

Lake County Schools

# Fruitland Park Elementary School



## 2016-17 Schoolwide Improvement Plan

## Fruitland Park Elementary School

304 W FOUNTAIN ST, Fruitland Park, FL 34731

<https://fpe.lake.k12.fl.us/>

### 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	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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>.

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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 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 Fruitland Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	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.

###### MISSION:

At Fruitland Park Elementary, we are committed to encouraging and teaching all students in ways that promote wise decision-making, good citizenship, and a love for life-long learning. Fruitland Park Elementary, and the community we serve, strive to create an atmosphere of positive expectations in a safe and resource-filled learning environment.

###### BELIEFS:

Student learning is our chief priority. We believe that a commitment to continuous improvement and modeling life-long learning is imperative for producing confident, self-directed, life-long learners.

Families, teachers, administrators, and the community share the responsibility for producing responsible, trustworthy, productive, and respectful citizens.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

An "inviting" school environment, that enhances mutual respect among students and staff, is essential for fostering healthy self-esteem and integrity.

A safe and physically comfortable environment promotes student learning.

Curriculum and instructional practices should incorporate activities which promote conceptual thinking and decision-making as essential skills.

A variety of instructional approaches and methods should be presented to support and facilitate learning for all in a meaningful context.

##### b. Provide the school's vision statement.

###### VISION:

Every Child a Success in a Global Society!

#### 2. School Environment

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

At Fruitland Park we take proactive measures to ensure that families feel welcome on our campus. We schedule a variety of days and times for Kindergarten Round Up to provide information and resources for families through our Title I Family School Liaison. Our Guidance Counselor and ESE Specialist are in close contact with feeder schools to provide necessary support for special needs students. Before the school year begins we hold a Meet the Teacher Night allowing families the opportunity to come in and meet the teachers, tour the campus and visit with other families from the community. Our grade levels, Multi Tiered Systems of Support (MTSS) Team, Exceptional Student Education (ESE) Specialist, and Guidance Counselor participate in articulation meetings focusing on the students transferring from feeder school to our campus. Our school and clubs participate in a

number of the community events, including Fruitland Park Day and Winter Fest. We also hold monthly All Pro Dad and iMom breakfast sessions. We host a number of Family Nights throughout the school year, spotlighting specific grade levels, classrooms, academic areas, and clubs. Through these events we connect with families and build productive academic relationships.

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

Fruitland Park Elementary School encourages families to participate in a variety of school activities. Through these activities, parents, teachers, and students build productive relationships that transfer to a feeling of security and belonging. We promote a PBS system that recognizes appropriate student behavior and encourages active citizenship. While on campus, students are monitored with a mind for safety. We provide a before and after school program for students that includes academic tutoring. The hours for this program are 7:00 A.M. until 8:00 A.M., and after school until 5:00 P.M. A student safety patrol program provides additional eyes on campus and aids in insuring student safety. The Safety Patrol Program positions are filled by fifth graders who are role models of character for our students. All students who arrive at 8:00 A.M. are supervised by faculty and staff members in the cafeteria until 8:10 A.M. at which time they are dismissed to their classes. Breakfast is served and available to each student before school in the cafeteria. Parents and those listed on the emergency pick up sheet in the office may eat lunch with their child during the student's lunch period, outside at the shaded picnic area. The campus is an orderly place and clear expectations for behavior are adhered to by all stakeholders.

**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.**

At the start of each semester, teachers review the student Code of Conduct and Expectations for student behavior at Fruitland Park Elementary School with their students. Fruitland Park has fully implemented the Positive Behavior Support (PBS) Behavior System. In cooperation with our community sponsors, students are rewarded for positive behavior throughout the school day. They also have a chance to earn weekly rewards through the "reward store", and by reaching class behavior goals. Rules are posted within each classroom clearly visible to all the students. A positive and safe environment for learning is essential.

Fruitland Park has a zero tolerance policy for bullying. The school's Compact states that all students are responsible for reporting any incident of bullying to their teacher or administration. Character Education Programs such as the district's Bully Proofing Your School and Character Counts are incorporated into the school's enrichment wheel. Exposure to PBS and Character Education Programs

encourage students to make good choices and leads to higher academic gains.

We work hard to insure that negative behavior does not disrupt the learning process. In order to ensure the safety of all students and to provide the best learning environment possible, disruptive behavior will not be condoned in the classroom, or other areas of the campus, or to and from school, on school transportation, or at other school related activities.

**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.**

Fruitland Park Elementary School uses a variety of opportunities to promote social and emotional development. There is a mentor program that matches up students with community members not only as an academic mentor, but also someone to talk to and learn from. The PBS system is implemented daily throughout the school to promote positive behavior and social manners. Students are rewarded on a weekly basis. Teachers and staff incorporate these five crucial emotional competencies basic to



social and emotional learning into daily curriculum:

- a. Self and other awareness: understanding and identifying feelings; knowing when one's feelings shift; understanding the difference between thinking, feeling and acting; and understanding that one's actions have consequences in terms of others' feelings.
- b. Mood management: handling and managing difficult feelings; controlling impulses; and handling anger constructively
- c. Self-motivation: being able to set goals and persevere towards them with optimism and hope, even in the face of setbacks
- d. Empathy: being able to put yourself "in someone else's shoes" both cognitively and affectively; being able to take someone's perspective; being able to show that you care
- e. Management of relationships: making friends, handling friendships; resolving conflicts; cooperating; collaborative learning and other social skills

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students that incorporate character education, anti-bullying sessions, and counseling.

### 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.

Preventative measures for students who exhibit early warning signs (EWS) for underperforming are used in order to proactively address their issues. The administrative team reviews data sources biweekly, progress monitoring tools such as iReady, iStation, classroom grades, attendance data and discipline data are reviewed and tracked to determine student progress throughout the school year. Data chats with classroom teachers are scheduled to review the EWS and teacher formative assessment of students. Teachers hold data chats with students where students are responsible for recording their data and setting goals for improvement. The Accelerated Resource Teacher (ART) reports monthly district reports with specific EWS indicators identified. Parent meetings are held to discuss concerns and to develop a partnership to alleviate students' deficits.

#### 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	23	10	14	15	22	16	0	0	0	0	0	0	0	100
One or more suspensions	10	5	6	4	10	6	0	0	0	0	0	0	0	41
Course failure in ELA or Math	5	3	15	14	11	9	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	35	56	28	0	0	0	0	0	0	0	119
Level 1 on statewide assessment (math)	0	0	0	30	56	33	0	0	0	0	0	0	0	119

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	



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

In order to meet the needs of our students who exhibit early warning indicators we employ the following intervention strategies:

**Attendance:** Students with 7 or more absences are referred to the Child Study Team for review. At that time the team develops an individual intervention plan to improve the students attendance. A part of the plan may include but is not limited to the student becoming a part of the Breakfast Club. The Breakfast Club is facilitated by the guidance counselor who will focus on the importance of attendance and other character building topics along with serving students special breakfast treats. The team may decide to have students use the check in check out intervention so that students have a positive greeting to their morning and afternoon. Interventions determined by this team are solely based on the student's triggers.

**Academics:** Interventions used to improve students' academics include after school tutoring, differentiated instruction within the classroom, tutoring during the school day, mentors, Reading Ignited program that address learning gaps in reading, small group instruction, pull out based on student needs, and other measures appropriate to the students' needs.

**B. Family and Community Engagement**

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

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/321159>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**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.**

The Fruitland Park Elementary School ties to the community run deep. We are proudly considered to be a community school. In order to maintain this important connection, Fruitland Park Elementary offers "Volunteer Night" to provide personalized information to those who are interested in offering their services as a volunteer. A team of school personnel including the Assistant Principal, the Curriculum Resource Teacher and the Family School Liaison work to enroll and provide volunteer positions to those individuals who have met the District's volunteer requirements. The Family School Liaison maintains close ties with these individuals through email and phone calls. Additionally, each year speakers from the school make presentations to local organizations to update them on the utilization of their donations of material, time and money. A close relationship also exists with the local police department, whose officers provide traffic supervision at the start and close of each school day. An ongoing partnership exists with a civic organization called, "Bless Fruitland Park." This organization is comprised of local churches and businesses who desire to support the Fruitland Park Community. The school has benefited

from its partnership with Bless Fruitland Park through significant financial contributions, beautification projects, and increased awareness and support for curricular initiatives.

## 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
Langley, Tammy	Principal
Colborne, Robin	Instructional Coach
Dudley, Gregg	Assistant Principal
McCray, Tamara	Other
Simmons, Paige	Instructional Coach
Redding, Rebecca	Instructional Technology
Blozis, Diane	School Counselor
Widmann, Amy	Instructional Coach
Menzinger, Georgia	Instructional Coach
McKibben, Mary	Teacher, ESE
Cavinder, Kristine	Dean

#### b. Duties

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

- Administrators: Mrs. Tammy Langley, Principal and Mr. Gregg Dudley, Assistant Principal serve as instructional leaders and provide a focus for school improvement initiatives. They model a clear understanding of the school goals, processes, procedures, and MTSS process. They attend MTSS meetings to ensure the fidelity of the process and adequate professional development is provided to support MTSS implementation.
- Guidance Counselor, Ms. Diane Blozis facilitates development of intervention plans. As the MTSS Chair, she provides support for intervention fidelity and documentation and schedules all meetings. She ensures individual student documentation is complete and identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, as well as assists with school screening programs that provide early intervention services for children to be considered "at risk." In addition, she assists in the design and implementation for progress monitoring data collection and data analysis and participates in the design and delivery of professional development.
- ESE Specialist, Mrs. Mary Ellen McKibben facilitates development of Individual Education Plans. As ESE Chair she facilitates development of intervention and behavior plans, provides support for intervention fidelity and documentation and schedules all meetings. She also ensures individual ESE student documentation is in compliance.
- Literacy Coach, Mrs. Robin Colborne identifies and analyzes existing literature to meet the English Language Arts Florida Assessment, assists with school screening to provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring data collection and data analysis, participates in the design and delivery of professional

development, and coaches teachers to ensure FPE students are receiving the quality reading instruction needed to be college and career ready for the 21st century.

- Math Coach, Mrs. Georgia Menzinger identifies and analyzes existing math resources in order to meet Math Florida Standards, assists with school screening programs that provide early intervention services for children to be considered "at risk", assists in the design and implementation for progress monitoring data collection and data analysis, participates in the design and delivery of professional development, and coaches teachers to ensure FPE students are receiving the quality math instruction needed to be college and career ready for the 21st century.
- Reading and Writing Coach, Mrs. Amy Widmann assists with school screening programs that provide early intervention services for children to be considered "at risk", assists in the design and implementation for progress monitoring data collection and data analysis, participates in the design and delivery of professional development, provides SIPPS and small group interventions, and manages progress monitoring of reading and phonics skills.
- Science Coach, Mrs. Alia Perrone supports teachers as they develop interactive science lessons, designs assessments to progress monitor, and helps teachers create rigorous scales. She trains, supports, and provides materials for STEM activities, science experiments, and science fair projects.
- Technology Support, Mrs. Rebecca Redding provides training as needed to the staff to utilize technologies in the classroom for teaching, for lesson planning, and for county initiatives including the TEAM evaluation tool. She also implements site based programs such as iStation, iReady, AR, and STAR Reading.
- Acceleration Resource Teacher (ART), Mrs. Paige Simmons assists and supports school leadership and teachers in implementing Florida Standards, MTSS, Lesson Study, building instructional capacity, and aligning district systems and instructional non-negotiables. She also supports MTSS Tier II and III students, visit classrooms, co-teaches and co-plans with teachers, demonstrate strategies, model best practices on an ongoing basis using data to inform, instruct, and provide specific feedback to build instructional practices.
- Curriculum Resource Teacher (CRT), Mrs. Tamara McCray works as a liaison between the district and the school to communicate curricular expectations to teachers and to direct them to resources which will help them provide rigorous standards-based instruction to their students. She serves on our SAC committee as the chairperson, is involved with progress monitoring, planning PLCs, and professional development planning.
- Instructional Dean, Kristine Cavinder, assists in monitoring our PBS initiatives, serves as our Testing Coordinator, Volunteer Coordinator, ELL Coordinator, Health Coordinator, and classroom management resource.

**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.**

The MTSS Leadership Team assists classroom teachers in the identification of students who are possible candidates for the MTSS process by analyzing data throughout the year. Weekly grade level PLC's review student data in order to identify school wide and individual student trends. When school trends are identified, the SIP is reviewed to see if modifications are warranted. Core instruction, lesson delivery and school resources such as allocations, schedules, technology, remediation and enrichment support systems are also considered.

When individual students are identified as needing additional support for behavior or academic difficulties, the MTSS Team follows the Florida Continuous Improvement Model (FCIM) process to diagnose specific barriers, review possible interventions, select the most appropriate intervention and develop/implement the MTSS plan. Follow-up meetings (approximately 6 weeks apart or as indicated by student need) are scheduled to progress monitor and determine necessary next steps to support

the student.

Every Wednesday of the month is designated for RtI meetings to ensure that needs are addressed in a timely manner. MTSS Leadership Team Members and the classroom teacher attend the meeting. An invitation is also extended to the student's parent / guardian. The student's progress is discussed using progress monitoring data. It is a team decision based on data to move from one Tier of MTSS to another.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

With our Title I Part A funds, FPE is also able to purchase the following to support the needs and goals of our SIP:

- \* 2 full time Teacher Assistants
- \* 3 Coaches (Reading, Math, and Science)
- \* Technology based programs such as MobyMax, BrainPop
- \* Supplementary classroom materials
- \* Parent Academic Nights
- \* PLC's with stipends
- \* Subs for Professional Development Days
- \* Supplemental Professional Development Materials
- \* Writing Teams

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies, as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Stephanie Gilbert	Parent
Tamara McCray	Teacher
Faye Umble	Business/Community
Ginger Godwin	Parent
Patty Bordenkircher	Teacher
Becky Dicus	Parent
Crystal Mathis	Parent
Damond Talbot	Parent
Carrie Letsinger	Parent
Peggy Lewis	Business/Community
Christine Prater	Parent
Kara Savage	Teacher
Kristen Daley	Teacher
Amanda Laios	Teacher
Adam Rosenauer	Teacher
Patricia Bordenkircher	Teacher
Tammy Langley	Principal

## **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**

During the spring of 2016 parents were invited to an SAC meeting where the school's SIP, Title I Plan, Parent Involvement Plan and School Compact were reviewed along with other needs assessment data. The comments were recorded and were used to help guide our 2016-2017 SIP and PIP. The State Assessment results and District Benchmark results were reviewed. The consensus was that current plans are effective and that we should stay the course. In September of 2016, the SAC reconvened to review the information again and to make final suggestions for 2016-2017 initiatives and the SIP.

#### **b. Development of this school improvement plan**

The Leadership Team meets in April and begins the SIP planning process. During the summer, Leadership Members, including elected staff members serving on the SAC, meet to desegregate and analyze data as it is received and compiled. School Leadership Members, along with selected classroom teachers, attend District sponsored workshops designed to assist in data analysis to determine the implications on school operation. Strengths and areas of opportunities, as well as significant trends, are identified through various sources of data (attendance, discipline, stakeholder surveys, and assessment results, etc.). Next possible problem solving strategies are identified and included in a first draft of the SIP. An advertised meeting is then scheduled to present the SIP to the FPES SAC Committee and stakeholders for input, questions, suggestions. This group then ultimately votes to approve or disapprove the plan. The SAC also provides input and approval for the Title I Plan, the Parent Involvement Plan and the School Compact.

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

The SAC is active in the discussion, dissemination and approval of the allocation of significant budgets that are instrumental in funding instruction. The SAI Funds (2016-2017 \$2,688.40) and the Title I Funds (2016-2017 \$310,119.00) which the school receives annually, are spent with input from the SAC. These funds are used exclusively to provide student support such as additional personnel, instructional programs, staff development, parent involvement and collaborative teacher planning.

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

The SAC did not receive specific school improvement funds in 2015-2016, however, they are active in the discussion, dissemination and approval of the SAI funds (2016-2017 \$2,688.40) and Title I funds (2016-2017 \$310,119.00) which the school receives annually. These funds are used exclusively to provide student support such as additional personnel, instructional programs, staff development and parent involvement.

In the case of A+ funding, the SAC takes the leadership role in suggesting possible options to distribute or expend the funds. A vote of all school staff is the final determining factor.

**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
Langley, Tammy	Principal
Colborne, Robin	Instructional Coach
Simmons, Paige	Other
McKibben, Mary	Teacher, ESE
Widmann, Amy	Teacher, K-12

**b. Duties**

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

Literacy Leadership Team will meet monthly to focus on areas of literacy concerns. After analyzing school based data, the LLT will determine how to modify instruction as a means of engaging students in our reading curriculum to promote learning gains. We will reflect on scientifically based reading research as well as school based reading issues and concerns in order to develop a shared vision for Fruitland Park Elementary.

Major initiatives include the comprehensive roll out of the newly adopted LAFS, implementing Great Books instruction strategies, comprehension strategies for fiction and non-fiction, Daily 5 structure for reading block, using iStation instructional implications for a school wide focus of Differentiated Reading Instruction, and the implementation of our newly redesigned Reading Ignited (RI) Program to meet the needs of every child. The team will plan activities for Celebrate Literacy Week and will



brainstorm ways to motivate all students to spend more time reading.

Additional members of the LLT include:

Castelli, Patti Kindergarten Teacher  
Montgomery, Kim 1st Grade Teacher  
Chancey, Angela 2nd Grade Teacher  
Crandall, Lisa 3rd Grade Teacher  
LaFond, Linda 3rd Grade Teacher  
Oliver, Katelyn 4th Grade Teacher  
James, Jane Media Specialist  
Sapp, Tracy ESE Teacher  
Bordenkircher, Patricia 5th Grade Teacher

## D. Public and Collaborative Teaching

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

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

Spirit Committee-

\*The Spirit Committee composed of teachers from various grade levels meet to promote positive working relationships by recognizing achievements, milestones and spreading a hospitable working environment.

Weekly Professional Learning Communities-

\*The master schedule has been adjusted to allow for maximum planning time for teachers.

\*Teachers meet collaboratively to design scales, lesson plans and review student data.

\*Professional development opportunities are presented to enhance instruction.

Grade Level Planning-

\*The master schedule has been adjusted to allow for maximum common planning time each day.

\*Grade levels collaborate on lesson plans, instructional delivery and to create common assessments.

\*Common planning is facilitated once a week by assigned coach to assist with direction, standards, strategies and implementations.

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

Vertical articulation-

\*Opportunities are provided for discussions between grade- levels vertically.

\*Scale development and standard driven instruction are aligned across grade-levels which ensures content is meeting the expectations of the grade level before and after.

\*Student strengths and weaknesses are identified and communicated between grade-levels better preparing teachers for their new students.

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

\*Partnering new teachers with veteran staff and/or mentor by the Assistant Principal.

\*Regular meetings of new teachers with the Principal and/or AP.

\* Monthly New Beginnings sessions with peers and coaches.

\*Monthly Challenge Academy Sessions with new teachers at FPE.

\*The District provides "TOPS" training as well as District level instructional coaches.

\*FPES holds weekly grade level common planning meetings, which are facilitated by the assigned coach and

grade level chair and peer teachers attend to discuss curriculum, effective instructional strategies, data, lesson plans and individual student progress.



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

Fruitland Park Elementary School is dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders. Our district and school is implementing a new induction program aligned to the district's learning goals. This will include one-on-one mentoring and professional development, all taking place within the school's environment in order to support new teachers. By focusing this support on new to the field and new to the district teachers, we will be improving incoming teachers' abilities to challenge, instruct, and inspire our students.

Our program will include:

- \*Instructional mentoring by carefully selected and well qualified mentors
- \*Professional Learning Communities for mentors and new teachers
- \*Engaged principal monitoring and access
- \*Supportive school environments and district policies.

Lake County School is providing support and training through the New Teacher Center which is currently training selected personnel to implement new teacher induction programs that match new teachers with carefully selected veteran teacher mentors. These mentors receive ongoing professional development which includes working with adult learners, addressing issues of equity, differentiating instruction, and implementing professional standards. Mentors will work with new teachers for two to three years using a formative assessment toolkit created by New Teacher Center. This toolkit focuses on goal setting, lesson planning, classroom management, and analyzing student work. New Teacher Center also works with administrators and principals to help them transform their schools into vibrant learning communities in which both teachers and students can thrive. The sequential curriculum will include instructional mentoring, setting professional goals, coaching and observation strategies, analysis of student work, differentiation, and lesson planning. We will also design and presenting professional development for beginning teachers.

## **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.***

Fruitland Park Elementary utilizes Lake County Blueprints and Scope and Sequence to align instruction to Florida Standards. The Lake County Blueprints have been properly vetted and aligned to the standards. They provide a variety of text suggestions, student tasks, standard clusters, and much more to assist with alignment of instruction and materials. The Florida Standards Assessment Item Specification is used to assist with deconstruction of the 3rd - 5th grade standards and the Flip Book for grades K-2. Junior Great Books were purchased by FPE three years ago to meet expectations for Florida Standards through the shared inquiry process. Students read and discuss JGB complex text and write text based answers citing text evidence. FPE utilizes Kagan strategies, Thinking Maps, Learning Science International (LSI) Learning Scales, Cloze Reading, Daily 5 Station Structure, DBQ, and Fetzer Strategies to support core programs.

The Literacy Leadership Team will research and review the Florida Standards Assessment specifications to suggest strategies to modify tasks and/or assessments to ensure our programs are aligned to the new Florida Standards. All instructional materials are reviewed for alignment with the intent of Florida's Standards prior to their purchase.

#### **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 MTSS Leadership Team collaborates with classroom and resource teachers to offer strategies for differentiating instruction to meet the needs of all students. Data is collected and graphed either weekly or biweekly depending on the students Tier level. The data is then analyzed by the MTSS team and decisions are made according to the student's progress.

To assist students having difficulty attaining proficiency or advanced levels on state assessments, while in the classroom, teachers work in small groups to remediate curriculum or to offer extension activities. During Reading Integration (RI) Block, grade levels group students by his/her need in order for the students to receive thirty minutes of intensive targeted small group instruction. Students at proficiency or above are provided challenges to extend their abilities. Students are assessed and the data is graphed and analyzed by the grade level. Students can be moved to different groups according to their progress. Students who have been identified as ESE, 504, or ELL are provided appropriate accommodations in accordance with their corresponding academic plan. These plans are implemented and monitored in compliance with federal, state, and district expectations.

Title I tutoring is offered for students within the bottom 30% as evidenced through progress monitoring data. Students are grouped by their academic deficiencies where the student to teacher ratio is 1 to 10. Students meet an extra 3 hours each week with a teacher certified in their area of need.

Other enrichment opportunities are afforded the students in order to peek their interest levels and make real world connections to their daily learning. Students are afforded opportunities for service projects and to grow in the area of citizenship.

**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:** Extended School Day

**Minutes added to school year:** 3,240

National Elementary Honor Society was established to promote positive school climate and provide opportunities to motivate all students to reach their greatest potential in school and in life. Students will be nominated and selected based upon established criteria as set forth by NEHS. Under the supervision of a teacher, students will serve as ambassadors of the school and complete school and community based service projects.

**Strategy Rationale**

This strategy was implemented to extend the academic proficiency of high performing students through leadership motivation and service projects that connect the required learning to real world projects.

**Strategy Purpose(s)**

- Enrichment

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

Langley, Tammy, langleyt@lake.k12.fl.us

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

Feedback from the supervising teacher as well as from the recipients of the community and school service projects will determine the effectiveness of the strategy.

**Strategy:** Extended School Day

**Minutes added to school year:** 540

K-Kid: K-Kid is a community service club through Kiwanis. Students volunteer to attend and participate. Meetings are held at the same time PTO

**Strategy Rationale**

K-Kids enriches student's experiences with paying it forward. Kiwanis Club members lead the students in developing different ways they can help, encourage, and motivate others within their school community and throughout the entire community.

**Strategy Purpose(s)**

- Enrichment

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

Blozis, Diane, blozisd@lake.k12.fl.us

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

The Kiwanis Club sponsor will complete an exit interview with the guidance counselor to determine the effectiveness of the club's services.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,060

Robotics Club was established to help students increase their interest in STEM. Students will build robots under the guidance of experienced high school students and a supervising teacher. Students will learn how to build and program their robots to perform a set group of task. Students will compete against each other and against other elementary schools.

**Strategy Rationale**

To provide students with extension to their learning within the STEM process. Students engage in hands on experiences within the engineering process.

**Strategy Purpose(s)**

- Enrichment

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

Menzinger, Georgia, menzinger@lake.k12.fl.us

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

The successful participation in competitions will be collected to determine the effectiveness of the strategy.

**Strategy:** Extended School Day

**Minutes added to school year:** 6,000

The FPES Safety Patrol is a team of 5th grade students who have been recommended by their previous teachers to serve on the team. Qualifications state that students must be positive role models of good character. Safety Patrols are responsible for monitoring the hallways and sidewalks to ensure all students are following school rules and making safe choices on the sidewalks before and after school.

**Strategy Rationale**

Students engage in government and citizenship experiences to enhance their overall understanding of law and order.

**Strategy Purpose(s)**

- Enrichment

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

Dudley, Gregg, dudleyg@lake.k12.fl.us

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

Discipline and conduct reports will be monitored to determine the effectiveness of the strategy.

**Strategy:** Extended School Day

**Minutes added to school year:** 4,320

Title One Tutoring: Title One Tutoring will be offered to students that have been identified based on teacher recommendation or previous assessment scores, as needing additional assistance in being successful in the areas of ELA and/or Math. Sessions will be offered one hour per day four days a week in a small setting of no more than ten students per teacher. There will be two sessions, eight weeks per session.

**Strategy Rationale**

To meet the needs of students within our bottom 30% and those students exhibiting early warning signs for low achievement in hopes of closing the achievement gaps.

**Strategy Purpose(s)**

- Core Academic Instruction

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

McCray, Tamara, mccrayt@lake.k12.fl.us

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

Pre and post assessments will be taken to determine the effectiveness of the strategy.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,240

Chorus is an opportunity for students in grade 3-5 to sing, learn basic music patterns and rhythms, and to perform in concert presentations representing Fruitland Park Elementary School in a number of community events throughout the school year. Students who participate are also invited to try out for the County Chorus.

**Strategy Rationale**

To extend opportunities to our students to engage in the performing arts. Students are given the opportunity to use their listening and speaking skills before an audience.

**Strategy Purpose(s)**

- Enrichment

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

Langley, Tammy, langleyt@lake.k12.fl.us

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

The effectiveness of this strategy will be determined by the number of students from Fruitland Park Elementary who try out and are selected for the Lake County Chorus.

**Strategy: Before School Program**

**Minutes added to school year: 2,880**

The Art Club will offer students the opportunity to work with perspectives, shades, tints, sketching and several other medias. The students will have the time to create unique works and have time of self-expression.

**Strategy Rationale**

To provide students the opportunity to use their academics in a creative manner through visual representations of Art.

**Strategy Purpose(s)**

- Enrichment

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

Dudley, Gregg, dudleyg@lake.k12.fl.us

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

Student work will be collected to determine the effectiveness of this strategy.

**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.**

Local preschools including the Head Start Program bring students to tour our campus in late May. We also provide a variety of days and times for Kindergarten Round Up to provide information and resources for families through our Title I Family School Liaison. Our Guidance Counselor and ESE Specialist are in close contact with feeder schools to provide necessary support for students with special needs. In addition, we provide a training session for the local daycare providers to attend to learn more about Kindergarten readiness.

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

**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.**

N/A

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

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

**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.**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Fruitland Park Elementary School will increase student achievement when teachers, instructional coaches and administrators understand, plan, differentiate, and implement standards based instruction, with high expectations and fidelity to the full intent of the standard.
- G2.** Fruitland Park Elementary School will establish and maintain a bully-free learning environment.
- G3.** Fruitland Park Elementary School will be a safe learning environment that promotes the well-being of the whole child.

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

G086828

### Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	59.0
FSA ELA Achievement	57.0
Statewide Science Assessment Achievement	62.0

### Targeted Barriers to Achieving the Goal 3

- Teachers lack instructional strategies that engage and ensure achievement of learning expectations.
- Inconsistent use of student performance data to drive instruction.

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

- Administrative personnel, District's Academic Services Unit, District's Curriculum Department, Instructional Coaches in math, science, and literacy, Grade Level Chairs, Mentor Teachers, Test Item Specifications, Flip Book, Common Planning Structure, Progress Monitoring Data, Acceleration Resource Teacher, District's Blueprints, Reading Ignited Intervention/Acceleration Block

### Plan to Monitor Progress Toward G1. 8

Students' performance data from FSA, iStation, iReady and classroom student products will be collected and analyzed for increase in students' understanding of standards based instruction.

#### Person Responsible

Tammy Langley

#### Schedule

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

#### Evidence of Completion

Classroom Walkthrough Data, Data Chat Reviews, Student Progress Monitoring Data, Student Data Folders, Teacher Lesson Plans, FSA and Leadership Team Meeting Notes

### Plan to Monitor Progress Toward G1. 8

Teachers' TEAM evaluation data will be analyzed for increased effectiveness in instructional delivery resulting in an increase in student achievement.

#### Person Responsible

Tammy Langley

#### Schedule

Quarterly, from 10/24/2016 to 5/31/2017

#### Evidence of Completion

Teacher TEAM Evaluation

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

G086829

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Parent	90.0

**Targeted Barriers to Achieving the Goal** 3

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

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

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

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

Students and teachers will complete Anti-Bullying Curriculum. FPE will also participate in district wide anti-bullying initiatives.

**Person Responsible**

Gregg Dudley

**Schedule**

Annually, from 9/1/2016 to 5/17/2017

**Evidence of Completion**

Student post test scores from Anti-Bullying Curriculum will be collected and submitted to district as required.

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

G086830

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Parent	90.0

**Targeted Barriers to Achieving the Goal** 3

- FPE was built in the 1960s and consequently there are concerns related to the age of the facility. There has been a recent increase in the number of work orders related to air quality control.
- FPE is experiencing growth resulting in the addition of portables. Consequently, there is a need to revise practices and procedures.

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

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

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

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

**Person Responsible**

Gregg Dudley

**Schedule**

Quarterly, from 9/19/2016 to 5/17/2017

**Evidence of Completion**

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

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

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

 G086828

**G1.B1** Teachers lack instructional strategies that engage and ensure achievement of learning expectations.

**2**

 B230830

**G1.B1.S1** We will implement facilitated common planning time and plan PLC opportunities that address the needs of teachers as they relate to increasing student achievement and focusing on standards based instruction. Teachers will meet once a week for common planning. **4**

 S243526

### Strategy Rationale

If we implement facilitated common planning and monitor for fidelity in planning then we will have a platform to support teachers planning of instruction that will meet the needs of all learners and evaluate student products.

### Action Step 1 **5**

Create, plan and implement a common planning structure that identifies specific roles, responsibilities of leadership and the teachers, clearly defined expected outcomes and common planning protocols.

#### Person Responsible

Tammy Langley

#### Schedule

Weekly, from 8/2/2016 to 6/2/2017

#### Evidence of Completion

Evidence of the implementation of this action step will be seen in common planning meeting agendas and notes and will be monitored through classroom walk through for transfer of planning, student product review, and observation of teacher lesson plans.

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

Administration will use protocols created during observation of common planning to determine effectiveness of implementation.

**Person Responsible**

Tammy Langley

**Schedule**

Monthly, from 8/16/2016 to 5/31/2017

***Evidence of Completion***

Common planning observation notes and minutes

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

Transfer from planning to implementation to student achievement will be determined through classroom walkthroughs and student products.

**Person Responsible**

Tammy Langley

**Schedule**

On 5/31/2017

***Evidence of Completion***

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

**G1.B1.S2** Teachers will engage in effective Strategy Exchange through classroom visits, Elevating and Celebrating Effective Teaching and Teachers (ECET 2) mini cafe's, teacher share outs during faculty meetings. Specific teachers and strategies will be identified through classroom walkthrough data and academic non-negotiable implementation with fidelity. In addition, professional development will be provided to support high yield strategy implementation. 4

 S243527

### Strategy Rationale

If teachers are able to "see" high yield strategies in action and the effects on student engagement and achievement then they will develop an understanding of how to implement and monitor high yield instructional strategies that will increase student achievement.

### Action Step 1 5

Create, develop and implement procedures and schedule for strategy exchange with identified high yield strategies and expected outcomes.

#### Person Responsible

Tammy Langley

#### Schedule

Monthly, from 8/1/2016 to 5/31/2017

#### Evidence of Completion

Faculty meeting agendas, Video share outs, Peer Observation Schedules, Professional Development agendas and PPT's

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

Administration will be present at all whole group and small group presentations to observe implementation of strategies. Administration and Instructional Coaches will support individual teacher observations by observing along side the teacher and debriefing to ensure understanding of observed strategy protocols.

#### Person Responsible

Gregg Dudley

#### Schedule

On 5/31/2017

#### Evidence of Completion

Observation Notes, Strategy Exchange agendas, Peer Observation Schedules,



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

The Leadership Team will conduct weekly classroom walkthroughs to observe the impact of strategy exchange on implementation of academic non-negotiables within the classroom.

**Person Responsible**


**Schedule**

Weekly, from 8/22/2016 to 5/31/2017

***Evidence of Completion***

Classroom Walkthrough Data, Teacher Lesson Plans, TEAM Evaluation

**G1.B1.S3** Instructional Coaches will implement the coaching cycle to support the needs of teachers who require hands on one to one coaching as determined through classroom walkthrough and evaluation data. 4

 S243528

### Strategy Rationale

If Instructional Coaches implement the coaching cycle and monitor for expected outcomes then teachers who are in need of improvement within their pedagogy will increase in providing their students with engaging instruction that will ultimately increase student proficiency.

### Action Step 1 5

Create and implement a classroom walkthrough (CWT) tool that addresses the academic non-negotiables for standards based instruction to the full intent.

#### Person Responsible

Tammy Langley

#### Schedule

Weekly, from 8/1/2016 to 5/31/2017

#### Evidence of Completion

Classroom Walkthrough Tool, Classroom Walkthrough Data, Teacher Coaching Needs, Instructional Coaches Notes

### Action Step 2 5

Analyze CWT data and identify teachers' coaching needs as evidenced through the CWT data.

#### Person Responsible

Tammy Langley

#### Schedule

Biweekly, from 8/29/2016 to 5/31/2017

#### Evidence of Completion

Teacher Coaching Needs Log

### Action Step 3 **5**

Assign Instructional Coaches to specific teachers to implement the coaching cycle as identified through the CWT data.

**Person Responsible**

Tammy Langley

**Schedule**

Biweekly, from 8/29/2016 to 5/31/2017

**Evidence of Completion**

Instructional Coaches Coaching Notes, Leadership Team Minutes, CWT Data

### Plan to Monitor Fidelity of Implementation of G1.B1.S3 **6**

Incorporate within the weekly leadership team meetings coaching needs review to evaluate progression of implementation of the coaching cycle.

**Person Responsible**

Tammy Langley

**Schedule**

Weekly, from 8/29/2016 to 5/31/2017

**Evidence of Completion**

Leadership Team Agendas, Leadership Team Meeting Minutes, Instructional Coaches Logs, Instructional Coaches Notes, Coaching Needs Spreadsheet

### Plan to Monitor Effectiveness of Implementation of G1.B1.S3 **7**

Administration will conduct weekly classroom walkthroughs to determine effectiveness of the coaching cycle.

**Person Responsible**

Tammy Langley

**Schedule**

Weekly, from 8/29/2016 to 5/31/2017

**Evidence of Completion**

Classroom Walkthrough Data, Targeted Feedback Reviews, TEAM Evaluation Data, Student Progress Monitoring Data, Teacher Formative Assessment Data

**G1.B2** Inconsistent use of student performance data to drive instruction. **2**

 B230831

**G1.B2.S1** Administration will implement data chats with teachers to review student progress monitoring data. Teachers will implement data chats with their students and students will record their data points and goals within their data folders. Teachers will use the data in parent conferences and to drive instruction in their classrooms. **4**

 S243529

**Strategy Rationale**

If we implement and monitor data chats with teachers then teachers will increase their attention to student data and will use the data to plan lessons that meet the needs of all learners.

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

Administration will schedule and implement quarterly data chats with teachers that will include analysis of total classroom data using school wide progress monitoring tools such as iStation, iReady, LSA's, and classroom grades. Data will then be analyzed student by student to determine needs for differentiation.

**Person Responsible**

Tammy Langley

**Schedule**

Quarterly, from 8/6/2016 to 5/31/2017

**Evidence of Completion**

Evidence of completion

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

Create and implement student data folders. Students will record their progress monitoring data and set goals based on expected outcomes and their levels of proficiency, teachers will use this information to conduct data chats with the students and with parents during parent conferences.

**Person Responsible**

Tammy Langley

**Schedule**

Monthly, from 9/16/2016 to 5/31/2017

**Evidence of Completion**

Student Data Folders, Teacher Parent Conference Forms, Teacher Data Chat Schedules

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

Develop, facilitate and monitor data chat protocols.

**Person Responsible**

Tammy Langley

**Schedule**

Monthly, from 8/4/2016 to 5/31/2017

***Evidence of Completion***

Data Collection Worksheets, Schedule and Agendas

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

Administration and Instructional Coaches will review lesson plans and student progress monitoring data to determine if lesson plans address the needs of all students within the classroom.

**Person Responsible**

Tammy Langley

**Schedule**

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

***Evidence of Completion***

Teacher Lesson Plans and Leadership Team Meeting Notes

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

Administration and Instructional Coaches will conduct classroom walkthroughs during which student data folders will be reviewed for consistency of use.

**Person Responsible**

Tammy Langley

**Schedule**

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

***Evidence of Completion***

Student Data Folders, Classroom Walkthrough Data and Leadership Team Meeting Notes

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

 G086829

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

2

 B230832

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

 S243530

### **Strategy Rationale**

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

### **Action Step 1** 5

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

#### **Person Responsible**

Diane Blozis

#### **Schedule**

Monthly, from 7/28/2016 to 5/31/2017

#### **Evidence of Completion**

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

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

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

**Person Responsible**

Diane Blozis

**Schedule**

Weekly, from 8/22/2016 to 5/31/2017

***Evidence of Completion***

Progress Monitoring Charts as designed by PBS committee.

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

Administration will review bullying reports and substantiated incidents for maintenance of low instances of bullying on the FPE campus.

**Person Responsible**

Gregg Dudley

**Schedule**

Biweekly, from 8/22/2016 to 5/31/2017

***Evidence of Completion***

Weekly discipline reports and bullying reports



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

 S243531

### **Strategy Rationale**

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

### **Action Step 1** 5

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

#### **Person Responsible**

Gregg Dudley

#### **Schedule**

Monthly, from 8/29/2016 to 5/31/2017

#### **Evidence of Completion**

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

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

Students will participate in the anti-bullying program at FPE

#### **Person Responsible**

Gregg Dudley

#### **Schedule**

Monthly, from 8/29/2016 to 5/31/2017

#### **Evidence of Completion**

Program completion as documented by lesson plans and student products.

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

Students and Parents will participate in the ProKids anti-bullying program at FPE.

**Person Responsible**

Amy Widmann

**Schedule**

On 11/1/2016

***Evidence of Completion***

ProKids Curriculum, Lesson Plans, Sign-In Sheets

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

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

**Person Responsible**

Gregg Dudley

**Schedule**

Quarterly, from 9/5/2016 to 5/31/2017

***Evidence of Completion***

Recorded incidences of bullying will remain low at FPE as evidence by referrals.

**G2.B1.S3** Teachers will facilitate the use of cooperative structures designed to have students interact with one another in problem solving activities which will result in fewer referrals and a reduction in suspensions. 4

S243532

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Tammy Langley

#### Schedule

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

#### Evidence of Completion

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

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

Teachers will use Cooperative Structures in their classrooms.

#### Person Responsible

Tamara McCray

#### Schedule

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

#### Evidence of Completion

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

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

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

### Person Responsible

Tamara McCray

### Schedule

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

### Evidence of Completion

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

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

 G086830

**G3.B1** FPE was built in the 1960s and consequently there are concerns related to the age of the facility. There has been a recent increase in the number of work orders related to air quality control. 2

 B230833

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

 S243533

### Strategy Rationale

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

## Action Step 1 5

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

### Person Responsible

Gregg Dudley

### Schedule

Quarterly, from 8/1/2016 to 5/31/2017

### Evidence of Completion

Minutes from Safe School Committee Meetings and Work Orders

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

The School Safety Committee will review the status of all work orders submitted for district review.

**Person Responsible**

Gregg Dudley

**Schedule**

Weekly, from 8/3/2016 to 6/2/2017

***Evidence of Completion***

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

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

Administration along with the custodial staff will conduct periodic safety inspections to determine the progression of facility infraction corrections.

**Person Responsible**

Gregg Dudley


**Schedule**

Monthly, from 8/3/2016 to 5/31/2017

***Evidence of Completion***

Inspections will reflect compliance with expectations and corrections of infractions.

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

 B230834

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

 S243534

### **Strategy Rationale**

Changes are required due to additional structures and increased enrollment.

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

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

#### **Person Responsible**

Gregg Dudley

#### **Schedule**

Quarterly, from 8/1/2016 to 5/31/2017

#### **Evidence of Completion**

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

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

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

#### **Person Responsible**

Gregg Dudley

#### **Schedule**

Monthly, from 8/3/2016 to 5/31/2017

#### **Evidence of Completion**

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

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

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

**Person Responsible**

Gregg Dudley

**Schedule**
















Monthly, from 8/3/2016 to 5/31/2017

***Evidence of Completion***

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






## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G2.B1.S2.MA1  M326509	Students and Parents will participate in the ProKids anti-bullying program at FPE.	Widmann, Amy	11/1/2016	ProKids Curriculum, Lesson Plans, Sign-In Sheets	11/1/2016 one-time
G2.MA1  M326512	Students and teachers will complete Anti-Bullying Curriculum. FPE will also participate in...	Dudley, Gregg	9/1/2016	Student post test scores from Anti-Bullying Curriculum will be collected and submitted to district as required.	5/17/2017 annually
G3.MA1  M326517	The Safe Schools Committee will progress monitor the practices and procedures and make...	Dudley, Gregg	9/19/2016	Meeting agendas, notes, emails, work orders, and other written documentation will record the effectiveness of the plan and adjustments that are made to tweak it.	5/17/2017 quarterly
G1.MA1  M326503	Students' performance data from FSA, iStation, iReady and classroom student products will be...	Langley, Tammy	8/31/2016	Classroom Walkthrough Data, Data Chat Reviews, Student Progress Monitoring Data, Student Data Folders, Teacher Lesson Plans, FSA and Leadership Team Meeting Notes	5/31/2017 weekly
G1.MA2  M326504	Teachers' TEAM evaluation data will be analyzed for increased effectiveness in instructional...	Langley, Tammy	10/24/2016	Teacher TEAM Evaluation	5/31/2017 quarterly
G1.B1.S1.MA1  M326494	Transfer from planning to implementation to student achievement will be determined through...	Langley, Tammy	8/22/2016	Classroom walk through, TEAM evaluations, lesson plans, and evaluation of the rigor of student assignments.	5/31/2017 one-time
G1.B1.S1.MA1  M326495	Administration will use protocols created during observation of common planning to determine...	Langley, Tammy	8/16/2016	Common planning observation notes and minutes	5/31/2017 monthly
G1.B2.S1.MA1  M326500	Administration and Instructional Coaches will review lesson plans and student progress monitoring...	Langley, Tammy	8/31/2016	Teacher Lesson Plans and Leadership Team Meeting Notes	5/31/2017 monthly
G1.B2.S1.MA3  M326501	Administration and Instructional Coaches will conduct classroom walkthroughs during which student...	Langley, Tammy	8/31/2016	Student Data Folders, Classroom Walkthrough Data and Leadership Team Meeting Notes	5/31/2017 biweekly
G1.B2.S1.MA1  M326502	Develop, facilitate and monitor data chat protocols.	Langley, Tammy	8/4/2016	Data Collection Worksheets, Schedule and Agendas	5/31/2017 monthly
G1.B2.S1.A1  A315072	Administration will schedule and implement quarterly data chats with teachers that will include...	Langley, Tammy	8/6/2016	Evidence of completion	5/31/2017 quarterly
G1.B2.S1.A2  A315073	Create and implement student data folders. Students will record their progress monitoring data and...	Langley, Tammy	9/16/2016	Student Data Folders, Teacher Parent Conference Forms, Teacher Data Chat Schedules	5/31/2017 monthly
G2.B1.S1.MA1  M326505	Administration will review bullying reports and substantiated incidents for maintenance of low...	Dudley, Gregg	8/22/2016	Weekly discipline reports and bullying reports	5/31/2017 biweekly
G2.B1.S1.MA1  M326506	Observation of teacher use of tools designed by PBS committee, Observation of administrative use of...	Blozis, Diane	8/22/2016	Progress Monitoring Charts as designed by PBS committee.	5/31/2017 weekly
G2.B1.S1.A1  A315074	The PBS committee will develop a school-wide PBS plan that addresses expectations for student...	Blozis, Diane	7/28/2016	A completed PBS plan including the aforementioned items. Progress monitoring to include tracking charts for student (class) behavior in the cafeteria, monitoring incidences of bullying (substantiated and unsubstantiated), charting records of the rewards and prizes used as incentives for positive behavior.	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1  M326513	Administration along with the custodial staff will conduct periodic safety inspections to determine...	Dudley, Gregg	8/3/2016	Inspections will reflect compliance with expectations and corrections of infractions.	5/31/2017 monthly
G3.B1.S1.A1  A315077	The Safe Schools Committee will meet regularly to address facility concerns.	Dudley, Gregg	8/1/2016	Minutes from Safe School Committee Meetings and Work Orders	5/31/2017 quarterly
G3.B2.S1.MA1  M326515	Drills will be conducted to test the efficiency of the revisions.	Dudley, Gregg	8/3/2016	Successful completion of drill activities as documented with after action reports and drill schedule summaries.	5/31/2017 monthly
G3.B2.S1.MA1  M326516	FPE policies and procedures regarding safety will be updated to reflect growth.	Dudley, Gregg	8/3/2016	Completion of procedural revisions in accordance with district guidelines and by established district deadlines.	5/31/2017 monthly
G3.B2.S1.A1  A315078	The Safe School Committee will revise procedures to make better use of human capital and to ensure...	Dudley, Gregg	8/1/2016	Completed duty rosters, schedules, updated practices and procedures in accordance to Safe Schools Expectations.	5/31/2017 quarterly
G1.B1.S2.MA1  M326496	The Leadership Team will conduct weekly classroom walkthroughs to observe the impact of strategy...		8/22/2016	Classroom Walkthrough Data, Teacher Lesson Plans, TEAM Evaluation	5/31/2017 weekly
G1.B1.S2.MA1  M326497	Administration will be present at all whole group and small group presentations to observe...	Dudley, Gregg	8/22/2016	Observation Notes, Strategy Exchange agendas, Peer Observation Schedules,	5/31/2017 one-time
G1.B1.S2.A1  A315068	Create, develop and implement procedures and schedule for strategy exchange with identified high...	Langley, Tammy	8/1/2016	Faculty meeting agendas, Video share outs, Peer Observation Schedules, Professional Development agendas and PPT's	5/31/2017 monthly
G2.B1.S2.MA1  M326507	Students will demonstrate a heightened awareness of the concept of bullying and respect for their...	Dudley, Gregg	9/5/2016	Recorded incidences of bullying will remain low at FPE as evidence by referrals.	5/31/2017 quarterly
G2.B1.S2.MA1  M326508	Students will participate in the anti-bullying program at FPE	Dudley, Gregg	8/29/2016	Program completion as documented by lesson plans and student products.	5/31/2017 monthly
G2.B1.S2.A1  A315075	FPE will implement the district anti-bullying program with fidelity. All students will participate...	Dudley, Gregg	8/29/2016	Lesson plans and observation of activities will indicate that all students have participated in the program.	5/31/2017 monthly
G1.B1.S3.MA1  M326498	Administration will conduct weekly classroom walkthroughs to determine effectiveness of the...	Langley, Tammy	8/29/2016	Classroom Walkthrough Data, Targeted Feedback Reviews, TEAM Evaluation Data, Student Progress Monitoring Data, Teacher Formative Assessment Data	5/31/2017 weekly
G1.B1.S3.MA1  M326499	Incorporate within the weekly leadership team meetings coaching needs review to evaluate...	Langley, Tammy	8/29/2016	Leadership Team Agendas, Leadership Team Meeting Minutes, Instructional Coaches Logs, Instructional Coaches Notes, Coaching Needs Spreadsheet	5/31/2017 weekly
G1.B1.S3.A1  A315069	Create and implement a classroom walkthrough (CWT) tool that addresses the academic non-negotiables...	Langley, Tammy	8/1/2016	Classroom Walkthrough Tool, Classroom Walkthrough Data, Teacher Coaching Needs, Instructional Coaches Notes	5/31/2017 weekly
G1.B1.S3.A2  A315070	Analyze CWT data and identify teachers' coaching needs as evidenced through the CWT data.	Langley, Tammy	8/29/2016	Teacher Coaching Needs Log	5/31/2017 biweekly
G1.B1.S3.A3  A315071	Assign Instructional Coaches to specific teachers to implement the coaching cycle as identified...	Langley, Tammy	8/29/2016	Instructional Coaches Coaching Notes, Leadership Team Minutes, CWT Data	5/31/2017 biweekly
G2.B1.S3.MA1  M326510	Students will understand the expectations for their behavior when working as a member of a group.	McCray, Tamara	8/8/2016	When observed, students will demonstrate an understanding of their roles and responsibilities as a member of a cooperative group.	5/31/2017 daily
G2.B1.S3.MA1  M326511	Teachers will use Cooperative Structures in their classrooms.	McCray, Tamara	8/8/2016	Lesson plans, walk throughs, and TEAM observations will reflect fidelity of this expectation.	5/31/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.A1  A315076	Teachers will afford students the opportunity to interact socially in classroom settings.	Langley, Tammy	8/8/2016	Lesson plans will reflect opportunities for students to interact in cooperative structures. Classroom walk throughs and TEAM observations will confirm these results.	5/31/2017 daily
G1.B1.S1.A1  A315067	Create, plan and implement a common planning structure that identifies specific roles,...	Langley, Tammy	8/2/2016	Evidence of the implementation of this action step will be seen in common planning meeting agendas and notes and will be monitored through classroom walk through for transfer of planning, student product review, and observation of teacher lesson plans.	6/2/2017 weekly
G3.B1.S1.MA1  M326514	The School Safety Committee will review the status of all work orders submitted for district...	Dudley, Gregg	8/3/2016	Meeting agendas, notes, emails, inspection results, work orders, completion notices and other forms of documentation will reflect that safety concerns are addressed.	6/2/2017 weekly

## V. Professional Development Opportunities

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

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

**G1.B1** Teachers lack instructional strategies that engage and ensure achievement of learning expectations.

**G1.B1.S1** We will implement facilitated common planning time and plan PLC opportunities that address the needs of teachers as they relate to increasing student achievement and focusing on standards based instruction. Teachers will meet once a week for common planning.

### PD Opportunity 1

Create, plan and implement a common planning structure that identifies specific roles, responsibilities of leadership and the teachers, clearly defined expected outcomes and common planning protocols.

#### Facilitator

Academic Services Unit

#### Participants

Administration, Instructional Coaches, Grade Chairs

#### Schedule

Weekly, from 8/2/2016 to 6/2/2017

**G1.B1.S2** Teachers will engage in effective Strategy Exchange through classroom visits, Elevating and Celebrating Effective Teaching and Teachers (ECET 2) mini cafe's, teacher share outs during faculty meetings. Specific teachers and strategies will be identified through classroom walkthrough data and academic non-negotiable implementation with fidelity. In addition, professional development will be provided to support high yield strategy implementation.

### PD Opportunity 1

Create, develop and implement procedures and schedule for strategy exchange with identified high yield strategies and expected outcomes.

#### Facilitator

James Dean, Instructional Coaches, Principal, and District Curriculum Department

#### Participants

All instructional personnel and administration

#### Schedule

Monthly, from 8/1/2016 to 5/31/2017

**G1.B1.S3** Instructional Coaches will implement the coaching cycle to support the needs of teachers who require hands on one to one coaching as determined through classroom walkthrough and evaluation data.

### **PD Opportunity 1**

Create and implement a classroom walkthrough (CWT) tool that addresses the academic non-negotiables for standards based instruction to the full intent.

#### **Facilitator**

Principal and ASU Department

#### **Participants**

Leadership Team

#### **Schedule**

Weekly, from 8/1/2016 to 5/31/2017

### **PD Opportunity 2**

Assign Instructional Coaches to specific teachers to implement the coaching cycle as identified through the CWT data.

#### **Facilitator**

Principal and Districts Professional Development Department

#### **Participants**

Instructional Coaches and Administration

#### **Schedule**

Biweekly, from 8/29/2016 to 5/31/2017

## 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	Create, plan and implement a common planning structure that identifies specific roles, responsibilities of leadership and the teachers, clearly defined expected outcomes and common planning protocols.				\$3,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0101 - Fruitland Park Elem. School	General Fund		\$3,550.00
			Notes: Collaborative Planning Days			
2	G1.B1.S2.A1	Create, develop and implement procedures and schedule for strategy exchange with identified high yield strategies and expected outcomes.				\$0.00
3	G1.B1.S3.A1	Create and implement a classroom walkthrough (CWT) tool that addresses the academic non-negotiables for standards based instruction to the full intent.				\$0.00
4	G1.B1.S3.A2	Analyze CWT data and identify teachers' coaching needs as evidenced through the CWT data.				\$0.00
5	G1.B1.S3.A3	Assign Instructional Coaches to specific teachers to implement the coaching cycle as identified through the CWT data.				\$0.00
6	G1.B2.S1.A1	Administration will schedule and implement quarterly data chats with teachers that will include analysis of total classroom data using school wide progress monitoring tools such as iStation, iReady, LSA's, and classroom grades. Data will then be analyzed student by student to determine needs for differentiation.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0101 - Fruitland Park Elem. School	Title I, Part A		\$12,000.00
			Notes: Substitutes for full common planning days			
7	G1.B2.S1.A2	Create and implement student data folders. Students will record their progress monitoring data and set goals based on expected outcomes and their levels of proficiency, teachers will use this information to conduct data chats with the students and with parents during parent conferences.				\$0.00
8	G2.B1.S1.A1	The PBS committee will develop a school-wide PBS plan that addresses expectations for student behavior, education about bullying, and incentives for positive behavior.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	9800	239-Other	0101 - Fruitland Park Elem. School	Other		\$2,000.00
			Notes: Anti-Bullying Pro Kids show and parent engagement presentation and PBS incentives			

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9	G2.B1.S2.A1	FPE will implement the district anti-bullying program with fidelity. All students will participate in the program.	\$0.00
10	G2.B1.S3.A1	Teachers will afford students the opportunity to interact socially in classroom settings.	\$0.00
11	G3.B1.S1.A1	The Safe Schools Committee will meet regularly to address facility concerns.	\$0.00
12	G3.B2.S1.A1	The Safe School Committee will revise procedures to make better use of human capital and to ensure complete coverage across the campus.	\$0.00
Total:			\$17,550.00