Fern Creek Elementary

2016-17 Schoolwide Improvement Plan

Fern Creek Elementary

1121 N FERNCREEK AVE, Orlando, FL 32803

www.ocps.net/lc/north/efc

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Orange 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Fern Creek Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

Our school functions as a school family with the practice of Conscious Discipline strategies and procedures. The students and teachers all share a connection of being an important member of the school family. Teachers model what it looks like and sounds like to accept all cultures and nationalities by speaking to all students in a positive and respectful manner and allowing students to dress in their cultural attire while still abiding by the OCPS code of conduct. Students, teachers, and staff build and strengthen interpersonal relationships through celebrations of successes and acceptance of differences, both educational as well as personal. This is the catalyst for the school family environment we embrace.

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

Fern Creek believes that through the consistent use of procedures and the modeling of expectations, students are able to feel safe and respected. We embrace a common language that addresses our responsibility to keep our students safe and their responsibility to help us do so. All students, staff, and parents are committed to this joint responsibility that gives our students reassurance throughout the day that they are safe. School officials are always visible around campus, and students are comfortable approaching them for assistance or general conversation. All students are taught to use effective communication and social skills to speak to others. Students feel empowered as these skills are strengthened and promoted by interactions with adults as well as peers. Students are also reminded to get an adult immediately if they see something that is not safe on campus. Through the use of Conscious Discipline teachers build strong relationships with their students, which helps build a safe and respectful learning environment.

c. 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.

Our school has created a list of Fern Creek procedures that outlines, in detail, the expectations for students and staff on campus. Students know what is expected from the moment they arrive on campus until they leave at the end of each day. The same procedures are used school-wide, which allows every staff member to take part in the education of every student. The school-wide behavioral system in place is preventative and proactive for all students in all settings.
Common themes on our campus include keeping composure, encouragement, making positive choices, assuming positive intent of others, and understanding consequences for actions.

Classroom rules are explicit and posted in each room. Teachers use a "buddy teacher" to whom a student may be sent for a short time out of the classroom environment. This is where the student is expected to work quietly on independent academic assignments. Parents are notified each time a student is sent to a buddy classroom. If a student refuses to go to a buddy classroom or the student's behaviors are classified as a Level 2 or higher based on the OCPS Student Code of Conduct, an administrative staff member is called for assistance. When a student is removed from class and placed in the alternative room, he or she completes a reflection sheet which allows the student to describe their feelings, explain their mistakes, and create a plan of action to fix the problem and return to class. The student reviews the reflection sheet with an adult and the administrator determines if the student is able to return to class.

Interventions are implemented for students who are repeatedly removed from class and consistently disrupt the learning environment. Interventions may include daily point sheets, reinforcements for positive choices, behavior contracts, work break schedules, social skills groups, mentoring, and individual counseling.

d. 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 and support personnel meet weekly within a Professional Learning Community setting to review behavior expectations, discuss student data pertaining to social and emotional growth, and provide support and training when necessary to ensure the system is fairly and consistently implemented. Each student is given the opportunity to have a mentor who visits them weekly to provide positive support socially, emotionally, and academically. Students are also given access to counseling services on campus with parent permission as well as access to the school's social worker when needed. Our Fern Creek Foundation provides families with access to resources such as our food pantry and clothing closet as well.

3. Early Warning Systems

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

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

Fern Creek uses indicators such as attendance records, the number of suspensions, report card grades, and scores on standardized assessments for Early Warning System support. By analyzing data regularly from a variety of sources, we are able to intervene, provide assistance that allows students to overcome these barriers, and offer access to resources for families to ensure students are able to continue to find success once interventions are in place.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	12	11	15	8	4	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	7	11	16	23	23	10	0	0	0	0	0	0	0	90
Level 1 on statewide assessment	0	0	0	16	25	7	0	0	0	0	0	0	0	48

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	6	4	17	21	8	0	0	0	0	0	0	0	60

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

All students at Fern Creek are part of the Multi-Tiered System of Supports (MTSS) process through which their academic needs are identified, interventions are created to target deficits, and data is progress-monitored to determine efficacy of academic programs. Once identified through data chats, Professional Learning Community meetings, and through teacher identification, we identify common student needs and place students in interventions that directly address those needs. Fern Creek also requests social services as needed to address concerns that may need to be addressed outside of the regular school day. These issues can include tardiness, absences, or other issues that arise that may be connected to student life outside of the regular school day. Fern Creek also provides tutors, volunteers, and mentors to students. Behavior interventions are in place and regularly enforced by all staff members to eliminate barriers to learning based on behavior.

B. Family and Community Engagement

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).

1. 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).

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

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

2. Description

Fern Creek works at building positive relationships with families throughout the school year to promote involvement in a multitude of ways. Some of the ways we do this is through the use of Connect-Ed communication that allows administration to reach families outside of school, providing buses to transport families to and from the Parramore community for all school events, and offering snacks to families at each of the school functions. Free meals are provided twice a year at Meet Your Teacher and at the Carnival. For outreach, Fern Creek also has a Family Night at the Callahan Center in the Parramore area.
Fliers are sent out for Open House, Family Nights, Parent/Teacher conferences, and other school functions. A bi-monthly newsletter is provided keeping parents informed of current and upcoming events. Student planners are provided for each student go home daily. A weekly communication folder goes home every Friday. The school marquee is also utilized as a means of communication. Staff members are available for translations in Spanish, Vietnamese, and Mandarin.
Parents are informed of their child's progress through use of Progress Book, mid-term progress reports, report cards and report card conference nights. Conferences with teachers, guidance, and administration are available by parent or teacher request. Telephone, email, and notes in the daily planner are also employed to meet the varying needs of the families.
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2. 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.

Fern Creek provides partners with the Fern Creek Foundation to reach out and request assistance from the community to fulfill the needs of our students and their families. Items donated and provided to students include, but are not limited to, food, clothing, and school supplies. The school also provides an extensive mentoring program for one-third of our students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Fritz, Jason	Principal
Jacobson, Kimberly	School Counselor
Adam, Mariam	Dean
Conner, Glenn	Instructional Coach
Kohr, Heather	Instructional Coach
Vega, Donald	Assistant Principal

b. Duties

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

Each member of the leadership team is responsible for leading a grade level PLC. In addition, each member of the leadership team attends all MTSS meetings scheduled with their assigned grade level. The leadership team members also monitor the implementation of the SIP goals and strategies by observing classroom lessons, coaching teachers, problem-solving during grade level PLC time, and monitoring lesson plans. The administrative team meets weekly or as needed to make decisions and ensure student success continues.

2. 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.

School leadership identifies and aligns available resources through regular leadership team meetings to evaluate and review data as a problem-solving team and monitor effectiveness of core instruction. Data is also analyzed weekly during grade-level PLC time and grade-levels work with leadership teams to promote student learning growth.

Our curriculum resource teacher assists grade-level teams in identifying student academic need, acts as testing coordinator, and coaches teachers as to how to effectively implement best practices throughout the core curriculum.

MTSS procedures are clearly defined to all staff members during pre-planning staff meetings by our school-based MTSS coordinator. The MTSS coordinator facilitates all MTSS academic and behavior meetings relating student academic and behavioral concerns. Interventions are developed during MTSS meetings and intervention curriculum materials are adjusted according to student need. Staff schedules are adjusted if necessary to accommodate student intervention group needs.

Our Title I coordinator monitors federal requirements for Title I, and the leadership team makes determinations to ensure funds are utilized to purchase personnel and equipment for students, provide student learning materials, and offer transportation for families to school events.

Our staffing specialist is also the mental health coordinator for Fern Creek. Mental health and counseling services are provided with parent permission to students exhibiting need. We are able to receive counseling services from any SEDNET approved provider through Orange County Schools, but Aspire provides a full time counselor to work on our campus and serve students in need. Another mental health provider regularly on campus is Kinder Konsulting, and they focus largely on our primary student population.

Fern Creek has a large mentoring program maintained by the Fern Creek Foundation and utilizing community members to assist struggling students. Fern Creek implements character education and bullying prevention via monthly school assemblies, morning announcements, through class lessons and posters around campus.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Chrisine Welch	Parent
Mariam Adam	Teacher
Jason Fritz	Principal
Holly Vanture	Education Support Employee
Rekha Vasisht	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC serves as an advisory board to the school principal. Monthly meetings include review of school academic data and discussions on how findings will be improved.

b. Development of this school improvement plan

Members of the 2016-2017 SAC will assist in the development of the School Improvement Plan. The committee will review and make recommendations for any needed changes or additions. The SAC will meet monthly to review progress toward meeting the school improvement goals.

c. Preparation of the school's annual budget and plan

The SAC serves as an advisory board to the school principal. Monthly meetings include review of the school's annual budget and discussions on how findings will be improved.

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

Materials to create parent resources will be funded by school improvement funds totaling $1000.00.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Fritz, Jason	Principal
Watson, Kayla	Teacher, K-12
Adam, Mariam	Dean
Vasisht, Rekha	Teacher, K-12
Yehnert, Cassandra	Teacher, K-12
Kohr, Heather	Instructional Coach
Olson, Elizabeth	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major objective of the LLT is to help build teacher capacity leading to in an increase in student growth in all areas. The LLT will meet the second Friday of each month. The team will discuss and analyze data to determine needs and to promote student achievement. The LLT will plan and implement literacy initiatives at Fern Creek. The team will also address literacy concerns from grade-level PLC meetings.

The LLT will promote and coordinate a Family Literacy Night. It will be a special night to showcase student reading and to get families involved in order to boost reading excitement and achievement. There will be numerous activities based on the five components of reading to make the reading event meaningful and enjoyable. In addition, prizes such as books, book bags, bookmarks and gift certificates will be awarded.

The LLT will also focus on intervention strategies and progress monitoring school wide. Based on last year's FSA ELA results, Fern Creek's students in the lowest quartile making learning gains significantly dropped. The team will provide support by delivering and monitoring professional development on differentiation. The professional development will focus differentiating the content, the process, the product and the learning environment.

Each LLT member, is assigned a grade-level. The designated member will meet monthly with their grade-level to share reading messages and plans for the school year. The grade-level leader will keep their team's LLT member apprised of team decisions and concerns. The LLT team will then provide support to the grade-level and follow-up as needed.

D. 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).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers at our school refer to our Fern Creek procedures to promote a professional working environment that remains focused on student achievement. Each team also has common planning time to meet within their Professional Learning Communities (PLCs). During these meetings, teachers discuss instruction, planning, improve and adapt instructional strategies, and collaborate on other items that lead to student achievement. Each grade level has a common planning time to create academic plans as well as build working interpersonal relationships.

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

Fern Creek provides support from the leadership team to help retain high quality teachers, including curriculum support from Heather Kohr, Curriculum Resource Teacher, positive behavior support from Mariam Adam, Dean, and Exceptional Student Education compliance through Kimberly Jacobson, Staffing Specialist. Teachers are also supported via grade-level team Professional Learning Communities on a weekly basis to share best practices in delivering instruction through the Marzano model, as well as sharing data to make appropriate instructional decisions. In addition, Fern Creek has extensive community partnerships, facilitated by Holly Vanture, which enhance the teaching and learning experience afforded to students. Fern Creek also has a non-profit organization, The Fern Creek Foundation, which directly supports student and teacher needs in a variety of ways.

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

Fern Creek teacher leaders partake in professional development opportunities such as the mentoring and coaching coursework. This allows our school to pair new teachers with experienced teachers in order to facilitate understanding of the school culture, implementation of district expectations for student learning, and the development of quality and meaningful lessons. In addition, mentor teachers are readily available to guide mentees throughout the lesson planning and implementation process. Pairings are created based on similar grade-level teaching assignment. The overall goal of the mentoring program is to empower new teachers with the tools necessary to ensure student achievement and longitudinal professional growth.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Fern Creek follows the OCPS guidelines, scope and sequence, and Measurement Topic Plans to ensure our core instructional programs are aligned to Florida State standards. Based on Fern Creek's Best Practices for Inclusive Education self-assessment, a priority need is a school-wide approach for planning and implementing Universal Design for Learning. Lesson plans are reviewed weekly by each grade-level support team member. The plans are to be strategic, goal-directed and differentiate the ways that students can express what they know. The support team members also visit classrooms to verify lesson plans and instructional programs are aligned. During weekly PLC meetings, teams create common assessments using item specifications outlined by the state of Florida. Our school

also attends North Learning Community consortium meetings where assessments can be created by interdisciplinary teams from multiple schools and utilized to make data comparisons.

b. Instructional Strategies

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

The school conducts bi-weekly data chats that focus on problem-solving through the MTSS process. Data is shared between teachers, coaches, and administrative personnel. The data is used to determine needs of students and to provide support for student intervention and enrichment groups. Intervention curriculum materials and instruction are adjusted based on student need.
Students having difficulty attaining proficient levels of performance on common assessments receive Tier II instruction using research-based materials. Progress-monitoring data is analyzed to adjust instructional materials as needed and to move students through and within tiers. When a student is identified as having increased academic needs, grade-level teams move them into Tier III support. This support is more individualized and targets specific academic deficiencies.

2. 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: Before School Program

Minutes added to school year: 4,500

Fern Creek will open the computer lab for students in the lowest quartile. These students will participate in web-based reading and math intervention using iReady.

Strategy Rationale

By opening the computer lab before school, Fern Creek is able to provide extra intervention time for all students within the lowest quartile. There is also a teacher available to provide small group instruction as needed for students requiring additional support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Vega, Donald, donald.vega@ocps.net

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

Data is collected through iReady reading and math assessments. Collected data is then discussed by the leadership team and grade-level Professional Learning Communities to determine if progress has been made, or if adjustments are needed in order to support student achievement.

Strategy: After School Program

Minutes added to school year: 6,840

Fern Creek offers many after school enrichment programs in partnership with the Fern Creek Foundation. These programs extend learning and enrich our students by allowing him or her to pursue an interest in more depth. Our programs include a variety of athletic, academic, arts and creative activities. The programs are led by qualified teachers and professionals. Each participant is provided snack and dinner.

Strategy Rationale

Fern Creek after school programs engage our students in fun activities that create a desire to learn. The programs build on what students are learning during the school day to extend the knowledge they already have. The objective is to motivate and engage all students to participate in real-world activities that connect to the broader community.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Adam, Mariam, mariam.adam@ocps.net

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

Data is collected in the form of parent and student surveys. These surveys will be analyzed to determine the effectiveness of each program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Fern Creek invites local Head Start programs to tour the Kindergarten classrooms and participate in a school tour in order to familiarize preschool students with an elementary school setting.

We also have Fern Creek students visit our feeder middle schools. When Fern Creek students cannot visit a middle school, we invite middle school students who visit our school to share ideas about the culture, classes offered, and transition into middle school.

b. College and Career Readiness

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

Fern Creek Elementary is part of the AVID program (Advancement Via Individualized Determination). Our school focuses on the expectation that every student will be college or career ready. We recognize that the knowledge of how to succeed as a person within the college setting, as well as obtaining the skills and strategies to learn within the higher learning setting, is both pertinent and imperative to overall academic achievement for all learners. Currently AVID is used in 4th and 5th grades to promote academic success.

Fern Creek is also part of Orange County's College and Career Readiness program. Our resource teacher attends the regular training and information sessions. Toward the end of the school year, our students go through an interest inventory to help them focus on areas of strengths and interest in career areas. We also participate in Junior Achievement Day, whereby professionals come to each classroom, discuss careers, and answer questions.

Finally Fern Creek posts college posters, encourages staff to promote college as an achievable future for all student, and has weekly college shirt day so that our students can see the wide range of educational institutions available for an enriching academic future.

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

n/a

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

n/a

4. 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.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. Teachers will plan and implement lessons that fully address the intent of the grade level standards leading to improvement in student achievement in ELA, mathematics and science. Division Priority: Accelerate Student Performance.

G2. Increase the performance of students in the lowest quartile as measured by FSA English Language Arts and Mathematics. Division Priority: Accelerate Student Performance.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will plan and implement lessons that fully address the intent of the grade level standards leading to improvement in student achievement in ELA, mathematics and science. Division Priority: Accelerate Student Performance. 1a

🔑 G084761

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal 3

- The instructional staff requires additional support, resources and training with standards-based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Formative Assessment & Standards-Based Grading by Robert Marzano will be a resource used by the instructional staff to overcome the targeted barrier.

Plan to Monitor Progress Toward G1. 8

Growth Monitoring data from iReady will be utilized to gauge progress towards the goal.

Person Responsible

Donald Vega

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Diagnostic and Growth Monitoring data from iReady will be analyzed to help drive focused instruction.

G2. Increase the performance of students in the lowest quartile as measured by FSA English Language Arts and Mathematics. Division Priority: Accelerate Student Performance. `1a`

🔍 G084762

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0
Math Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal `3`

- Fern Creek students' consistent attendance will be a a barrier to meeting the goal.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- In order to overcome the barrier, teachers and registrar will closely monitor attendance and make phone calls to families with students with attendance issues. Students with strong attendance will be celebrated during Family Assemblies.

Plan to Monitor Progress Toward G2. `8`

iReady Student Diagnostic results will be monitored to identify progress towards the goal.

Person Responsible
Donald Vega

Schedule
Triannually, from 9/6/2016 to 6/1/2017

Evidence of Completion
Mid-Year Data and End-of-Year data review with Curriculum Associates will be evidence of monitoring toward the progress of meeting the goal.

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. Teachers will plan and implement lessons that fully address the intent of the grade level standards leading to improvement in student achievement in ELA, mathematics and science. Division Priority: Accelerate Student Performance. 1

🔑 G084761

G1.B1 The instructional staff requires additional support, resources and training with standards-based instruction. 2

🔑 B225389

G1.B1.S1 The administrative team will facilitate instructional rounds for teachers observe ELA and math standards-based instruction. 4

🔑 S237771

Strategy Rationale

Instructional rounds can provide high-quality teaching and learning for all Fern Creek students.

Action Step 1 5

The instructional staff will perform instructional rounds targeting ELA and math standards-based instruction.

Person Responsible

Donald Vega

Schedule

Semiannually, from 10/10/2016 to 5/26/2017

Evidence of Completion

Notes from the debriefing sessions documenting new found knowledge of standards-based instruction will be collected and serve as evidence of task completion.

Action Step 2 5

The administrative team will conduct a follow-up meeting after instructional rounds.

Person Responsible

Donald Vega

Schedule

Semiannually, from 10/10/2016 to 5/26/2017

Evidence of Completion

Notes from the debriefing session will be collected and uploaded to teacher's Deliberate Practice on iObservation.

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

Instructional rounds worksheets and debriefing notes will be collected and serve as evidence of monitoring for fidelity of implementation.

Person Responsible

Donald Vega

Schedule

Semiannually, from 10/10/2016 to 5/26/2017

Evidence of Completion

Completion of instructional rounds worksheets will provide evidence of knowledge acquired by each teacher. In addition, implementation of the acquired strategies will be evident through informal and formal observations.

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

Fern Creek students will increase their mastery of LAFS and MAFS as measured by iReady Standards Mastery assessments.

Person Responsible

Donald Vega

Schedule

Triannually, from 10/10/2016 to 5/26/2017

Evidence of Completion

Data from Standards Mastery assessment from iReady will be collected and analyzed.

G1.B1.S2 The instructional coach will provide professional development and coaching support to the instructional staff. 4

🔑 S237772

Strategy Rationale

Increasing the understanding of standards-based instruction will lead to increase in the academic achievement of all students.

Action Step 1 5

The curriculum resource teacher will provide professional development and coaching support to the instructional staff.

Person Responsible

Heather Kohr

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plan feedback forms with attention to clear learning goals and targets matching appropriate taxonomy levels and scales that align with standards will be evidence of completing this task.

Action Step 2 5

The administration will provide the instructional staff common collaboration and planning time to develop rigorous lesson plans fully addressing the intent of the grade-level standard.

Person Responsible

Donald Vega

Schedule

Daily, from 8/8/2016 to 5/31/2017

Evidence of Completion

Will monitor using lesson plan feedback form with attention to clear learning goals and targets matching appropriate taxonomy levels and scales that align with standards. Lesson plans will be uploaded weekly on the Fern Creek SharePoint site.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Targeted feedback will be provided to teachers based on level of rigor of standard and instruction.

Person Responsible

Donald Vega

Schedule

Weekly, from 9/12/2016 to 5/25/2017

Evidence of Completion

Lesson plan feedback forms and iObservation feedback detailing the depth of knowledge required of the standard will serve as evidence of monitoring for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Lesson plans will be reviewed and monitored for rigor. Successful implementation will result in rigorous instruction with an increase in student achievement.

Person Responsible

Donald Vega

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Lesson plans and lesson plan feedback forms will serve as evidence of monitoring for effectiveness.

G2. Increase the performance of students in the lowest quartile as measured by FSA English Language Arts and Mathematics. Division Priority: Accelerate Student Performance. `1`

🔑 G084762

G2.B1 Fern Creek students' consistent attendance will be a a barrier to meeting the goal. `2`

🔑 B225390

G2.B1.S1 Fern Creek will offer before-school access to computer lab for below grade-level students in grades three through five. Students will participate in web-based intervention programs for 30 minutes each day. `4`

🔑 S237773

Strategy Rationale

Students will receive online lessons featuring instruction appropriate to their level, based on results from the iReady diagnostic. The program provides targeted instruction prioritizing the highest areas of need.

Action Step 1 `5`

Identify students within the lowest 30% using prior year's FSA ELA and math results, invitations will be sent to parents requesting their child participate in before-school intervention.

Person Responsible

Donald Vega

Schedule

Daily, from 9/6/2016 to 6/1/2017

Evidence of Completion

iReady Student Growth Reports will be monitored and collected to identify how much growth students have achieved between diagnostic assessments.

Action Step 2 `5`

Track student attendance and provide incentives for consistently attending before school intervention.

Person Responsible

Donald Vega

Schedule

Monthly, from 9/26/2016 to 6/1/2017

Evidence of Completion

Attendance sheets and Instructional Usage reports will be monitored and collected to identify consistent participation in the before-school intervention program.

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

The administration team will monitor the fidelity of the implementation by reviewing the evidence of completion submitted for each step of the action plan,

Person Responsible

Donald Vega

Schedule

Monthly, from 9/26/2016 to 6/1/2017

Evidence of Completion

iReady Student Growth and Student Usage reports along with attendance sheets will serve as evidence of monitoring for the fidelity of implementation.

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

The administration team will review and analyze iReady data to gauge the effectiveness of the action plan for the strategy.

Person Responsible

Donald Vega

Schedule

Monthly, from 9/6/2016 to 6/1/2017

Evidence of Completion

iReady Diagnostic, Student Usage, Student Growth reports will be collected and analyzed to determine the effectiveness of the action plan for the strategy.

G2.B1.S2 Fern Creek will provide after-school tutoring for below grade-level students in grades three through five. 4

🔑 S237774

Strategy Rationale

Students will receive additional instruction targeting specific learning needs in a small group setting.

Action Step 1 5

Teachers will provide small group after-school tutoring for below grade-level students in grades three through five.

Person Responsible

Heather Kohr

Schedule

Daily, from 9/19/2016 to 6/1/2017

Evidence of Completion

Evidence of completion will be monitored using iReady Standards Mastery data for students in tutoring programs.

Action Step 2 5

The Curriculum Resource Teacher will facilitate professional development opportunities to instructional staff on iReady.

Person Responsible

Heather Kohr

Schedule

Triannually, from 8/8/2016 to 6/1/2017

Evidence of Completion

Post professional development questionnaires regarding tracking and acting on iReady data will serve as evidence of task completion.

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

The administration team will monitor the fidelity of implementation by reviewing attendance records and progress monitoring data.

Person Responsible

Heather Kohr

Schedule

Monthly, from 9/19/2016 to 6/1/2017

Evidence of Completion

The attendance records and progress monitoring data will be collected as evidence of monitoring for fidelity of implementation.

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

Tutoring lesson plans will be reviewed and monitored for the appropriate level of academic rigor. Successful implementation will result in rigorous instruction with an increase in student achievement.

Person Responsible

Heather Kohr

Schedule

Monthly, from 9/19/2016 to 6/1/2017

Evidence of Completion

Lesson plans and lesson plan feedback forms will serve as evidence of monitoring for effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.MA1 🔍 M313806	Lesson plans will be reviewed and monitored for rigor. Successful implementation will result in...	Vega, Donald	8/15/2016	Lesson plans and lesson plan feedback forms will serve as evidence of monitoring for effectiveness.	5/25/2017 weekly
G1.B1.S2.MA1 🔍 M313807	Targeted feedback will be provided to teachers based on level of rigor of standard and instruction.	Vega, Donald	9/12/2016	Lesson plan feedback forms and iObservation feedback detailing the depth of knowledge required of the standard will serve as evidence of monitoring for fidelity of implementation.	5/25/2017 weekly
G1.MA1 🔍 M313808	Growth Monitoring data from iReady will be utilized to gauge progress towards the goal.	Vega, Donald	9/19/2016	Diagnostic and Growth Monitoring data from iReady will be analyzed to help drive focused instruction.	5/26/2017 monthly
G1.B1.S1.MA1 🔍 M313804	Fern Creek students will increase their mastery of LAFS and MAFS as measured by iReady Standards...	Vega, Donald	10/10/2016	Data from Standards Mastery assessment from iReady will be collected and analyzed.	5/26/2017 triannually
G1.B1.S1.MA1 🔍 M313805	Instructional rounds worksheets and debriefing notes will be collected and serve as evidence of...	Vega, Donald	10/10/2016	Completion of instructional rounds worksheets will provide evidence of knowledge acquired by each teacher. In addition, implementation of the acquired strategies will be evident through informal and formal observations.	5/26/2017 semiannually
G1.B1.S1.A1 🔍 A307514	The instructional staff will perform instructional rounds targeting ELA and math standards-based...	Vega, Donald	10/10/2016	Notes from the debriefing sessions documenting new found knowledge of standards-based instruction will be collected and serve as evidence of task completion.	5/26/2017 semiannually
G1.B1.S1.A2 🔍 A307515	The administrative team will conduct a follow-up meeting after instructional rounds.	Vega, Donald	10/10/2016	Notes from the debriefing session will be collected and uploaded to teacher's Deliberate Practice on iObservation.	5/26/2017 semiannually
G1.B1.S2.A1 🔍 A307516	The curriculum resource teacher will provide professional development and coaching support to the...	Kohr, Heather	9/12/2016	Lesson plan feedback forms with attention to clear learning goals and targets matching appropriate taxonomy levels and scales that align with standards will be evidence of completing this task.	5/26/2017 monthly
G1.B1.S2.A2 🔍 A307517	The administration will provide the instructional staff common collaboration and planning time to...	Vega, Donald	8/8/2016	Will monitor using lesson plan feedback form with attention to clear learning goals and targets matching appropriate taxonomy levels and scales that align with standards. Lesson plans will be uploaded weekly on the Fern Creek SharePoint site.	5/31/2017 daily
G2.MA1 🔍 M313813	iReady Student Diagnostic results will be monitored to identify progress towards the goal.	Vega, Donald	9/6/2016	Mid-Year Data and End-of-Year data review with Curriculum Associates will be evidence of monitoring toward the progress of meeting the goal.	6/1/2017 triannually
G2.B1.S1.MA1 🔍 M313809	The administration team will review and analyze iReady data to gauge the effectiveness of the...	Vega, Donald	9/6/2016	iReady Diagnostic, Student Usage, Student Growth reports will be collected and analyzed to determine the effectiveness of the action plan for the strategy.	6/1/2017 monthly
G2.B1.S1.MA1 🔍 M313810	The administration team will monitor the fidelity of the implementation by reviewing the evidence...	Vega, Donald	9/26/2016	iReady Student Growth and Student Usage reports along with attendance sheets will serve as evidence of monitoring for the fidelity of implementation.	6/1/2017 monthly
G2.B1.S1.A1 🔍 A307518	Identify students within the lowest 30% using prior year's FSA ELA and math results, invitations...	Vega, Donald	9/6/2016	iReady Student Growth Reports will be monitored and collected to identify how	6/1/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				much growth students have achieved between diagnostic assessments.	
G2.B1.S1.A2 🔑 A307519	Track student attendance and provide incentives for consistently attending before school...	Vega, Donald	9/26/2016	Attendance sheets and Instructional Usage reports will be monitored and collected to identify consistent participation in the before-school intervention program.	6/1/2017 monthly
G2.B1.S2.MA1 🔑 M313811	Tutoring lesson plans will be reviewed and monitored for the appropriate level of academic rigor....	Kohr, Heather	9/19/2016	Lesson plans and lesson plan feedback forms will serve as evidence of monitoring for effectiveness.	6/1/2017 monthly
G2.B1.S2.MA1 🔑 M313812	The administration team will monitor the fidelity of implementation by reviewing attendance records...	Kohr, Heather	9/19/2016	The attendance records and progress monitoring data will be collected as evidence of monitoring for fidelity of implementation.	6/1/2017 monthly
G2.B1.S2.A1 🔑 A307520	Teachers will provide small group after-school tutoring for below grade-level students in grades...	Kohr, Heather	9/19/2016	Evidence of completion will be monitored using iReady Standards Mastery data for students in tutoring programs.	6/1/2017 daily
G2.B1.S2.A2 🔑 A307521	The Curriculum Resource Teacher will facilitate professional development opportunities to...	Kohr, Heather	8/8/2016	Post professional development questionnaires regarding tracking and acting on iReady data will serve as evidence of task completion.	6/1/2017 triannually

V. Professional Development Opportunities

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

G1. Teachers will plan and implement lessons that fully address the intent of the grade level standards leading to improvement in student achievement in ELA, mathematics and science. Division Priority: Accelerate Student Performance.

G1.B1 The instructional staff requires additional support, resources and training with standards-based instruction.

G1.B1.S2 The instructional coach will provide professional development and coaching support to the instructional staff.

PD Opportunity 1

The curriculum resource teacher will provide professional development and coaching support to the instructional staff.

Facilitator

Heather Kohr

Participants

Instructional staff

Schedule

Monthly, from 9/12/2016 to 5/26/2017

G2. Increase the performance of students in the lowest quartile as measured by FSA English Language Arts and Mathematics. Division Priority: Accelerate Student Performance.

G2.B1 Fern Creek students' consistent attendance will be a a barrier to meeting the goal.

G2.B1.S2 Fern Creek will provide after-school tutoring for below grade-level students in grades three through five.

PD Opportunity 1

The Curriculum Resource Teacher will facilitate professional development opportunities to instructional staff on iReady.

Facilitator

Heather Kohr and Kate Galindo

Participants

Fern Creek instructional staff

Schedule

Triannually, from 8/8/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The instructional staff will perform instructional rounds targeting ELA and math standards-based instruction.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	0181 - Fern Creek Elementary	General Fund		$1,000.00
2	G1.B1.S1.A2	The administrative team will conduct a follow-up meeting after instructional rounds.				$0.00
3	G1.B1.S2.A1	The curriculum resource teacher will provide professional development and coaching support to the instructional staff.				$0.00
4	G1.B1.S2.A2	The administration will provide the instructional staff common collaboration and planning time to develop rigorous lesson plans fully addressing the intent of the grade-level standard.				$0.00
5	G2.B1.S1.A1	Identify students within the lowest 30% using prior year's FSA ELA and math results, invitations will be sent to parents requesting their child participate in before-school intervention.				$0.00
6	G2.B1.S1.A2	Track student attendance and provide incentives for consistently attending before school intervention.				$0.00
7	G2.B1.S2.A1	Teachers will provide small group after-school tutoring for below grade-level students in grades three through five.				$9,840.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		160-Other Support Personnel	0181 - Fern Creek Elementary	Title I, Part A		$9,840.00
8	G2.B1.S2.A2	The Curriculum Resource Teacher will facilitate professional development opportunities to instructional staff on iReady.				$0.00
					Total:	$10,840.00