Writing Training, Thinking Maps Training, Math Curriculum Training, iReady Training, and iStation Training.

#### Facilitator

Initial training for each of these professional development opportunities will be provided by the vendors themselves. Follow up training will be facilitated by instructional coaches and grade level chairs.

#### Participants

With the exception of the math training, these professional development opportunities will be available to all teachers in grades K-5. The math PD will be offered to grade level representatives who will share their learning with their peers.

#### Schedule

Monthly, from 9/17/2015 to 5/31/2016

**G1.B3** New curriculum resources and expectations in math and science.

**G1.B3.S1** Fruitland Park Elementary will become a STEM School with a focus on science, technology, engineering, and math.

**PD Opportunity 1**

Selected teachers at FPE will participate in the district's Math Science Partnerships initiative.

**Facilitator**

Lake County Schools, Florida State University, Florida Polytechnic University

**Participants**

Three teachers (total of nine) from grades three-five.

**Schedule**

Biweekly, from 9/21/2015 to 5/31/2016

**G4.** Fruitland Park Elementary School will increase student and teacher integration of technology in all subject areas.

**G4.B2** Training needed for technology use and integration.

**G4.B2.S1** Teachers will be trained in ways to integrate technology into their classrooms in all subject areas.

**PD Opportunity 1**

Teachers will receive training on existing software for reading and math.

**Facilitator**

Robin Colborne and Tamara Chaplin McCray

**Participants**

All teachers K-5

**Schedule**

Semiannually, from 9/17/2015 to 6/3/2016

## **PD Opportunity 2**

Instructional Coaches will provide training on integrating curriculum into each subject area.

### **Facilitator**

Georgia Menzinger, Kristi Kacanich, Robin Colborne, Tamara Chaplin McCray

### **Participants**

All teachers K-5

### **Schedule**

Monthly, from 9/21/2015 to 6/3/2016



## Technical Assistance Items

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

**G1.** Fruitland Park Elementary School will increase student achievement when teachers, instructional coaches, and administrators understand, plan, and implement standards based instruction with high expectations and fidelity to the full intent of the standard.

**G1.B3** New curriculum resources and expectations in math and science.

**G1.B3.S1** Fruitland Park Elementary will become a STEM School with a focus on science, technology, engineering, and math.

### PD Opportunity 1

Fruitland Park Elementary will meet requirements for being a STEM school, including participating in district science fairs, hosting family STEM activities, incorporating STEM activities into lesson plans, integrating problem-based learning activities into instruction, and monthly STEM PLC meetings.

#### Facilitator

Kristi Kacanich

#### Participants

All teachers grades three-five.

#### Schedule

Daily, from 9/21/2015 to 6/3/2016

## Budget

### Budget Data

1	G1.B1.S1.A1	Through carefully and thoughtfully designed professional learning community activities, teachers will be given the opportunities that they need to address standards based instructional priorities by deconstructing standards, defining expectations for common board configurations, developing learning scales, and crafting instructional rubrics. This process will be supported through the IPD lesson plan cycle which will be facilitated by instructional coaches.				\$3,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750-Other Personal Services	0101 - Fruitland Park Elem. School	General Fund		\$3,550.00
			Notes: Collaborative Planning Days			
2	G1.B2.S1.A1	Professional Development opportunities planned at FPE this year will include: LSI/Marzano Training, CORE Connections Writing Training, Thinking Maps Training, Math Curriculum Training, iReady Training, and iStation Training.				\$26,940.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0101 - Fruitland Park Elem. School	Title I Part A		\$7,200.00
<i>Notes: Core Connections-Writing Professional Development</i>						
	6400	310-Professional and Technical Services	0101 - Fruitland Park Elem. School	Title I Part A		\$5,995.00
<i>Notes: LSI-Marzano High Yield Strategies</i>						
	6400	750-Other Personal Services	0101 - Fruitland Park Elem. School	Title I Part A		\$9,785.00
<i>Notes: Substitutes for Core Connections</i>						
	6400	750-Other Personal Services	0101 - Fruitland Park Elem. School	Title I Part A		\$3,960.00
<i>Notes: Notes</i>						
3	G1.B3.S1.A1	Selected teachers at FPE will participate in the district's Math Science Partnerships initiative.				\$0.00
4	G1.B3.S1.A2	Fruitland Park Elementary will meet requirements for being a STEM school, including participating in district science fairs, hosting family STEM activities, incorporating STEM activities into lesson plans, integrating problem-based learning activities into instruction, and monthly STEM PLC meetings.				\$40,252.10
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	530-Periodicals	0101 - Fruitland Park Elem. School	General Fund		\$5,995.10
<i>Notes: Scholastic Magazines-Nonfiction Text</i>						
	5100	130-Other Certified Instructional Personnel	0101 - Fruitland Park Elem. School	Title I Part A		\$16,707.60
<i>Notes: Payroll for before and after school tutoring.</i>						
	5100	520-Textbooks	0101 - Fruitland Park Elem. School	Title I Part A		\$4,176.90
<i>Notes: Supplemental texts for tutoring program.</i>						
	5100	520-Textbooks	0101 - Fruitland Park Elem. School	Title I Part A		\$13,372.50
<i>Notes: Curriculum Associates Supplemental Texts</i>						
5	G2.B1.S1.A1	The PBS committee will develop a school-wide PBS plan that addresses expectations for student behavior, education about bullying, and incentives for positive behavior.				\$0.00
6	G2.B1.S2.A1	FPE will implement the district anti-bullying program with fidelity. All students will participate in the program,				\$0.00
7	G2.B1.S3.A1	Teachers will afford students the opportunity to interact socially in classroom settings.				\$0.00

<b>Budget Data</b>			
8	G3.B1.S1.A1	The Safe Schools Committee will meet regularly to address facility concerns.	\$0.00
9	G3.B2.S1.A1	The Safe School Committee will revise procedures to make better use of human capital and to insure complete coverage across the campus.	\$0.00
10	G4.B1.S1.A1	A needs inventory will be completed to gather, assess, and prioritize technology concerns.	\$0.00
11	G4.B1.S1.A2	The FPE leadership team will explore funding options and begin the process of technology acquisition as funds are available.	\$0.00
12	G4.B2.S1.A1	Teachers will receive training on existing software for reading and math.	\$0.00
13	G4.B2.S1.A2	Instructional Coaches will provide training on integrating curriculum into each subject area.	\$0.00
Total:			\$70,742.10