

Fellsmere Elementary School

50 N CYPRESS ST, Fellsmere, FL 32948

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	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 Indian River 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Fellsmere Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We exist to achieve high levels of learning for ALL students!
Gallop to Success...Nothing Less!

b. Provide the school's vision statement.

We believe all children can learn and we will establish high standards of learning that we expect all students to attain. As educators, we strive to create an environment that engages students in challenging curricula that results in a high level of achievement. As a school, we work collaboratively with colleagues, students, parents and the community to achieve this shared educational purpose.

2. School Environment

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

To learn about students' cultures and build relationships, Fellsmere hosts several family nights. Title I parent nights include Orientation at the beginning of the school year, Open House to learn the expectations we hold for our students and the school wide expectations, and may include, several other nights (such as nights focused on grades: K-1, 2-3, 4-5, the FSA, Math and Science Fair Night). The Parent Involvement Plan (PIP) explains all that we do to help parents and students feel comfortable with their school environment. The PTA is involved in our school and holds family events throughout the year (ex. movie nights, Music Concerts, Fall Festival). Awards assemblies take place every nine weeks to celebrate the success of our students, related to academic, effort and attendance. We recognize both teachers and students for positive behavior, academics and going that extra mile to help others.

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

Safety is a primary concern for all of the students at Fellsmere. There is a police presence at our school as we work in collaboration with the Fellsmere Police, especially during arrival and dismissal of our students. Teachers are trained in safety procedures such as locking all doors, and the students practice fire drills monthly, and Code Red and Code Yellow drills twice a year. To keep students feeling emotionally safe, the children participate in a school wide behavior program, known as STAR (Safety, Teamwork, Act Responsibly, and Respect), and work with the Behavioral Interventionist on an anti-bullying program. For certain at-risk students, their emotional well being is a concern and therefore they work with a check in and check out system daily with our student support specialist, or social worker. Through out the year the safety committee will meet to review school wide data to see what areas need adjustments.

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.

All staff and students, by grade level, were explained the STAR program and the Behavioral Interventionist is checking to see if the program is being used efficiently. With the STAR program,

there are clear behavioral expectations associated with this program, and students have behavioral sheets to track their progress. Input from teachers and students will occur throughout the year, in several ways (i.e. discussions at faculty meetings, survey monkey, informal discussions with students, etc.). With the data from these, an action plan will be put in place as necessary, which is evidence based. At Fellsmere, we not only have the Tier 1 behavioral system for all students we also have Tier 2 and Tier 3 strategies in place that the teacher uses in conjunction with the Behavioral Interventionist for at-risk pupils. The Behavioral Interventionist will be at Fellsmere every day this school year which is a change from last year and will help us implement and monitor our behavioral tiers. Her support may be in the form of push-in support, pull-out support, or individualized behavior plans to name a few.

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.

The Fellsmere staff pride themselves in finding success for each child, success being defined differently for each student. We live by the mantra, "Gallop for Success...Nothing Less" as we all strive to help every student achieve academically and behaviorally. This mantra will help guide us as we work to increase the proficiency of our students in all academic areas while continuing to build relationships that support the students. The classroom Teachers, Academic Coaches and Behavioral Interventionist collaborate together to ensure the academic and social-emotional needs of all students are being met. If the teacher is having concerns for a child, he/she refers that child to the Behavioral Interventionist, Migrant Parent Specialist or Assistant Principal, these students are addressed by using the multi-tiered approach just as we do for all academic concerns. The MTSS team has access to resources such as a Behavioral Health Resource Guide which ties into social emotional behaviors, and they decide which resource is needed for the family. Community resources are often used, such as Castle's High Hopes for children of divorce or broken families, and Legacy for behavioral issues.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

We monitor our Early Warning Signs through our district wide data platform - Performance Matters. We are able to monitor the following along with the academic assessment data that we collect from unit assessments, iReady and FSA: Attendance below 90 percent, one or more suspensions, course failures in ELA and Math and those scoring Level 1 on the FSA. The Administration meets with each teacher for Tier 1 data chats to address all warning signs and data concerns.

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	1	10	8	6	8	8	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	14	26	34	0	0	0	0	0	0	0	74

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	2	1	0	0	0	0	0	0	0	3

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

We start with every teacher monitoring their students individually and with administration at least every 6 weeks. Teachers differentiate instruction by using formative assessments several times during a lesson and then pulling students in need of assistance for that subject during Tier 1 time. Students that are scoring more than a year behind will receive Tier 2 interventions in groups dedicated to the needs of those individual students. Through structured discussions with the teachers about students across Tier 1 and Tier 2, we are able to identify students in more intensive interventions for Tier 3. After looking at our data, it was very obvious that we needed to implement a more structured approach to sight words, fluency, writing and vocabulary. Through each Tier 2 group along with the groups taught by our Interventionists we will provide additional practice on all those topics.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Fellsmere Elementary will implement the activities listed that will build support for a community partnership:

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.

Fellsmere Elementary works closely with several members of the community to help our families. The local Fellsmere police is a presence at our school, and the Chief is a member of the SAC Committee to stay abreast of all that is going on. For our families in need, we reach out to several local agencies, such as Castle: High Hopes for children of divorced families, Legacy to help with behavior, Literacy Services to help our parents help their students, and the local food bank. The Behavioral Health Resource guide used by the student support specialist and social worker links the services to families in need. In addition, The Learning Alliance provides support in the area of reading for our primary students, and readiness classes for our parents (to help them get our students ready for success in kindergarten). The Learning Alliance is also supporting FES by providing a 3rd grade Interventionist and funding and PD to help us provide a Moonshot Academy which will be a 2 week PD for teachers and 7 weeks of after school tutoring in ELA for students in grades 1-2.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Echeverria, Ramon	Principal
houston, jody	Other
embrey, kaitlin	Teacher, K-12
pagan, karen	Teacher, K-12
Keeler, Jennifer	Instructional Coach
marsiglia, lilly	Teacher, K-12
marceleno, veronica	Teacher, K-12
cundiff, carla	Teacher, K-12
Woods, Faith	Teacher, K-12
Horton, Michele	Teacher, K-12
Matheny, Lyndsey	Assistant Principal
Sturgeon, Christine	Instructional Coach

b. Duties

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

The Leadership Team oversees the development and implementation of the school improvement plan which is tied directly to data and achievement. The team determines the next steps in standards based instruction, based on data, and students' strengths and weaknesses. This team then formulates the needs assessment for the school improvement plan and classroom interventions. The team then develops methods to achieve the goals to strengthen the areas of concern. These plans are shared and reviewed with grade level personnel. To foster academic growth with all students throughout the 2017-2018 school year, students are also asked to write goals every semester, that teachers, parents and students sign. The Leadership Team meets monthly to discuss best practices, events occurring at school, standards based instruction, and other relevant topics to help with student achievement. Professional Development tied to the SIP occurs at least one time per month in faculty meetings, early release days or after school in Peer to Peer workshops.

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 school-based MTSS Leadership Team is made up the Assistant Principal, Literacy Coach, Math Coach, Behavioral Interventionist, School Psychologist, ESOL Teacher, Speech Language Pathologist and ESE Resource Teachers.

Fellsmere ElementarySchool coordinates and intergrates all federal, state, and local programs that impact the school:

Title I, Part A

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities. Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title I Part C Migrant, and English Language Learner programs
- Partnerships are established outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, The Learning Alliance, Big Brothers Big Sisters)
- Coordination and scheduling of instructional programs (i.e. MTSS)
- Implementation of parent information/training programs (i.e. Parent/ Family Nights, Parent Academies)
- Brochures and referrals for parent and student support services

Fellsmere Elementary School coordinates with the Indian River County School District office on all matters involving Title I. This Title I, Part D ---N/A

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings are funded with Title II funds as they relate to the strategies in the School Improvement Plan.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone, and Earobics.

Title X- Homeless

Fellsmere Elementary School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program

to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless.

School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

Title involves both formal, scheduled meetings and informal day-to-day contacts to ensure the smooth coordination of all efforts.

Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, ESOL, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher, and Math coach who serve as resources to classroom teachers in implementing

strategies that support students in meeting grade level expectations in reading, math and writing. Students are also provided extended learning opportunities to attend before/after school instruction and summer school for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials, and instructional software. The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Keith Touchberry	Business/Community
Jose Blanco	Education Support Employee
Ramon Echeverria	Principal
Noe Chico	Parent
Judy Marsiglia	Education Support Employee
Cynthia Zamora	Business/Community
Brenda Boyzo	Parent
Cynthia Zamora	Business/Community
Emily Gurklis	Teacher
Daisy Rios	Parent
Rosa Solis	Parent
Nancy De La Hoz	Teacher
Maria Maldonado	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Data was shared with all employees on August 9, 2017. At that time discussion about the needs and expectations that would be put into place were discussed with the staff. All grade levels had a chance to discuss what they thought it would take to bring Fellsmere towards an A for 2017-2018. At the September 8, 2017 faculty meeting, this year's school improvement plan will be discussed and reviewed. At that time, changes may be made and approval of the plan will be deliberated. The Parent compact will also be voted upon. The School Advisory Committee will meet the following week to discuss and vote on the School Improvement Plan.

b. Development of this school improvement plan

The faculty had input as grade levels as they discussed the data and what they felt it would take to bring Fellsmere towards an A. The School Advisory Council will analyze data throughout the year and review the effectiveness of educational programs. Members of the council will help to identify school wide student achievement goals for the 2017-2018 school year, they will help brainstorm how we will achieve goals through professional development. The Student Advisory Council will approve the School Improvement Plan and update it as needed.

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

The SAC will give assistance to the principal in the planning of the year's budget, as necessary. It is to the principal's advantage to have the assistance of representatives from all areas of the school community in developing this budget.

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

School improvement funds will be used to support our parent nights, by purchasing materials for the teacher presentations. The funds will also be used to purchase books that the students can take home. Furthermore, funds will be used to reward students who attended school everyday, as well as academic success. The school improvement funds will be used in conjunction to Title I funds, to provide after school extended learning opportunities. In partnership with the Learning Alliance, a community based partner we will provide professional development and after-school learning opportunities for our students in grades 1 and 2. We will also work with the SAC to utilize the School Improvement funds to provide half day subs for teachers to collaboratively plan each quarter.

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
Echeverria, Ramon	Principal
cundiff, carla	Teacher, K-12
newkirk, karen	Instructional Media
Matheny, Lyndsey	Assistant Principal
Sturgeon, Christine	Instructional Coach

b. Duties

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

The major initiatives for the Literacy Team this year are to continue to participate in the "Moonshot Moment"-District 90% goal by 2018, and to ensure rigorous standards based instruction in literacy daily. Teachers continue to have professional learning sessions on a variety of topics, such as vocabulary strategies, writing K-5, QAR, how to implement differentiated instruction, and how to set reading levels that are appropriate, yet challenging for all students. The team continues to monitor teaching and ensure that rigorous literacy blocks occur each day, which includes a half hour of whole

group learning, and an hour of guided reading time for Tier 1. We utilize our ESOL assistants in this time to meet with small groups, and will be utilizing the iReady new computer based differentiated reading (and math) program during the guided block. Schedules were created for all teachers, interventionists and ESOL paraprofessionals so we can ensure the fidelity of instruction daily. We have hired 2 Teacher Interventionists that will work directly with small groups of 3rd and 4th grade students to assist in moving them to proficiency with their reading. Data chats will happen individually with each teacher with the administrators for Tier 1 at least every 6 weeks. Tier 2 data chats will take place every 4-6 weeks to ensure the instruction is meeting the needs of the students in Tier 2 groups. In addition, this group will help monitor the instruction taking place in the Moonshot Academy's which will be after school programs for students struggling in grades 1-2. This group will work to increase the number of students who participate in programs such as the Accelerated Reader Program, and Million Word Reader Club.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

To encourage positive working relationships, teachers are given shared planning time daily, to discuss instruction, data, center ideas, etc. The literacy coach and math coach are working with teachers weekly to model, assist, discuss plans and the implementation of standards based instruction with rigor. There is professional development that occurs at least monthly, some are voluntary, while others are mandatory. To ensure communication among the staff, a weekly newsletter from administration, is electronically distributed. Teachers are also afforded planning time with the use of subs 1/2 day once a quarter. Planning also occurs at least three times weekly for each grade level team. As a positive relationship builder, we carve out a time at faculty meetings when staff members let others know how a staff member has "Galoped to Success, to boost the morale. Lastly, at monthly grade level leader meetings, each grade level leader has a voice and say in the school wide decisions that are made as Shared Leadership is encouraged. They have a time and forum to express concerns their grade level is feeling and when appropriate, a solution is accomplished. "Temperature Checks" are taken often with Grade Level Leaders and with the each grade level. One day per week grade levels have the opportunity to meet with the leadership team to address concerns, receive guidance or for mini professional development for strategies their grade level may need.

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

We recruit by first posting the position on the district website. Principal and Assistant Principal evaluate potential candidates by reviewing resumes, credentials, and references. They then hold interviews with narrowed down selection of candidate with a team of tacher leaders. Collaboratively a decision is made as to which candidate best fits Fellsmere.

We retain highly qualified teachers by providing teachers with assistance from coaches, mentor teachers, and ESOL assistants. These teachers also remain at the school, because we promote a positive climate and camaraderie amongst the staff.

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

We have a new teacher(mentee)/mentor coordinator who assigns first year and selected second year teachers to an experienced mentor teacher on the same grade level (if possible). This mentor will give personalized support through the year. Teachers meet to plan, ask questions, share ideas and techniques to support curriculum implementation in the classroom. There will be a fidelity check monthly

to check progress, and the mentee is also required to watch "master teachers" deliver lessons. The mentor teachers must also complete "fidelity checks" on their mentee teachers and then discuss, to help their teacher grow with instructional strategies.

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.

To ensure our core curriculum is tied to Florida's standards, all teachers have a copy of the LAFS and MAFS standards book to help guide instruction. The textbooks we are using in the core curriculum are somewhat aligned to the standards and are purchased by the district. At Fellsmere, we start our planning with the unit assessments, standards, test specs and our core curriculum. We then supplement with resources that will help meet the needs of our students as identified from the data. Learning goals are posted and must be in direct correlation to the state standard they are teaching. Lesson Plans include the standards being taught daily. Fellsmere is utilizing a balanced literacy approach with whole group, small group, and one on one instruction throughout the day. Consistency across the grade levels is evident as seen in administration walk-throughs, informal observations, etc. Professional Development will occur to refresh teachers on standards, goals, QAR, and vocabulary instruction in the upcoming months. The weekly newsletter from administration reviews instructional procedures and strategies and faculty meetings have been devoted to standards based instruction, and strategies that will assist our students academically and behaviorally.

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.

To meet the diverse needs of our students, we utilize a tier based approach, which is differentiated, based on the intensity of needs of our students. All students receive at least 120 minutes of core balanced literacy instruction which includes as needed (phonemic awareness, phonics, fluency, vocabulary and comprehension), The Tier 2 interventions are based on the needs of our students, and may be in the form of enrichment, remediation, or more practice. Throughout the day, assignments are differentiated during small group and center time.

Tier 3 is the most intensive form of intervention and occurs on an as needed basis, based on the positive, or negative results of the Tier 2 intervention. Progress monitoring in any intervention occurs biweekly and groups are fluid, based on the data. Meetings occur with coaches and administration at least every six weeks, with the sole purpose of grouping, to ensure accountability and rigorous standards based instruction

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: After School Program

Minutes added to school year: 1,350

Instruction in the core academic area will be small group instruction, computer based instruction, and test taking strategies will be implemented after school to increase student achievement for grades 3-5.

Research based materials will be used, such as, but not limited to:

Common Core Instructional Coach

Florida Ready LAFS

Support Coach Assessments

We will also provide after school professional development for teachers along with after school instruction for students in grades 1 and 2 that need extra time to become proficient in ELA. This is being provided in collaboration with the Learning Alliance our community partner. Data will drive the make up of the students and the approach to learning but the resources may include instruction in comprehension, decoding, fluency, text based strategies and integration of science and social studies into reading.

Strategy Rationale

Based on data received from student assessments (unit assessments, ORFs, iReady, Foundations Unit tests, etc.) we have a variety of materials that are used to meet the diverse needs of all of our students. Instructional practices varies from grade to grade based on our students' needs. Some examples include using thinking maps/graphic organizers to organize thoughts, QAR, to be able to think out loud and disseminate information in a book, or small group instruction, along with the two week writing process for K-5.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Berg, Deb, deborah.berg@indianriverschools.org

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

Data will be analyzed by mini assessments used in afterschool, and during Tier 1 instruction. Students will be grouped homogenously according to their individual needs. Groups will be fluid. Formative and summative assessments will be used to provide information and drive instruction. For Tier 2 instruction teachers utilize iReady, sight word and fluency assessments as well as math fluency's to identify students in need of additional instruction over and above the Tier 1 whole and small group instruction. Curriculum will be provided to meet the needs of the individual groups.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Fellsmere Elementary School is home to two pre-school classes. Students are introduced to elementary school by being immersed in the educational environment at Orientation or before school visits. Pre-school students participate in many of the same activities as those students in K-5th grades. They play on the same playgrounds and eat in the same cafeteria. Parents attend back to school night and parent/teacher conferences and many other activities throughout the school year. Students enrolled in our Pre-K program experience a smooth and successful transition into Kindergarten.

In 5th grade, students transitioning to middle school have a grade level assembly with middle school personnel. They also visit the middle school to learn more about their next educational step.

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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Fellsmere Elementary provides and implements explicit professional development and support for teachers and students in integrated standard based units of instruction that bridge academic language and content, then all students will show growth in reading comprehension and math problem solving.

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. If Fellsmere Elementary provides and implements explicit professional development and support for teachers and students in integrated standard based units of instruction that bridge academic language and content, then all students will show growth in reading comprehension and math problem solving. 1a

G094510

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers depth of knowledge of the standards, along with vocabulary strategies and how to help ELL students find success

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership Team: Grade Level Leaders, Title One Teachers, Coaches, Interventionists
- ESOL Teacher Assistants
- Title One Budget to buy supplemental materials
- Time for Collaborative planning built into the master schedule
- District Personnel support

Plan to Monitor Progress Toward G1. 8

Individual Teacher/Administrator Data Chats, Coaching in classrooms, using our coaches to model, co-teach, and plan for standards based lessons and tasks

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase in scores in unit assessments, and iReady and state tests

Plan to Monitor Progress Toward G1. 8

Professional Development based on standards and effective teaching methodology, especially in vocabulary

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs that observes standards based instruction, Collaborative Planning with student data chats, Increase in scores on unit assessment and iReady, Differentiated Instruction as seen in walkthroughs, planning, etc.

Plan to Monitor Progress Toward G1. 8

Local (unit assessments) and State test data will be collected and reviewed throughout the year through instructional rounds to determine if we are progressing toward our school-wide goal.

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Students becoming proficient in the areas they were previously weak in. Showing proficiency in the standards being taught through formative and summative assessments, unit assessments, state tests. Tier 1 2, and 3 instruction will be both prescriptive and strategic based on the data received from various assessments.

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. If Fellsmere Elementary provides and implements explicit professional development and support for teachers and students in integrated standard based units of instruction that bridge academic language and content, then all students will show growth in reading comprehension and math problem solving. **1**

G094510

G1.B3 Teachers depth of knowledge of the standards, along with vocabulary strategies and how to help ELL students find success **2**

B253869

G1.B3.S1 Coaching and Professional Development **4**

S268172

Strategy Rationale

As teachers work for the common goal of student achievement, they need to be continually trained and coached on to how to effectively implement these strategies. Last year, we implemented professional development sessions every Tuesday with each grade level to work on common strategies the whole school has implemented, such as QAR, ACE in written responses and understanding the 12 powerful words. This year we will continue to provide professional development to meet the needs we observe and that the teachers identify as needs. These will be provided through informal Peer to Peer sessions utilizing the experts on staff to assist each other. Along with the topics chosen last year we will also implement a book study for the new teachers on "Teach Like a Champion", and "Classroom Instruction that Works with ELL Students" with all teachers on strategies for teaching vocabulary for our students that are second language learners. For Math, the focus will be on Mathematical Practices across all grade levels. The Math coach will provide professional development and coaching. Science topics will also be addressed through peer to peer sessions.

Action Step 1 **5**

Provide teachers 3.75 hour quarterly planning time in addition to daily 45 minute planning time. This is a time to develop and provide clear expectations on design and implementation of standards based instruction during Core Tier 1 time with teacher input.

Person Responsible

Ramon Echeverria

Schedule

Quarterly, from 9/11/2017 to 2/19/2018

Evidence of Completion

Agendas from meetings, and sign in sheets Collaborative Planning occurs the weeks of: Sept. 11, December 4 and February 19

Action Step 2 5

Provide Mentoring for all new teachers

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 8/9/2017 to 5/31/2018

Evidence of Completion

Logs of meetings between individual mentor/mentees, agendas from mentor/mentee team meetings, and from monthly meetings with Administrators

Action Step 3 5

Weekly walkthroughs from administration or coaches for fidelity checks

Person Responsible

Ramon Echeverria

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Grow and Glow sheet given to each teacher after a walkthrough which contains immediate written feedback

Action Step 4 5

Quarterly training in I-Ready, a differentiated computer program in math and reading. Focus this year will be on additional lessons and how to use the data to drive instruction.

Person Responsible

Deb Berg

Schedule

Monthly, from 8/12/2016 to 5/31/2018

Evidence of Completion

Meeting Logs

Action Step 5

Data Chats based on the benchmark data and student artifacts in reading and math where teachers create next steps in standards based instruction and standards based tasks using school created protocols. These group data chats will be used for Tier 2 (grade levels) and Tier 1 individual teacher to administrator conversations to ensure growth across classes.

Person Responsible

Deb Berg

Schedule

Every 6 Weeks, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data Sheets that include: Observations from the grade and class results, interpretations of the data (explanations and inferences made) as well as implications (what practices should continue, what needed to be changed or strengthened, what is the next step). These data chats occur for benchmarks, I-Ready data, Tier 2 intervention data, mini benchmark assessments, written essays

Action Step 6

Provide all employees with the weekly Fellsmere Monday Mustang Memo-online newsletter

Person Responsible

Deb Berg

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

These newsletter will include not only upcoming events, or general school news, but a Curriculum Corner that discusses standards based instruction and a space to highlight teachers using strategies we choose as focus for the month.

Action Step 7 5

Arrange ELL schedule so that one extra adult is in the room during guided reading time, to help the lowest quartile of ESOL Students with leveled reading group work. The ELL assistants have been trained by the Literacy Coach and Math Coach to help with small group instruction using Read Naturally and/or Chipper Chat and fluency practices for ELA and Math

Person Responsible

Ramon Echeverria

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Scores for the students will increase on the unit assessments.

Action Step 8 5

Create a After-school Moonshot Academy to help with standards based instruction in reading decoding, comprehension and the use of literature to embed vocabulary and engagement. Professional development for the teachers involved with the Academy will take place 2 weeks prior to the students starting their after school academy.

Person Responsible

tauna phillips

Schedule

Daily, from 9/18/2017 to 12/1/2017

Evidence of Completion

Attendance Rosters, Student groups meet at 3:30 pm.

Action Step 9 5

Provide all students Tier 2 intervention or enrichment in a specified 30 minutes each day.

Person Responsible

tauna phillips

Schedule

Daily, from 9/18/2017 to 6/1/2018

Evidence of Completion

Tier 2 Progress monitoring sheet with data, data meetings to discuss if at least 70% of the students are making progress to the group's goal.

Action Step 10 5

Provide professional development in the area of Mathematical practices.

Person Responsible

Jennifer Keeler

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Attendance rosters, observations in classrooms

Action Step 11 5

Provide professional development for science topics and big ideas.

Person Responsible

Deb Berg

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Attendance rosters and observations in the classrooms

Action Step 12 5

Provide professional development on the 2 week writing cycle.

Person Responsible

tauna phillips

Schedule

Monthly, from 8/9/2017 to 2/28/2018

Evidence of Completion

Writing prompts

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Written reflection and discussion of outcomes based on the action steps as seen in faculty meetings, professional development, coaching sessions, mentoring sessions, and classroom walkthroughs

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

- Use of knowledge used during instruction as evidenced in lesson plans or observed by coaches and administrators.
- A written reflective piece after the PD where teachers reflect how they implemented the strategies taught in the classroom.
- Discussion of outcomes, teacher collaboration
- Sign in sheets. Student scores on assessments (both formative and summative) will increase as teachers become more familiar and are trained in the standards.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom walkthrough data, Individual Tier 1 and group Tier 2 data chats, State Test Data, Unit Assessments, I-Ready Data

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Walkthrough anecdotes, collected student work, review of data, and evaluations will reflect what is being done for the students to meet success while receiving standards based instruction.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B3.S1.A8 A356984	Create a After-school Moonshot Academy to help with standards based instruction in reading...	phillips, tauna	9/18/2017	Attendance Rosters, Student groups meet at 3:30 pm.	12/1/2017 daily
G1.B3.S1.A1 A356977	Provide teachers 3.75 hour quarterly planning time in addition to daily 45 minute planning time....	Echeverria, Ramon	9/11/2017	Agendas from meetings, and sign in sheets Collaborative Planning occurs the weeks of: Sept. 11, December 4 and February 19	2/19/2018 quarterly
G1.B3.S1.A12 A356988	Provide professional development on the 2 week writing cycle.	phillips, tauna	8/9/2017	Writing prompts	2/28/2018 monthly
G1.B3.S1.A2 A356978	Provide Mentoring for all new teachers	Echeverria, Ramon	8/9/2017	Logs of meetings between individual mentor/mentees, agendas from mentor/mentee team meetings, and from monthly meetings with Administrators	5/31/2018 monthly
G1.B3.S1.A3 A356979	Weekly walkthroughs from administration or coaches for fidelity checks	Echeverria, Ramon	8/7/2017	Grow and Glow sheet given to each teacher after a walkthrough which contains immediate written feedback	5/31/2018 weekly
G1.B3.S1.A4 A356980	Quarterly training in I-Ready, a differentiated computer program in math and reading. Focus this...	Berg, Deb	8/12/2016	Meeting Logs	5/31/2018 monthly
G1.B3.S1.A5 A356981	Data Chats based on the benchmark data and student artifacts in reading and math where teachers...	Berg, Deb	8/14/2017	Data Sheets that include: Observations from the grade and class results, interpretations of the data (explanations and inferences made) as well as implications (what practices should continue, what needed to be changed or strengthened, what is the next step). These data chats occur for benchmarks, I-Ready data, Tier 2intervention data, mini benchmark assessments, written essays	5/31/2018 every-6-weeks
G1.B3.S1.A10 A356986	Provide professional development in the area of Mathematical practices.	Keeler, Jennifer	9/11/2017	Attendance rosters, observations in classrooms	5/31/2018 monthly
G1.B3.S1.A11 A356987	Provide professional development for science topics and big ideas.	Berg, Deb	9/11/2017	Attendance rosters and observations in the classrooms	5/31/2018 monthly
G1.MA1 M381315	Individual Teacher/Administrator Data Chats, Coaching in classrooms, using our coaches to model,...	Echeverria, Ramon	8/14/2017	Increase in scores in unit assessments, and iReady and state tests	6/1/2018 monthly
G1.MA2 M381316	Professional Development based on standards and effective teaching methodology, especially in...	Echeverria, Ramon	8/14/2017	Classroom walkthroughs that observes standards based instruction, Collaborative Planning with student data chats, Increase in scores on unit assessment and iReady, Differentiated Instruction as seen in walkthroughs, planning, etc.	6/1/2018 monthly
G1.MA3 M381317	Local (unit assessments) and State test data will be collected and reviewed throughout the year...	Echeverria, Ramon	8/14/2017	Students becoming proficient in the areas they were previously weak in. Showing proficiency in the standards being taught through formative and summative assessments, unit assessments, state tests. Tier 1 2, and 3 instruction will be both prescriptive and strategic based on the data received from various assessments.	6/1/2018 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
G1.B3.S1.MA1  M381313	Classroom walkthrough data, Individual Tier 1 and group Tier 2 data chats, State Test Data, Unit...	Echeverria, Ramon	8/14/2017	Walkthrough anecdotal, collected student work, review of data, and evaluations will reflect what is being done for the students to meet success while receiving standards based instruction.	6/1/2018 monthly
G1.B3.S1.MA1  M381314	Written reflection and discussion of outcomes based on the action steps as seen in faculty...	Echeverria, Ramon	8/14/2017	<ul style="list-style-type: none"> • Use of knowledge used during instruction as evidenced in lesson plans or observed by coaches and administrators. • A written reflective piece after the PD where teachers reflect how they implemented the strategies taught in the classroom. • Discussion of outcomes, teacher collaboration • Sign in sheets. Student scores on assessments (both formative and summative) will increase as teachers become more familiar and are trained in the standards. 	6/1/2018 monthly
G1.B3.S1.A6  A356982	Provide all employees with the weekly Fellsmere Monday Mustang Memo-online newsletter	Berg, Deb	8/14/2017	These newsletter will include not only upcoming events, or general school news, but a Curriculum Corner that discusses standards based instruction and a space to highlight teachers using strategies we choose as focus for the month.	6/1/2018 weekly
G1.B3.S1.A7  A356983	Arrange ELL schedule so that one extra adult is in the room during guided reading time, to help the...	Echeverria, Ramon	8/14/2017	Scores for the students will increase on the unit assessments.	6/1/2018 daily
G1.B3.S1.A9  A356985	Provide all students Tier 2 intervention or enrichment in a specified 30 minutes each day.	phillips, tauna	9/18/2017	Tier 2 Progress monitoring sheet with data, data meetings to discuss if at least 70% of the students are making progress to the group's goal.	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If Fellsmere Elementary provides and implements explicit professional development and support for teachers and students in integrated standard based units of instruction that bridge academic language and content, then all students will show growth in reading comprehension and math problem solving.

G1.B3 Teachers depth of knowledge of the standards, along with vocabulary strategies and how to help ELL students find success

G1.B3.S1 Coaching and Professional Development

PD Opportunity 1

Provide Mentoring for all new teachers

Facilitator

Terri Beckham(from the district office who will be at FES weekly to work closely with new teachers)

Participants

All new teachers and mentors

Schedule

Monthly, from 8/9/2017 to 5/31/2018

PD Opportunity 2

Quarterly training in I-Ready, a differentiated computer program in math and reading. Focus this year will be on additional lessons and how to use the data to drive instruction.

Facilitator

Julie Green (Technology Specialist for district) and trainers from the I-Ready program

Participants

All Grades

Schedule

Monthly, from 8/12/2016 to 5/31/2018

PD Opportunity 3

Create a After-school Moonshot Academy to help with standards based instruction in reading decoding, comprehension and the use of literature to embed vocabulary and engagement. Professional development for the teachers involved with the Academy will take place 2 weeks prior to the students starting their after school academy.

Facilitator

Fran McDonough

Participants

Teachers of the Moonshot Academy

Schedule

Daily, from 9/18/2017 to 12/1/2017

PD Opportunity 4

Provide professional development in the area of Mathematical practices.

Facilitator

Jennifer Keeler

Participants

K-5 teachers and ESOL assistants

Schedule

Monthly, from 9/11/2017 to 5/31/2018

PD Opportunity 5

Provide professional development for science topics and big ideas.

Facilitator

Deb Berg

Participants

K-5 teachers

Schedule

Monthly, from 9/11/2017 to 5/31/2018

PD Opportunity 6

Provide professional development on the 2 week writing cycle.

Facilitator

Karin Hammler

Participants

K-5 teachers and ESOL assistants

Schedule

Monthly, from 8/9/2017 to 2/28/2018

VI. Technical Assistance Items

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

G1. If Fellsmere Elementary provides and implements explicit professional development and support for teachers and students in integrated standard based units of instruction that bridge academic language and content, then all students will show growth in reading comprehension and math problem solving.

G1.B3 Teachers depth of knowledge of the standards, along with vocabulary strategies and how to help ELL students find success

G1.B3.S1 Coaching and Professional Development

TA Opportunity 1

Provide all employees with the weekly Fellsmere Monday Mustang Memo-online newsletter

Facilitator

Lyndsey Matheny

Participants

All Employees

Schedule

Weekly, from 8/14/2017 to 6/1/2018

VII. Budget

1	G1.B3.S1.A1	Provide teachers 3.75 hour quarterly planning time in addition to daily 45 minute planning time. This is a time to develop and provide clear expectations on design and implementation of standards based instruction during Core Tier 1 time with teacher input.				\$0.00
2	G1.B3.S1.A10	Provide professional development in the area of Mathematical practices.				\$0.00
3	G1.B3.S1.A11	Provide professional development for science topics and big ideas.				\$0.00
4	G1.B3.S1.A12	Provide professional development on the 2 week writing cycle.				\$0.00
5	G1.B3.S1.A2	Provide Mentoring for all new teachers				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0101 - Fellsmere Elementary School	General Fund		\$0.00
			Notes: Notes 1/2 hour of curriculum rate is given to the mentors, mentees, and any coaches who stay after once a month to work on instruction			
6	G1.B3.S1.A3	Weekly walkthroughs from administration or coaches for fidelity checks				\$0.00
7	G1.B3.S1.A4	Quarterly training in I-Ready, a differentiated computer program in math and reading. Focus this year will be on additional lessons and how to use the data to drive instruction.				\$0.00

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8	G1.B3.S1.A5	Data Chats based on the benchmark data and student artifacts in reading and math where teachers create next steps in standards based instruction and standards based tasks using school created protocols. These group data chats will be used for Tier 2 (grade levels) and Tier 1 individual teacher to administrator conversations to ensure growth across classes.				\$0.00
9	G1.B3.S1.A6	Provide all employees with the weekly Fellsmere Monday Mustang Memo-online newsletter				\$0.00
10	G1.B3.S1.A7	Arrange ELL schedule so that one extra adult is in the room during guided reading time, to help the lowest quartile of ESOL Students with leveled reading group work. The ELL assistants have been trained by the Literacy Coach and Math Coach to help with small group instruction using Read Naturally and/or Chipper Chat and fluency practices for ELA and Math				\$0.00
11	G1.B3.S1.A8	Create a After-school Moonshot Academy to help with standards based instruction in reading decoding, comprehension and the use of literature to embed vocabulary and engagement. Professional development for the teachers involved with the Academy will take place 2 weeks prior to the students starting their after school academy.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	0101 - Fellsmere Elementary School	General Fund		\$8,000.00
			<i>Notes: Extended Learning Opportunities</i>			
12	G1.B3.S1.A9	Provide all students Tier 2 intervention or enrichment in a specified 30 minutes each day.				\$0.00
					Total:	\$8,000.00