

Polk County Public Schools

Frostproof Elementary School



2016-17 Schoolwide Improvement Plan

Frostproof Elementary School

118 3RD ST W, Frostproof, FL 33843

fes.polk-fl.net

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-2 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 58% |

School Grades History

| Year | 2017-18 |
|-------|---------|
| Grade | |

**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 Polk County School Board.

SIP Authority and Template

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

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

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | 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.

The mission at Frostproof Elementary is to provide all students with learning experiences that result in high student achievement by demonstrating mastery of their grade level Florida Standards.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

Cooperative learning strategies are implemented throughout classrooms to ensure all students are engaged in academic tasks. Schedules provide opportunities for uninterrupted instruction, with minimal interruptions from outside sources. PBIS offers a structured protocol for addressing

behavioral disruptions in the classrooms. The PBIS team monitors disciplinary activity and makes adjustments as needed. School wide and expectations are clearly posted in classrooms throughout the school and reviewed frequently. CHAMPS is utilized as well to provide a positive, safe learning environment focused on positive recognition and setting expectations in the classroom and around the school campus.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers alert administration to issues regarding social and emotional needs. Students are referred to the school guidance counselor to address individual social and emotional needs. A Multi-Tiered System of Support (MTSS) Team is in place to help develop individual behavior plans for students in need. Also, we implement a backpack program which provides needy families with backpacks filled with food items to address the dietary/nutritional needs of students over the weekend. All students are provided free meals (breakfast and lunch) while at school. We have a social worker who assists us with truancy issues to help ensure students are in school and not missing key instructional learning time.

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.

We receive Early Warning System data through our IDEAS data reporting program that provides our school with data on attendance, overage students, failing grades, and suspensions.

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 | 0 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| One or more suspensions | 1 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA or Math | 14 | 10 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

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

School social worker and the attendance manager monitors student attendance, performs home visits, sends home attendance letters and holds parent attendance meetings. In utilizing Positive Behavior Intervention Support Model(PBIS), we provide incentives for classes and individual students meeting attendance goals. We promote student attendance awareness month in September.

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/315524>.

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.

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

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 |
|-------------------|---------------------|
| Meyers, Dart | Principal |
| Chapman, Tina | Assistant Principal |
| Lilly, Elaine | School Counselor |
| Wrye, Debbie | Instructional Media |
| Monk, Hillary | Teacher, K-12 |
| Avery, Ashley | Teacher, K-12 |
| Norton, Lynda | Teacher, K-12 |
| Edwards, Josh | Teacher, K-12 |
| Fugate, Jennifer | Instructional Coach |
| Davis, Katherine | Teacher, K-12 |
| Aguilar, Graciela | Paraprofessional |
| Johnson, Oleda | Paraprofessional |

b. Duties

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

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

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

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

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

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

Technology Specialist: Develops technology necessary to manage and display data; provides

professional development and technical support to teachers and staff regarding data management and display. Manages school server to make lesson plans, and strategies available to all school instructional staff.

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

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

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.

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

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

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

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Head Start

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

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Yvonne McKenzie | Teacher |
| Lori Hutto | Business/Community |
| Michelle Hutto | Business/Community |
| Seferina Thompson | Parent |
| Dart Meyers | Principal |
| Tina Chapman | Principal |
| Alma Santibanez | Parent |
| Ana Perez | Parent |
| Bethany Alvarado | Parent |
| Eloina Barrios | Parent |
| Noemi Cruz | Business/Community |
| Renay Copeland | Teacher |
| Sherry Dacres | Parent |
| Danessa Espinosa | Parent |
| April Fridley | Parent |
| Anna Loaiza | Education Support Employee |
| Domingo Medina | Parent |
| Carolyn Norris | Business/Community |
| Melissa Perez | Parent |
| Joy Scott | Education Support Employee |
| Casey Sweat | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2016-2017 school improvement plan will be reviewed during the first SAC meeting in September 2016. The needed changes will be made and the SAC will vote to approve it.

b. Development of this school improvement plan

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

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

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

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

The school improvement funds allocated last year was voted and approved by the SAC to purchase ink cartridges for the teacher's printers.

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

b. Duties

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

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

Promote grade level reading comprehension across the content areas.

Planning together collaboratively and using data to drive instruction.

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.

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

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

1. Utilize the Human Resource Departments's Highly Qualified Applicants List.
2. Continue to provide a work environment that fosters staff longevity.
3. Partner with Warner University to work with practicum and intern students.
4. Post open positions on Polk County Public Schools website.
5. Teachers will be provided with district professional development opportunities throughout the year and will then present learned material from professional development to our school staff.
6. Our school will provide professional development opportunities during PLC's on best practices using teacher leaders and district personnel. Teachers will be expected to implement strategies learned during professional development trainings in order to build capacity.
7. Administration will provide support for teachers to promote a warm environment that encourages growth and risk taking while continuously developing highly qualified professionals.

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

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

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.

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

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.

Students progress is monitored throughout the year to determine reading levels using STAR testing, Formal and Informal Assessments, grades, unit assessments, module assessments, and writing portfolios. Data drives instruction to best meet the needs of each individual learner. Evidence of meeting the diversity of student needs can be seen through our use of the (PS/Rti)Problem Solving/ Response to intervention model using flexible differentiated groups during the ELA block and our Power Read instructional block.

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: 5,220

Using our Reading assessment data, we targeted our ELL students for an after school tutoring program for 90 minutes a day, two days a week for a total of 29 weeks. The after school tutoring program begins in September and will end in April.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

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.

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

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.

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

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

NA

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

NA

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.

NA

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.** Through monitoring student attendance and implementing an incentive program, student absences, tardies, and early checkouts will be reduced.
- G2.** Through collaborative lesson planning, teachers and staff will routinely engage students in rigorous math and science activities through the incorporation of the 5E process.
- G3.** Through collaborative planning, teachers and staff will routinely engage students in rigorous reading and writing activities across the content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. Through monitoring student attendance and implementing an incentive program, student absences, tardies, and early checkouts will be reduced. 1a

G087095

Targets Supported 1b

| Indicator | Annual Target |
|-----------------|---------------|
| Attendance rate | 95.0 |

Targeted Barriers to Achieving the Goal 3

- Parents are not understanding the importance of having their child complete a full day of school and that important instruction is still taking place in the afternoons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Manager to monitor attendance.
- Social Worker who monitors students attendance, conducts phone calls, and home visits.
- Positive Behavior Intervention Support (PBIS) model providing incentives for students.
- CHAMPS resources and materials.
- School Messenger automated attendance call out

Plan to Monitor Progress Toward G1. 8

We will collect data on absences, tardies, and early checkouts.

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance data reported by teacher on our electronic data collection system.

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

G087096

Targets Supported 1b

| Indicator | Annual Target |
|------------|---------------|
| Math Gains | 80.0 |

Targeted Barriers to Achieving the Goal 3

- The 5E model is still a new concept for out teachers in the primary level.
- Collaborative planning is new and inconsistent for our teachers and staff.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Tina Chapman

Schedule

Monthly, from 8/23/2016 to 5/25/2017

Evidence of Completion

Lesson plans, observations, student data

G3. Through collaborative planning, teachers and staff will routinely engage students in rigorous reading and writing activities across the content areas. 1a

G087097

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 80.0 |

Targeted Barriers to Achieving the Goal 3

- We need to implement more instructional practices that promote rigor, higher order thinking, and problem solving skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Reading and applicable content area ongoing assessments.

Person Responsible

Tina Chapman

Schedule

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

Evidence of Completion

Grade level forms, product development/lesson plans.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Through monitoring student attendance and implementing an incentive program, student absences, tardies, and early checkouts will be reduced. **1**

 G087095

G1.B2 Parents are not understanding the importance of having their child complete a full day of school and that important instruction is still taking place in the afternoons. **2**

 B231557

G1.B2.S1 Monitor attendance weekly. **4**

 S244281

Strategy Rationale

If we can target students early, they will not miss as many school days throughout the school year.

Action Step 1 **5**

Run weekly attendance reports

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance data reports

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

We will run weekly attendance reports.

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance reports

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

Reports will be reviewed weekly to identify target students with frequent absences and attendance manager will contact parent(s).

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance reports and parent contact log

G1.B2.S2 Provide student and class incentives for being at school, being at school on time, and not being checked out early. 4

 S244282

Strategy Rationale

The more students are in school receiving instruction from the teacher, the better they will perform academically with their grades and assessment scores.

Action Step 1 5

The attendance manager will monitor and positively reward student attendance.

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student Attendance Data, attendance letters, incentives

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Review attendance data weekly.

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance data on absences, tardies, and early checkouts

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Review attendance daily/weekly.

Person Responsible

Tina Chapman


Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance data

G2. Through collaborative lesson planning, teachers and staff will routinely engage students in rigorous math and science activities through the incorporation of the 5E process. 1

 G087096

G2.B1 The 5E model is still a new concept for out teachers in the primary level. 2

 B231560

G2.B1.S1 Collaborative lesson planning on effectively implementing the 5E process. 4

 S244283

Strategy Rationale

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

Action Step 1 5

During collaborative planning, discuss the 5E components in depth in how they are working and how to use them effectively in a lesson.

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/23/2016 to 5/25/2017

Evidence of Completion

Lesson plans, observations, collaborative planning sessions

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

Collaborative planning and walkthroughs

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/23/2016 to 5/25/2017

Evidence of Completion

Lesson plans, student work and observations

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

Math data

Person Responsible

Tina Chapman

Schedule

Triannually, from 8/23/2016 to 5/31/2017


Evidence of Completion

Assessments, student data

G2.B2 Collaborative planning is new and inconsistent for our teachers and staff. 2

 B231561

G2.B2.S1 Weekly collaborative planning on the 5E process in lesson planning development in math and science 4

 S244284

Strategy Rationale

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

Action Step 1 5

Collaborative planning weekly

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/23/2016 to 5/25/2017

Evidence of Completion

Sign in sheets, agendas, lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Collaborative planning sheets, lesson plan checks, and administrators and/or reading coach participate in planning sessions.

Person Responsible

Jennifer Fugate

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Sign In sheets, Agenda, collaborative planning guides

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student data and walkthroughs

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/29/2016 to 6/2/2017


Evidence of Completion

Student data, walkthrough data


G3. Through collaborative planning, teachers and staff will routinely engage students in rigorous reading and writing activities across the content areas. **1**

 G087097

G3.B4 We need to implement more instructional practices that promote rigor, higher order thinking, and problem solving skills. **2**

 B231567

G3.B4.S1 Sharing highly effective instructional practices and vetting lesson plans to ensure they meet the intent of the standards. **4**

 S244288

Strategy Rationale

To ensure highly effective instruction is taking place that will raise student achievement.

Action Step 1 **5**

Vetting lesson plans and sharing best practices between grade level teachers, support teachers, Literacy coach, and administration.

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Sign In sheets , work samples, agenda

Action Step 2 **5**

District Literacy Coach will support lesson planning to ensure instruction meets the intent of the standards with grade level teachers.

Person Responsible

Jennifer Fugate

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Agenda and Sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administrators, Literacy Coach, and teachers will participate in collaborative planning.

Person Responsible

Jennifer Fugate

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, lesson plans and agenda

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Student and walkthrough data by administrators, literacy coach, and teachers.

Person Responsible

Tina Chapman

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Walkthroughs and ongoing student achievement data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|------------------|-------------------------------|---|-----------------------|
| 2017 | | | | | |
| G3.MA1 M328258 | Reading and applicable content area ongoing assessments. | Chapman, Tina | 9/1/2015 | Grade level forms, product development/lesson plans. | 5/26/2016 quarterly |
| G2.MA1 M328246 | Lesson plans, observations, student work samples, student assessment data | Chapman, Tina | 8/23/2016 | Lesson plans, observations, student data | 5/25/2017 monthly |
| G2.B1.S1.MA1 M328243 | Collaborative planning and walkthroughs | Chapman, Tina | 8/23/2016 | Lesson plans, student work and observations | 5/25/2017 weekly |
| G2.B1.S1.A1 A316316 | During collaborative planning, discuss the 5E components in depth in how they are working and how... | Chapman, Tina | 8/23/2016 | Lesson plans, observations, collaborative planning sessions | 5/25/2017 weekly |
| G2.B2.S1.A1 A316317 | Collaborative planning weekly | Chapman, Tina | 8/23/2016 | Sign in sheets, agendas, lesson plans, classroom observations | 5/25/2017 weekly |
| G2.B1.S1.MA1 M328242 | Math data | Chapman, Tina | 8/23/2016 | Assessments, student data | 5/31/2017 triannually |
| G1.MA1 M328241 | We will collect data on absences, tardies, and early checkouts. | Chapman, Tina | 8/29/2016 | Attendance data reported by teacher on our electronic data collection system. | 6/2/2017 weekly |
| G1.B2.S1.MA1 M328237 | Reports will be reviewed weekly to identify target students with frequent absences and attendance... | Chapman, Tina | 8/29/2016 | Attendance reports and parent contact log | 6/2/2017 weekly |
| G1.B2.S1.MA1 M328238 | We will run weekly attendance reports. | Chapman, Tina | 8/29/2016 | Attendance reports | 6/2/2017 weekly |
| G1.B2.S1.A1 A316314 | Run weekly attendance reports | Chapman, Tina | 8/29/2016 | Attendance data reports | 6/2/2017 weekly |
| G2.B2.S1.MA1 M328244 | Student data and walkthroughs | Chapman, Tina | 8/29/2016 | Student data, walkthrough data | 6/2/2017 weekly |
| G2.B2.S1.MA1 M328245 | Collaborative planning sheets, lesson plan checks, and administrators and/or reading coach... | Fugate, Jennifer | 8/29/2016 | Sign In sheets, Agenda, collaborative planning guides | 6/2/2017 weekly |
| G3.B4.S1.MA1 M328253 | Student and walkthrough data by administrators, literacy coach, and teachers. | Chapman, Tina | 8/29/2016 | Walkthroughs and ongoing student achievement data | 6/2/2017 weekly |
| G3.B4.S1.MA1 M328254 | Administrators, Literacy Coach, and teachers will participate in collaborative planning. | Fugate, Jennifer | 8/29/2016 | Sign in sheets, lesson plans and agenda | 6/2/2017 weekly |
| G3.B4.S1.A1 A316321 | Vetting lesson plans and sharing best practices between grade level teachers, support teachers,... | Chapman, Tina | 8/29/2016 | Sign In sheets , work samples, agenda | 6/2/2017 weekly |
| G3.B4.S1.A2 A316322 | District Literacy Coach will support lesson planning to ensure instruction meets the intent of the... | Fugate, Jennifer | 8/29/2016 | Agenda and Sign-in sheets | 6/2/2017 quarterly |
| G1.B2.S2.MA1 M328239 | Review attendance daily/weekly. | Chapman, Tina | 8/29/2016 | Attendance data | 6/2/2017 weekly |
| G1.B2.S2.MA1 M328240 | Review attendance data weekly. | Chapman, Tina | 8/29/2016 | Attendance data on absences, tardies, and early checkouts | 6/2/2017 weekly |
| G1.B2.S2.A1 A316315 | The attendance manager will monitor and positively reward student attendance. | Chapman, Tina | 8/29/2016 | Student Attendance Data, attendance letters, incentives | 6/2/2017 weekly |

V. Professional Development Opportunities

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

G2. Through collaborative lesson planning, teachers and staff will routinely engage students in rigorous math and science activities through the incorporation of the 5E process.

G2.B1 The 5E model is still a new concept for out teachers in the primary level.

G2.B1.S1 Collaborative lesson planning on effectively implementing the 5E process.

PD Opportunity 1

During collaborative planning, discuss the 5E components in depth in how they are working and how to use them effectively in a lesson.

Facilitator

Tina Chapman/Jennifer Fugate

Participants

Teachers, Support teachers, Administration, Literacy Coach

Schedule

Weekly, from 8/23/2016 to 5/25/2017

G2.B2 Collaborative planning is new and inconsistent for our teachers and staff.

G2.B2.S1 Weekly collaborative planning on the 5E process in lesson planning development in math and science

PD Opportunity 1

Collaborative planning weekly

Facilitator

Tina Chapman/Jennifer Fugate

Participants

Grade level and Support teachers; Administration. Literacy Coach

Schedule

Weekly, from 8/23/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---|-------------|---|--|-----------------|-----|------------|
| 1 | G1.B2.S1.A1 | Run weekly attendance reports | | | | \$100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 7900 | 510-Supplies | 1291 - Frostproof Elementary School | General Fund | | \$100.00 |
| | | | Notes: Copy paper and ink | | | |
| 2 | G1.B2.S2.A1 | The attendance manager will monitor and positively reward student attendance. | | | | \$2,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 1142 | 500-Materials and Supplies | 1291 - Frostproof Elementary School | General Fund | | \$2,500.00 |
| | | | Notes: Copy paper, ink, rewards and incentives for students | | | |
| 3 | G2.B1.S1.A1 | During collaborative planning, discuss the 5E components in depth in how they are working and how to use them effectively in a lesson. | | | | \$250.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 7200 | 510-Supplies | 1291 - Frostproof Elementary School | Title I, Part A | | \$250.00 |
| | | | Notes: Copy paper, ink, materials to make resources, resources | | | |
| 4 | G2.B2.S1.A1 | Collaborative planning weekly | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 7900 | 500-Materials and Supplies | 1291 - Frostproof Elementary School | Title I, Part A | | \$1,000.00 |
| | | | Notes: Copy paper, card stock, printer ink | | | |
| 5 | G3.B4.S1.A1 | Vetting lesson plans and sharing best practices between grade level teachers, support teachers, Literacy coach, and administration. | | | | \$250.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 7900 | 500-Materials and Supplies | 1291 - Frostproof Elementary School | Title I, Part A | | \$250.00 |
| | | | Notes: resources for the classroom, materials to create make and take resources, copy paper, printer ink | | | |
| 6 | G3.B4.S1.A2 | District Literacy Coach will support lesson planning to ensure instruction meets the intent of the standards with grade level teachers. | | | | \$250.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |

Polk - 1291 - Frostproof Elementary School - 2016-17 SIP
Frostproof Elementary School

| | | | | | | |
|---------------|------|----------------------------|--|-----------------|--|-------------------|
| | 7900 | 500-Materials and Supplies | 1291 - Frostproof Elementary School | Title I, Part A | | \$250.00 |
| | | | <i>Notes: Copy paper, printer ink, materials for make and take resources</i> | | | |
| Total: | | | | | | \$4,350.00 |