

Frostproof Elementary School



2015-16 School Improvement Plan

Frostproof Elementary School

118 3RD ST W, Frostproof, FL 33843

<http://schools.polk-fl.net/fes>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	77%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our daily mission at Frostproof Elementary is to provide all students with learning experiences that result in high student achievement by demonstrating mastery of the Florida Standards

Provide the school's vision statement

Our vision at Frostproof Elementary is for all students to acquire the necessary academic and behavior skills to graduate with a high school diploma allowing them to be college and career ready.

School Environment

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

We offer culturally diverse school wide activities to support and encourage parent involvement. Furthermore, our school provides families with bilingual communication both written and verbal. Academic materials are used to support cultural differences in the classroom. Our Parent Resource Room offers parents the opportunity to come work with their child as well as check out materials to use in the home environment as well as provide afterschool homework help. Teachers communicate continually with parents through agendas, face-to-face conferences, phone calls, and emails. Another tool used by teachers to build relationships, is to send out post cards that offer positive reinforcement for social and academic achievements.

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

Drills are practiced throughout the school year to ensure student awareness of appropriate safety procedures. Additionally, all visitors must check in and out through the front office and wear badges while on campus. Teachers are required to stop visitors not wearing appropriate identification, and background checks for all required for all classroom volunteers. Our school participates in the Positive Behavior Support(PBS) program that teaches rules, expectations and guides student behavior while on campus. Implementing PBS creates consistency and respect throughout the student body. Students are rewarded for making positive choices. Several other ways to ensure the safety of our student body on campus include: student movement is monitored through adult supervision, classroom doors remain locked at all times, our school is completely fenced in, and a buddy system is implemented as well. Mandatory bullying lessons are taught at the beginning of the school year and revisited frequently. Additional levels of character building support of offered through guidance lessons. PTO provides for character building programs throughout the school year.

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

Cooperative learning strategies are implemented throughout classrooms to ensure all students are engaged in academic tasks. Schedules provide opportunities for uninterrupted instruction, with minimal interruptions from outside sources. PBS offers a structured protocol for addressing behavioral disruptions in the classrooms. The PBS team monitors disciplinary activity and makes

adjustments as needed. School wide and expectations are clearly posted in classrooms throughout the school and reviewed frequently.

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

Teachers alert administration to issues regarding social and emotional needs. Students are referred to the school guidance counselor to address individual social and emotional needs. A Multi-Tiered System of Support (MTSS) Team is in place to help develop individual behavior plans for students in need. We implement a backpack program which provides needy families with backpacks filled with food items to address the dietary/nutritional needs of students over the weekend. All students are provided free meals while at school.

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

We receive Early Warning System notices that provides our school with data on attendance, overage students, and suspensions. Based on our latest data, we currently have 1 first grader and 2 second graders who are overage 2 or more grade levels. Our attendance has been above 90% and hovers around the district average.

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	
Attendance below 90 percent	15	23	9	47
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	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

School social worker monitors student attendance, performs home visits, sends home attendance letters and holds parent attendance meetings. Positive Support Model(PBS). We promote student attendance awareness month in September with incentives for students with perfect attendance.

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/209221>.

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

We implement several methods to secure community involvement and support for our school. First, we have several community members who actively participate on our school SAC committee. Our principal, Mr. Meyers is a member of the Frostproof Rotary Club where he is able to build connections with members of the local business community to secure resources and support for FES activities. Furthermore, FES collaborates with the Frostproof Care Center and Kidspack Feeding Program to support our students who require nutritional supplements over the weekends. Additionally, each year FES participates in the Great American Teach-In Program where local community members are invited to school to share information about jobs within our local community. We also offer a variety of educational programs throughout the academic year such as internet safety programs and nutritional programs. As part of the adopt-a-class program, we have several businesses that adopt a class providing monetary funds that are used to help the students in the classroom. Finally, our Parent Resource Room provides a variety of learning materials that are available to the local community for check out. This facility supports student achievement as parents work with their children on reinforcing reading and math skills.

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
Meyers, Dart	Principal
Chapman, Tina	Assistant Principal
Lilly, Elaine	Guidance Counselor
Wrye, Debbie	Instructional Media
Monk, Hillary	Teacher, K-12
Castillo, Ashley	Teacher, K-12
Avery, Ashley	Teacher, K-12
Wade, Dawn	Teacher, ESE
Norton, Lynda	Teacher, K-12
Cordero, Monica	Paraprofessional
Edwards, Josh	Teacher, K-12
Fugate, Jennifer	Instructional Coach

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation and communicates with parents regarding school-based RTI plans and activities.

Assistant Principal: Supports a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation and communicates with parents regarding school-based RTI plans and activities. Selected General Education Teachers: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 intervention, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Instructional Coach: Participates in data discussions with staff, provides instructional support and coaching to help provide timely professional development to help our teachers become more effective in the classroom.

Exceptional Student Education: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers through such activities as co teaching, previewing and accelerating.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Manages school server to make lesson plans, and strategies available to all school instructional staff.

School Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Teacher: Participates in student data collection; integrates core instructional activities/materials into Tier 1, 2 and 3 instruction and collaborates with general education teachers through such activities as co teaching, previewing and accelerating.

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

We use the data in the school wide data base to determine Tier 2 interventions and as Progress Monitoring for those interventions. Children that show lack of growth in Tier 2 interventions are brought to the Problem Solving Team and appropriate Tier 3 interventions are determined.

Title I, Part A funds school-wide services to Frostproof Elementary School. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title 1 Part A support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, and professional development for the staff and resources for parents.

Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. This year we were able to keep our 2 Migrant Paras based on our Migrant Student Population.

Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

Staff Development funds are provided through the district that schools can request to use in providing training for teachers.

Title III

Services are provided through the district for education materials and English Language Learners(ELL) district support services to improve the education of immigrant and ELL.

Title X- Homeless

District Homeless Social Worker works closely with the school's guidance counselor in providing resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Frostproof Elementary utilizes the Supplemental Academic funding to provide additional academic instruction to increase the achievement of non-proficient students. The funding is used to pay for a classroom teacher.

Violence Prevention Programs

The school participates in the district's non-violence and anti-drug program that incorporates field trips and community service.

Nutrition Programs

Frostproof Elementary provides a daily breakfast and lunch program for students.

Head Start

In the 08/09 school year, Frostproof Elementary added Head Start serving 3 and 4 year old students. We began with two teachers and 18 students. This has been hugely successful at our school and we continue to have many students on a waiting list to participate in the Head Start Program at our school. Currently, we have 6 teachers serving 54 students. All 54 students feed into our kindergarten classes.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yvonne McKenzie	Teacher
Renay Copeland	Teacher
Linda Rodriguez	Education Support Employee
Lynda Norton	Education Support Employee
Lori Hutto	Business/Community
Michelle Hutto	Business/Community
Dalila Balleza	Parent
Seferina Thompson	Parent
Noemi Cruz	Business/Community
Dart Meyers	Principal
Tina Chapman	Principal
Alma Santibanez	Parent
Ashley Avery	Teacher
Ashley Castillo	Teacher
April Fridley	Parent
Maria Chavez	Parent
Tami Hill	Parent
Lourdes Garcia	Parent
Tiffany Watts	Parent
Gloria Gonzales	Parent
Ana Perez	Parent
Bethany Alvarado	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

The 2015-16 school improvement plan will be reviewed during the first SAC meeting in September 2015. The needed changes will be made and the SAC will vote to approve it.

Development of this school improvement plan

At the beginning of the school year, the School Advisory Council (SAC) reviews the school improvement plan (SIP) and makes suggestions for improvement. Those suggestions are incorporated into the new SIP. SAC will review the SIP throughout the year during SAC meetings.

Preparation of the school's annual budget and plan

The school budget and school improvement plan are reviewed, feedback is given and are approved by our School Advisory Council. SAC determines, approves, and votes on the use of our school lottery funds. The progress of our school improvement plan is reviewed and discussed throughout the school year.

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

N/A

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
Meyers, Dart	Principal
Chapman, Tina	Assistant Principal
Williams, Helen	Teacher, PreK
Bieling, Erin	Teacher, PreK
Flood, Susie	Teacher, K-12
McKenzie, Yvonne	Teacher, PreK
Roberts, Dawn	Paraprofessional
Wrye, Debbie	Instructional Media
Fugate, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Providing necessary support and training to assist instructional staff in the rigor of the Florida State standards implementation.

Promote grade level reading comprehension across the content areas.

Planning together collaboratively and using data to drive instruction.

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

Teachers will be provided with collaborative planning time to work collaboratively on instructional lesson plans. Teachers meet by grade level two times a week to review and plan together on ELA and Math. Furthermore, teachers are allotted daily planning in order to reflect on our lesson plans and make modifications as needed.

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

1. Utilize the Human Resource Departments's Highly Qualified Applicants List.
2. Continue to provide a work environment that fosters staff longevity.
3. Partner with Warner University to work with practicum and intern students.
4. Post open positions on Polk County Public Schools website.

5. Teachers will be provided with district professional development opportunities throughout the year and will then present learned material from professional development to our school staff.
6. Our school will provide professional development opportunities during PLC's on best practices using teacher leaders and district personnel. Teachers will be expected to implement strategies learned during professional development trainings in order to build capacity.
7. Administration will provide support for teachers to promote a warm environment that encourages growth and risk taking while continuously developing highly qualified professionals.

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

Grade Level representatives will be assigned to beginning teachers to support as needed. New teachers that do not have a professional certificate will be assigned a mentor teacher who has the necessary training to mentor new 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

Collaborative planning is used to align standards to instruction which ensures that the Florida State Standards are being taught to the fullest limits and at the appropriate complexity levels. Our instructional programs and materials are Polk county approved. Administrators consistently monitor lesson plans and classroom instruction for fidelity and accountability in planning/delivery.

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

Students progress is monitored throughout the year to determine reading levels using STAR testing, Formal and Informal Assessments, grades, unit assessments, module assessments, and writing portfolios. Data drives instruction to best meet the needs of each individual learner. Evidence of meeting the diversity of student needs can be seen through our use of the (PS/Rti)Problem Solving/ Response to intervention model using flexible triple i groups(30 minutes a day x 150 days=450 minutes for the entire year) Tier 2 interventions, Tier 3 interventions, and differentiated small groups.

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: 90

Using our Reading assessment data, we targeted our ELL students for an after school tutoring program two days a week starting in September.

Strategy Rationale

Providing additional academic support will address the individual learning needs of our diverse student population.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Norton, Lynda, lynda.norton@polk-fl.net

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

Students will be given a pre-reading assessment prior to after school tutoring. A post test will also be administered at the end of after school tutoring to measure growth.

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

Frostproof Elementary has six Head Start teachers, one Pre K resource teacher, a Pre K CDAT Parent Liaison and an onsite Florida First Start Parent Program. Our CDATs earned an Award of Accreditation from the National Accreditation Commission for Early Care and Education Programs. Teachers from local Pre-K programs are invited to observe classrooms and come for an orientation walk through with their students each spring. Kindergarten Roundup is held in the spring each year for upcoming kindergarten students. Incoming kindergarten students can enroll all summer long. Kindergarten students are assessed at the beginning of each year using FLKRS assessment tool. The disaggregated data from the FLKRS assessments helps the kindergarten teachers to determine students' acquisition specific skills and knowledge. The quality and effectiveness of the programs are evaluated as data from the FLKRS

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

Our school obtains grants, business partners as part of our adopt a class program, and local businesses to present and speak to our students during the Great American Teach In. The grants we receive help us provide activities for the students that involve using technology, math skills, and learning about science.

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

NA

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

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through collaborative lesson planning, teachers and staff will routinely engage students in rigorous math and science activities through incorporation of the 5E process.
- G2.** Through collaborative planning, teachers and staff will routinely engage students in rigorous reading and writing activities across the content 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. Through collaborative lesson planning, teachers and staff will routinely engage students in rigorous math and science activities through incorporation of the 5E process. 1a

G074494

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Instructional Coach
- Collaborative lesson planning weekly.
- Grade level subject area 'experts'.
- Vertical collaborative planning on effective strategies/practices and planning support.

Targeted Barriers to Achieving the Goal 3

- The 5E model is new to our teachers and staff.
- Collaborative planning is new and inconsistent for our teachers and staff.

Plan to Monitor Progress Toward G1. 8

Lesson plans, observations, student work samples, student assessment data

Person Responsible

Tina Chapman

Schedule

On 5/26/2016

Evidence of Completion

Lesson plans, observations, student data

G2. Through collaborative planning, teachers and staff will routinely engage students in rigorous reading and writing activities across the content areas. 1a

G074495

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Teachers focus on building background knowledge through the use of Florida Standards Units being taught across content areas.
- 23 Teachers ESOL Endorsed and 2 ESE Certified teachers working at our schools.
- Professional Development days and early release days and collaborative planning time for grade levels.
- Reading Wonders, Go Math, Curriculum Maps, Florida Standards, CPALMS
- Small group strategies providing Tier II and Tier III interventions.
- School wide Triple I.
- A schedule that accommodates grade level collaborative planning.

Targeted Barriers to Achieving the Goal 3

- Inconsistent collaborative planning for rigorous reading and writing activities.

Plan to Monitor Progress Toward G2. 8

Reading and applicable content area ongoing assessments.

Person Responsible

Tina Chapman

Schedule

Quarterly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Grade level forms, product development/lesson plans.

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. Through collaborative lesson planning, teachers and staff will routinely engage students in rigorous math and science activities through incorporation of the 5E process. **1**

 G074494

G1.B1 The 5E model is new to our teachers and staff. **2**

 B194546

G1.B1.S1 PD on the 5E process and collaborative lesson planning. **4**

 S206102

Strategy Rationale

To provide support in implementing the 5E process in math and science.

Action Step 1 **5**

5E Math Lesson Planning/instructional delivery

Person Responsible

Tina Chapman

Schedule

On 9/22/2015


Evidence of Completion

Agenda, sign in sheets, lesson plans

G1.B2 Collaborative planning is new and inconsistent for our teachers and staff. 2

 B194547

G1.B2.S1 Weekly collaborative planning on the 5E process in lesson planning development. 4

 S206103

Strategy Rationale

To provide consistency and continuity across grade levels in implementing the 5E process.

Action Step 1 5

Collaborative planning weekly

Person Responsible

Tina Chapman

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Sign in sheets, agendas, lesson plans, classroom observations

G2. Through collaborative planning, teachers and staff will routinely engage students in rigorous reading and writing activities across the content areas. **1**

 G074495

G2.B6 Inconsistent collaborative planning for rigorous reading and writing activities. **2**

 B194555

G2.B6.S1 Weekly grade level collaborative planning. **4**

 S206109

Strategy Rationale

To provide consistency and continuity across the grade levels.

Action Step 1 **5**

Common Collaborative Planning/PLCs two days a week.

Person Responsible

Tina Chapman

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Grade level forms and observations in classroom, product development/lesson plans.

Action Step 2 **5**

Professional Learning Communities (PLC) discussing data, Florida State Standards and best practices.

Person Responsible

Dart Meyers

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

PLC agendas, sign-in sheets, lesson plans, grade level planning sheet, teacher observations, minutes

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Administration will walk through and/ or attend grade level common planning meetings.

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/19/2014 to 6/2/2015

Evidence of Completion

Grade level forms and product development/lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Administration will walk through and/ or attend grade level common planning meetings.

Person Responsible

Dart Meyers

Schedule

Weekly, from 8/19/2014 to 6/2/2015

Evidence of Completion

Grade level forms and product development/lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Administration walk-throughs and observations in the classroom.

Person Responsible

Dart Meyers

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Grade level lesson plans, grade level planning forms, administration walk-throughs and student work samples.

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	5E Math Lesson Planning/instructional delivery	Chapman, Tina	9/22/2015	Agenda, sign in sheets, lesson plans	9/22/2015 one-time
G1.B2.S1.A1	Collaborative planning weekly	Chapman, Tina	9/1/2015	Sign in sheets, agendas, lesson plans, classroom observations	5/26/2016 weekly
G2.B6.S1.A1	Common Collaborative Planning/PLCs two days a week.	Chapman, Tina	9/1/2015	Grade level forms and observations in classroom, product development/lesson plans.	5/26/2016 weekly
G2.B6.S1.A2	Professional Learning Communities (PLC) discussing data, Florida State Standards and best practices.	Meyers, Dart	9/1/2015	PLC agendas, sign-in sheets, lesson plans, grade level planning sheet, teacher observations, minutes	5/26/2016 weekly
G1.MA1	Lesson plans, observations, student work samples, student assessment data	Chapman, Tina	9/1/2015	Lesson plans, observations, student data	5/26/2016 one-time
G2.MA1	Reading and applicable content area ongoing assessments.	Chapman, Tina	9/1/2015	Grade level forms, product development/lesson plans.	5/26/2016 quarterly
G2.B6.S1.MA1	Administration walk-throughs and observations in the classroom.	Meyers, Dart	9/2/2014	Grade level lesson plans, grade level planning forms, administration walk-throughs and student work samples.	6/4/2015 monthly
G2.B6.S1.MA1	Administration will walk through and/ or attend grade level common planning meetings.	Chapman, Tina	8/19/2014	Grade level forms and product development/lesson plans.	6/2/2015 weekly
G2.B6.S1.MA2	Administration will walk through and/ or attend grade level common planning meetings.	Meyers, Dart	8/19/2014	Grade level forms and product development/lesson plans.	6/2/2015 weekly

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. Through collaborative lesson planning, teachers and staff will routinely engage students in rigorous math and science activities through incorporation of the 5E process.

G1.B1 The 5E model is new to our teachers and staff.

G1.B1.S1 PD on the 5E process and collaborative lesson planning.

PD Opportunity 1

5E Math Lesson Planning/instructional delivery

Facilitator

Michael Greenlee/Tina Chapman

Participants

Grade level and Support teachers; Administration

Schedule

On 9/22/2015

G1.B2 Collaborative planning is new and inconsistent for our teachers and staff.

G1.B2.S1 Weekly collaborative planning on the 5E process in lesson planning development.

PD Opportunity 1

Collaborative planning weekly

Facilitator

Tina Chapman/Jennifer Fugate

Participants

Grade level and Support teachers; Administration

Schedule

Weekly, from 9/1/2015 to 5/26/2016

G2. Through collaborative planning, teachers and staff will routinely engage students in rigorous reading and writing activities across the content areas.

G2.B6 Inconsistent collaborative planning for rigorous reading and writing activities.

G2.B6.S1 Weekly grade level collaborative planning.

PD Opportunity 1

Common Collaborative Planning/PLCs two days a week.

Facilitator

Administration

Participants

All teachers

Schedule

Weekly, from 9/1/2015 to 5/26/2016

PD Opportunity 2

Professional Learning Communities (PLC) discussing data, Florida State Standards and best practices.

Facilitator

Administration/Lead Teachers/District Staff

Participants

All Teachers

Schedule

Weekly, from 9/1/2015 to 5/26/2016

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	5E Math Lesson Planning/instructional delivery				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1291 - Frostproof Elementary School			\$1,000.00
Notes: Copy paper, card stock, math manipulatives, resources for 5E.						
2	G1.B2.S1.A1	Collaborative planning weekly				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1291 - Frostproof Elementary School			\$500.00
Notes: Copy paper, card stock						
3	G2.B6.S1.A1	Common Collaborative Planning/PLCs two days a week.				\$20,249.56
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1291 - Frostproof Elementary School			\$20,249.56
Notes: Notes: Curriculum and Instructional Development to ensure effective differentiated assignments are developed and implemented in the classroom. Materials needed for differentiated instruction within the classroom setting: -file accordion folders and manila folders(keep differentiated student work and student portfolio usage) -card stock paper - copier paper - white and colored paper -printers for classroom student assignment usage -computer toner/ink for student work assignments -a curriculum planning day per classroom teacher for PD and curriculum development on the 5E model, strategies from TLC academy ongoing training. -laminating materials to laminate instructional materials for the students. -library books to meet the Florida state standards. -toner/copier supplies/repairs needed to run copiers for instructional materials for the students to learn the Florida state standards. -1 inch binders for student academic organization -crayons/colored markers/colored pencils/Dry erase markers to assist students with identifying different parts of his/her differentiated assignments and during collaborative pairs. - differentiated instruction student organizational tubs, hanging system, or trays. -student organizational tubs, hanging system, or trays. -student spiral notebooks -Avery computer labels for literacy novels-stem questioning -FSA/Common Core approved student literacy books/novels -Textual materials and/or subscriptions such as,but not limited, to Ranger Rick, Time for Kids, Nat GEO, & Weekly Reader. -Student headphones/microphones to use at differentiated learning stations. -clipboards to be used by students during collaborative structures/partner activities/Kagan structures. -any additional material/ supply that is necessary to meet this goal, especially if it supports any of the strategies demonstrated during the Aug-TLC Learning Institute (which has year-long on-going PD).						
4	G2.B6.S1.A2	Professional Learning Communities (PLC) discussing data, Florida State Standards and best practices.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Polk - 1291 - Frostproof Elementary School - 2015-16 SIP
Frostproof Elementary School

Budget Data						
			1291 - Frostproof Elementary School			\$1,000.00
			<i>Notes: Cost for supplies, materials and resources.</i>			
Total:						\$22,749.56