Fruitville Elementary School

2015-16 School Improvement Plan

Fruitville Elementary School

601 HONORE AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/fruitville

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	57%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Fruitville Elementary wants all students to achieve at their academic potential, to love learning, to feel valued as individuals, and to develop healthy self-esteem and good citizenship in a safe environment. We also want parents and community members to feel welcomed and be an integral part of the learning environment.

Provide the school's vision statement

Fruitville will prepare students to achieve the highest learning standards by engaging and supporting an enthusiastic, empathetic, high quality staff that tries to meet the needs of each individual child. We involve parents as partners in their children's educations, and work collaboratively with the community.

School Environment

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

Upon registering, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages. Students that qualify for ESOL program participate daily to weekly with this program. ESOL nights are planned throughout the year to celebrate diversity among our families. Parent nights are held in Spanish when applicable.
At Fruitville all teachers all teachers hold a parent conference within the first quarter with each family where they share student performance data and other pertinent information. Families are able to share information about their students with teachers to help strengthen relationships and build the home-to-school connection.

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

Fruitville follows district guidelines for allowing visitors on campus. Students and teachers are aware that all visitors must be wearing a RAPTOR badge. Teachers establish procedures and expectations both behaviorally and academically. On a physical level, all classrooms are kept locked during the school day. Entrance and exit is solely through the front doors by which check in is required through Raptor system. Local law enforcement team has conducted an evaluation and updated maps for emergency purposes. Fire inspector regularly inspects the school to ensure compliance with fire safety regulations.
The following programs are aligned with character education. The learning environment encourages empathy, support, safety to take risks, and respectful discourse as it pertains to the study of core academics.
-Restorative Justice Circles
-Kelso's Choices (K-2)
-Second Step
-Lunch bunch groups
Fruitville has initiated the Stand Up to Stand Out program that provides kids with information and tools to combat bullying.

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

School-wide expectations are posted in each classroom and are carefully explained to students along with consequences for failure to follow these rules. The Code of Student Conduct signed by both student and parent should be referenced. Behavior which is inconsistent with the Code of Student Conduct will be corrected as needed. The disciplinary actions are described and explained in the Code of Student Conduct.
A concerted effort to accentuate the positive and eliminate the negative is a focus of the Fruitville's RRR's PBS program. This program creates a positive, proactive approach to discipline. The focus in all settings is the promotion of appropriate behaviors and the prevention of disciplinary problems before they occur.
The Second Steps program is being used to teach social skills to tier I and tier II students. The Social Thinking program is used throughout our ESE cluster classrooms.
Behavior discipline data is collected and analyzed on an ongoing basis by administration, behavior specialist and the support team.

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

The school counselor is used to provide support to students in multiple ways. Counseling is provided in small group settings and one-on-one sessions. CAARS is provided to students as indicated on their I.E.P.S. Whole group lessons are also provided throughout the school year as appropriate. Outside agencies also provide support to our teachers and students through whole group lessons. Fruitville also has a wonderful mentoring program that many of the staff participates in. Participating staff members are paired with a child and meet weekly in various settings to mentor selected students.Recently, SEDNET has provided a pertinent link in providing support for referring students to outside agencies.

Early Warning Systems

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

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

Student behavior and attendance data is tracked monthly. Interventions are planned to support students when necessary. Tier 2 and 3 academic, behavior, and attendance interventions are monitored regularly. Interventions are adjusted as needed. The MTSS/CARE team process is used to problem solve early warning signs. Communication with families occurs throughout this process.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	11	12	4	10	7	54
One or more suspensions	3	6	5	7	5	10	36
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

All staff members have been trained in the MTSS process. Teams meet weekly to discuss student performance data (academic, behavioral, and attendance). Student data is monitored and tracked to look at performance and identify trends. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess instructional interventions.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

Fruitville is lucky to have great parental involvement. Those who are registered serve as volunteers in the classroom to support student learning. The school also utilizes the Student Advisory Council, PTO, and Fruitville D.A.D.S. group to support the mission and vision of the school. Throughout the school year, the school will present both academic and as well social-emotional topics to keep families abreast of new initiatives and programs that would benefit their children. A monthly newsletter which speaks to academics, operations, and school community related news items is presented on the school website. The school has a Facebook account with weekly updates. Connect Ed is used to inform parents of upcoming events.This year we will conduct parenting workshops which cover a variety of topics. These topics include: Depths of Knowledge, ESOL, AT-Risk information night, FSA assessments, math instruction, and children's safety.

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 school and the PTO have an active and positive relationship with the community and local businesses. Fruitville has numerous events and activities that are designed to be supported by and in collaboration with the local community and related businesses. Fruitville has a large number of business partners who work collaboratively with the school to help generate resources to support the overall academic and extra-curricular efforts of the school population.

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
French, Steven	Principal
Spinale, Melissa	Guidance Counselor
Menard, Amy	Other
Jaquette, Julie	Other
Neumann, Debbie	Other
Burger, Stephanie	Attendance/Social Work
Kleppinger, Jodi	Other
Whitten, Kim	Other
Hannon, Jamie	Assistant Principal
Portnowitz, Gina	Psychologist

Duties

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

Steven French - Principal- Administrative support
Jamie Hannon- Assistant Principal
Melissa Spianale - Guidance Counselor- 504/CARE facilitator
Debbie Neumann - Behavior Specialist - MTSS facilitator,
Stephanie Burger- School Social Worker,
Gina Portnowitz- School Psychologist
Amy Menard/JulieJaquette- ESE Liaisons
Jodi Kleppinger - Speech and Language Pathologist
Kim Whitten - ESOL Liaison
The role of the RtI/MTSS team at Fruitville Elementary is to analyze relevant school data for the purpose of problem analysis,intervention development, and goal setting in order to develop and implement the SIP plan. Florida's Continuous Improvement Model (FCIM) guides our discussions.

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 Response to Intervention (RtI) team also known as Multi-Tiered System of Spports (MTSS) collaborates once a week to discuss existing data and information, identify students' needs, problem solve, and to make recommendations for future activities in regard to student's academicperformance, behavior, attendance, and overall school-wide adjustment. The RtI / MTSS designates a member of the team to work with each
grade level one time per week to discuss individual students and progress monitoring data. Based on the data review, instructional strategies are identified and a timeline of implantation will be constructed
The Title II funds that we receive will be used to provide subs for our teachers to attend professional development activites and collaborate on best instructional practices and improve overall student performance.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Steven French	Principal
Melissa Fraley	Teacher
Bonnie Mitchell	Teacher
Corinne Pansulla	Education Support Employee
Jan Sutter	Parent
Esteban Cavazos	Parent
Angela Diemer	Parent
Jose Flores	Parent
Lt. Tim Enos	Business/Community
Agapito Perez	Parent
Maday Hernandez	Parent
Marcus Stafford	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

At the second SAC meeting held on October 27, 2015, the principal shared data pertaining to the School Improvement Plan goals and student performance. Principal also shared that teaching staff aligns their Individual Professional Development Plan (IPDP) to the SIP.

Development of this school improvement plan

The SAC committee meets monthly. They are charged with routinely reviewing school-wide progress monitoring data and summative data (FSA) of Florida's high-stakes testing. Recommendations for improving programs through high impact strategies have come from these meetings. The SAC committee also reviews and renders final approval of the yearly School Improvement Plan, the annual Parent Involvement Plan, budgets and other needs assessment data to improve the overall program effectiveness and impact on student learning.

Preparation of the school's annual budget and plan

The annual budget is reviewed and approved annually by SAC. In addition, the SAC will discuss and review the spending of any SIP funds as well as the operating and supplement budget of the school.

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

There have been no school improvement funds allocated to date for the 2015-2016 school year.

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
French, Steven	Principal
Spinale, Melissa	Other
Herrera, Yesenia	Teacher, K-12
Butler, Laurie	Teacher, K-12
Robson, Morgana	Teacher, K-12
Channing, Michelle	Teacher, K-12
Waugh, Risa	Teacher, K-12
Durst, Julie	Teacher, K-12
Atha, Pam	Teacher, K-12
Hannon, Jamie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The primary initiative of the LLT will be monitoring the implementation of the Florida Standards in grades K-5. The team will also monitor effective implementation of the reading/language arts curriculum (Reading Wonders), monitor the implementation and pacing of the ELA Instructional Focus Guides and review school-wide reading progress monitoring data. The school will also promote Accelerated Reader and provide incentives for points and proficiency.

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

The master school schedule is designed in a manner that allows for collaborative planning among grade level teachers. Teachers meet together once a week to plan instruction, common assessments, review standards and curriculum as well as analyze data.

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

Use of PRIDE Evaluation System
Regular meetings with new teachers (30 day and 90 day)
Partner new teachers with qualified veteran staff member(mentoring)
Provide professional development to all staff members

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

Our school participates in the district wide SCIP mentoring program which provides all new teachers with an induction program to the district as well as a teacher mentor at our school. The mentor serves in the capacity to assist the new teacher with the transition to our school and/or the profession. Pairings are based on similar grade levels so mentor and mentee can plan together for instruction. There are monthly

SCIP meetings to bring new teachers up to speed on district and school intiatives. In addition we have a district personnel who are assigned on an "as needed" basis to help coach instructional best practices.

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

The school uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each grade level team uses common assessments. Progress monitoring spreadsheets have been created to track student performance data. Teams meet regularly to analyze data, plan intervention and extension activities and review progress of student interventions. The principal and assistant principal hold quarterly data chats to analyze data with teachers individually. The school utilizes the SWST/CARE process as directed by Sarasota County Schools.

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: 30,240

We offer a large variety of enrichment and academic opportunities. These areas include: Running Club,Chess Club, Violin, Drama Kids, Wordsmith, Chorus, Art Club, Math Club, Reading Club, Writing Club, Soccer Club, Spanish Club, computer programming and tutoring.

Strategy Rationale

We believe that extending the school day for students with academic and enriching activities will improve student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- 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

Performance based tasks from each enrichment opportunity are presented to demonstrate overall effectiveness of the programs. The academic based programs will use school wide progress monitoring data to determine how students are performing towards mastery of their goals.

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

Every year we hold an annual K roundup that offers parents best practices, tips, and insight as to ways they can aide in effective transitions from Pre-K to K. In addition,our school implements a screening program over the summer to identify student readiness and allows teachers to instruct at appropriate instructional levels from day 1 of school.

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:

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.

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.

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.   By the year 2016, there will be a 10% reduction in the number of students who are chronically absent (18 or more days) as measured by attendance data.

G2.   By the year 2016, there will be a minimum of a 2% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments.

G3.   By the year 2016, there will be a minimum of a 2% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.

G4.   By the year 2016, there will be a minimum of a 2% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FSA.

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. By the year 2016, there will be a 10% reduction in the number of students who are chronically absent (18 or more days) as measured by attendance data. 1a

G072323

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	8.0

Resources Available to Support the Goal 2

- Attendance works materials provided by the district, support staff, truancy worker

Targeted Barriers to Achieving the Goal 3

- Students in grades PK-5 rely on parents/guardians to get them to school and arrive on time. It is difficult to get parents/guardians to understand the impact attendance has on performance in the classroom.

Plan to Monitor Progress Toward G1. 8

Attendance reports from SIS

Person Responsible
Jamie Hannon

Schedule
Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion
Unexcused, excused and tardy reports

G2. By the year 2016, there will be a minimum of a 2% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments. `1a`

🔍 G072324

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	84.0

Resources Available to Support the Goal `2`

- Science lab teacher, district curriculum specialist, Science Fair,

Targeted Barriers to Achieving the Goal `3`

- Lack of Science inquiry skills, vocabulary and questioning

Plan to Monitor Progress Toward G2. `8`

Progress monitoring data

Person Responsible
Jamie Hannon

Schedule
Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion
progress monitoring data, FCAT science 2.0

G3. By the year 2016, there will be a minimum of a 2% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. `1a`

G072325

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	84.0

Resources Available to Support the Goal `2`

- We will increase progress monitoring among grade level teams in collaboration with MTSS and SWST team. Grade level teams will meet to review Florida Standards based curriculum and to develop strategic lessons following the district's Instructional Focus Guide, to include research-based interventions for Tier 3 students. A before-school and after-school tutoring program will be established for targeted students.

Targeted Barriers to Achieving the Goal `3`

- Reduction of staff resources and supports to differentiate instruction based on student needs

Plan to Monitor Progress Toward G3. `8`

Progress Monitoring Data

Person Responsible

Steven French

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student data toward academic goals MTSS notes student portfolio

G4. By the year 2016, there will be a minimum of a 2% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FSA. 1a

🔑 G072326

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	81.0

Resources Available to Support the Goal 2

- Professional development from district personnel Dedicated intervention time in master schedule PLC time On Core mathematics curriculum Instruction Focus Guide Front Row MAFS Deconstructed Standards

Targeted Barriers to Achieving the Goal 3

- Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor.

Plan to Monitor Progress Toward G4. 8

Progress Monitoring Data

Person Responsible
Debbie Neumann

Schedule
Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion
Data discussion CPT notes

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. By the year 2016, there will be a 10% reduction in the number of students who are chronically absent (18 or more days) as measured by attendance data. 1

🔑 G072323

G1.B1 Students in grades PK-5 rely on parents/guardians to get them to school and arrive on time. It is difficult to get parents/guardians to understand the impact attendance has on performance in the classroom. 2

🔑 B188571

G1.B1.S1 Share attendance works information with parents at conferences, in newsletters and on the school website. 4

🔑 S200027

Strategy Rationale

The more information parents have on attendance the more likely they are to have their children in school.

Action Step 1 5

Review attendance data with truancy worker and target specific students that are at risk

Person Responsible

Jamie Hannon

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Review attendance data at the end of the year

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

discussion of at risk students at SWST, PLC and Ad team meetings

Person Responsible

Jamie Hannon

Schedule

On 6/3/2016

Evidence of Completion

Student concerns will be documented in team meeting notes and addressed through the SWST/MTSS process.

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

Review of chronic attendance concerns

Person Responsible

Jamie Hannon

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data from student information system will be utilized to monitor the effectiveness.

G2. By the year 2016, there will be a minimum of a 2% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments. 1

G072324

G2.B1 Lack of Science inquiry skills, vocabulary and questioning 2

B188572

G2.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices. Interactive science lab fostering inquiry skills ,vocabulary and scientific method. 4

S200028

Strategy Rationale

Improve inquiry based knowledge of staff. Teachers can collaborate and learn from each other in order to improve their instructional practices.

Action Step 1 5

Professional development from district specialist. Collaborative planning in area of science

Person Responsible

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT Agendas, CPT Action Logs, Professional Development Presentations

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

Monitor and participate in training, Review/plan content of CPTs, Feedback from teachers

Person Responsible

Jamie Hannon

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT notes, lesson plans, PD website

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

Review progress monitoring data and CPT notes

Person Responsible

Jamie Hannon

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring data, FCAT 2.0 science

G3. By the year 2016, there will be a minimum of a 2% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. `1`

🔍 G072325

G3.B1 Reduction of staff resources and supports to differentiate instruction based on student needs `2`

🔍 B188573

G3.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS Team. PLC teams meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Guide, to include prescriptive lesson plans for all Tier 3. Create a before and after school tutoring program for select students based on performance. `4`

🔍 S200029

Strategy Rationale

Teachers need to differentiate instruction for students for maximum learning to take place. Through collaboration with their colleagues, teachers will be able to better serve our children.

Action Step 1 `5`

Professional development on the implementation of the Florida Language Arts Standards (LAFS) to include best practice instructional strategies, accountable talk, and academic vocabulary. Teams will follow with collaborative planning during PLC times.

Person Responsible

Steven French

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC notes

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

Student data/ MTSS portfolio/ progress monitoring sheets

Person Responsible

Steven French

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

MTSS notes intervention paperwork portfolio

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

PLC discussions with facilitators
MTSS meetings

Person Responsible

Debbie Neumann

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring data/student achievement

G4. By the year 2016, there will be a minimum of a 2% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FSA. 1

🔑 G072326

G4.B1 Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor. 2

🔑 B188575

G4.B1.S1 Provide ongoing training on Florida Standards Professional Development and training on math curriculum 4

🔑 S200031

Strategy Rationale

Teachers need to understand the Standards in order to effectively instruct their students.

Action Step 1 5

Training on integrating new math curriculum with new series (Go Math)
Lesson planning with grade-level teams

Person Responsible

Steven French

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC agendas and notes Professional development sign in

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

Attend trainings and webinars
Review PLC notes

Person Responsible

Steven French

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher feedback Progress Monitoring Data

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

Progress Monitoring Data

Person Responsible

Steven French

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data discussions

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	Review attendance data with truancy worker and target specific students that are at risk	Hannon, Jamie	8/24/2015	Review attendance data at the end of the year	6/3/2016 weekly
G2.B1.S1.A1	Professional development from district specialist. Collaborative planning in area of science		8/24/2015	CPT Agendas, CPT Action Logs, Professional Development Presentations	6/3/2016 monthly
G3.B1.S1.A1	Professional development on the implementation of the Florida Language Arts Standards (LAFS) to include best practice instructional strategies, accountable talk, and academic vocabulary. Teams will follow with collaborative planning during PLC times.	French, Steven	8/24/2015	PLC notes	6/3/2016 quarterly
G4.B1.S1.A1	Training on integrating new math curriculum with new series (Go Math) Lesson planning with grade-level teams	French, Steven	8/24/2015	PLC agendas and notes Professional development sign in	6/3/2016 quarterly
G1.MA1	Attendance reports from SIS	Hannon, Jamie	8/24/2015	Unexcused, excused and tardy reports	6/3/2016 weekly
G1.B1.S1.MA1	Review of chronic attendance concerns	Hannon, Jamie	8/24/2015	Data from student information system will be utilized to monitor the effectiveness.	6/3/2016 monthly
G1.B1.S1.MA1	discussion of at risk students at SWST, PLC and Ad team meetings	Hannon, Jamie	8/24/2015	Student concerns will be documented in team meeting notes and addressed through the SWST/MTSS process.	6/3/2016 one-time
G2.MA1	Progress monitoring data	Hannon, Jamie	8/24/2015	progress monitoring data, FCAT science 2.0	6/3/2016 quarterly
G2.B1.S1.MA1	Review progress monitoring data and CPT notes	Hannon, Jamie	8/24/2015	Progress monitoring data, FCAT 2.0 science	6/3/2016 quarterly
G2.B1.S1.MA1	Monitor and participate in training, Review/plan content of CPTs, Feedback from teachers	Hannon, Jamie	8/24/2015	CPT notes, lesson plans, PD website	6/3/2016 quarterly
G3.MA1	Progress Monitoring Data	French, Steven	8/24/2015	Student data toward academic goals MTSS notes student portfolio	6/3/2016 quarterly
G3.B1.S1.MA1	PLC discussions with facilitators MTSS meetings	Neumann, Debbie	8/24/2015	Progress monitoring data/student achievement	6/3/2016 weekly

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	Student data/ MTSS portfolio/ progress monitoring sheets	French, Steven	8/24/2015	MTSS notes intervention paperwork portfolio	6/3/2016 monthly
G4.MA1	Progress Monitoring Data	Neumann, Debbie	8/24/2015	Data discussion CPT notes	6/3/2016 weekly
G4.B1.S1.MA1	Progress Monitoring Data	French, Steven	8/24/2015	Data discussions	6/3/2016 quarterly
G4.B1.S1.MA1	Attend trainings and webinars Review PLC notes	French, Steven	8/24/2015	Teacher feedback Progress Monitoring Data	6/3/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. By the year 2016, there will be a minimum of a 2% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments.

G2.B1 Lack of Science inquiry skills, vocabulary and questioning

G2.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices. Interactive science lab fostering inquiry skills ,vocabulary and scientific method.

PD Opportunity 1

Professional development from district specialist. Collaborative planning in area of science

Facilitator

Andrew Jaffee

Participants

4th and 5th grade teachers, science lab teacher

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G3. By the year 2016, there will be a minimum of a 2% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.

G3.B1 Reduction of staff resources and supports to differentiate instruction based on student needs

G3.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS Team. PLC teams meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Guide, to include prescriptive lesson plans for all Tier 3. Create a before and after school tutoring program for select students based on performance.

PD Opportunity 1

Professional development on the implementation of the Florida Language Arts Standards (LAFS) to include best practice instructional strategies, accountable talk, and academic vocabulary. Teams will follow with collaborative planning during PLC times.

Facilitator

team leaders

Participants

all instructional staff

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

G4. By the year 2016, there will be a minimum of a 2% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FSA.

G4.B1 Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor.

G4.B1.S1 Provide ongoing training on Florida Standards Professional Development and training on math curriculum

PD Opportunity 1

Training on integrating new math curriculum with new series (Go Math) Lesson planning with grade-level teams

Facilitator

various presenters

Participants

classroom teachers

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

		Budget Data	
1	G1.B1.S1.A1	Review attendance data with truancy worker and target specific students that are at risk	$0.00
2	G2.B1.S1.A1	Professional development from district specialist. Collaborative planning in area of science	$0.00
3	G3.B1.S1.A1	Professional development on the implementation of the Florida Language Arts Standards (LAFS) to include best practice instructional strategies, accountable talk, and academic vocabulary. Teams will follow with collaborative planning during PLC times.	$0.00
4	G4.B1.S1.A1	Training on integrating new math curriculum with new series (Go Math) Lesson planning with grade-level teams	$0.00
		Total:	$0.00