Fruit Cove Middle School

2017-18 Schoolwide Improvement Plan

Fruit Cove Middle School

3180 RACE TRACK RD, Saint Johns, FL 32259

http://www-fcs.stjohns.k12.fl.us/

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)
Middle School 6-8	No	14%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 was approved by the St. Johns County School Board on 9/25/2017.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](link) 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:](link)

- **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 Fruit Cove Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Fruit Cove Middle School is committed to building positive student-teacher relationships, focusing on high academic standards and preparing students with 21st Century Skills.

b. Provide the school's vision statement.

Fruit Cove Middle School will inspire in all students a passion for lifelong learning, creating educated and caring contributors to the world.

2. School Environment

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

FCMS is focused on students and building relationships. FCMS has a school-wide emphasis on greeting students at the classroom doors and making students feel valued and welcomed. Teachers use social contracts to develop classroom expectations and agreements between the teachers and students. Many teachers incorporate strategies from "Capturing Kids Hearts" in their classrooms. Teachers use strategies in their classrooms to build positive, productive, trusting relationships — among themselves and with their students. In addition, to the classroom focus of building relationships many teachers sponsor after school clubs such as: Drama, Art Club, Fellowship of Christian Athletes, and Fruit Cove Cares.

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

FCMS creates an environment where students feel safe and respected by providing an environment that is monitored by staff and faculty. Before school students are able to enter the school before classes start at 7:15 a.m. and report to the cafeteria where supervision is provided. During school, staff and faculty monitor hallways during class changes to ensure students are safe. After school students are supervised until they leave campus. Students are encouraged to report any incidents to a teacher or staff member.

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.

FCMS has a school-wide discipline policy to maximize instructional time.The FCMS Discipline Plan runs concurrently for all classes. The progress of the Discipline Plan starts over at the beginning of the next semester- "Clean Slate Policy."
1. Written warning filed.
2. Written warning filed and parent contact made by phone.
3. Detention will be assigned and a detention form will be issued to the student to be signed by a parent/or guardian and returned to the assigning teacher the next day
• Three (3) detentions equal a dean referral.
4. Dean Referral

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.

FCMS ensures the social-emotional needs of students are met through counseling from the two guidance counselors. Teachers refer students to guidance for academic and emotional needs. Guidance and administration, also, mentor students when needed.

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.

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics
-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	0	0	0	0	0	12	19	32	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	9	43	35	0	0	0	0	87
Course failure in ELA or Math	0	0	0	0	0	0	2	3	2	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	19	13	21	0	0	0	0	53
	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	0	0	0	0	0	0	4	9	13	0	0	0	0	26

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

Students who are identified by the early warning system are referred to MTSS team an intervention plan is developed for the student. Students who are referred are monitored by MTSS core team.

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?

No

1. PFEP Link

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

2. Description

Communication is vital between school and home. The FCMS website (www-fcs.stjohns.k12.fl.us) contains valuable information. One important link on the website is to the email newsletter, "The Frequent Flyer." It provides Fruit Cove families with knowledge of upcoming school, as well as district, events and community outreach programs. Parents may sign up for the newsletter by going to the FCMS webpage and accessing the link Frequent Flyer.

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.

Fruit Cove has business partners in the community that support the school and PTO. Also, students at FCMS reach out to the community by providing concerts and performances in their communities. Our business partners offer financial support by donating items and services to the school. One successful program that will continue this year is the help of businesses to provide rewards for our students using the Reading Plus Computer Program. Businesses donated coupons and funds to reward students who met their reading goals. The PTO spearheaded and organized the rewards program.

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
Jacobson, Kelly	Principal
Lay, Joe	Assistant Principal
Gamble, Jennifer	Assistant Principal

b. Duties

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

Team members are:
Principal - Kelly Jacobson
Assistant Principal – Jennifer Gamble
Assistant Principal – Joe Lay
Behavior Specialist – John Guy
School Counselors – Cathy Harrill
School Psychologist – James Langholz
MTSS Coach –
Instructional Literacy Coach – Lori Sisson
Speech/Language Pathologist - Karen Curet

Responsibilities

- Member of core team
- Attends core meetings
- Attends RtI review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for RtI students into the RtI folder
- Updates data into the RtI digital database
- Schedules meetings to review RtI plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences necessary
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts process testing for purposes of intervention planning
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
- Finalizes RtI referral packet and submits to LEA

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 district uses an RTI/MTSS database. Additionally, each student who is on a tier level must be met on regularly to follow up on their progress. Prior to writing a RTI Plan for a student a pre-intervention peer comparison has to be done, and the team must review the most recent report card and any relevant test scores.
To be sure any issues are not health related: Vision, hearing and Language screenings are done. Observations are done, and progress monitoring data is gathered and shared with the team (including parents.) Students involved in the MTSS/RTI process are using Reading Plus and other interventions depending on the needs of the child. These programs, as well as the technology used to gain access to them are purchased with SAI Funds.

Math
Fruit Cove Middle School will provide math remediation through Intensive Math Class for students who scored level one on 2016 FSA Math and students recommended by teachers. Students will receive remediation through teacher re-teach of skills. Computers will be used in the Intensive Math classes. 6th and 7th grade students will use Ten Marks Computer Program. Performance on classroom assessments will be used for progress monitoring.

Reading
Fruit Cove Middle School will offer reading remediation through Intensive Reading class for students

who scored level one on 2016 FSA Reading and students recommended by teachers. Students will receive further remediation through Reading Plus and teacher instruction of specific reading skills. Computers and iPads will be used in the Intensive Reading classes for student use on Reading Plus. Data from Reading Plus and iReady will be reviewed to monitor progress and to target specific needs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kelly Jacobson	Principal
Ann Nguyen	Business/Community
Kristen Alford	Parent
Saige Merchant	Teacher
Wendy Rauche	Parent
Tonja Hartjes	Parent
Trisha Warner	Teacher
Mary Sullivan	Teacher
Raina Greening	Teacher
Carrie Schwindt	Teacher
Teresa McCormick	Teacher
Amanda Gaus	Teacher
Vicki Barfoot	Teacher
Dawn Scavetta	Parent
Noreen Buchbinder	Parent
Candace Lockett	Parent
Chris Jackson	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

During the September SAC meeting the Principal will present last year's school improvement plan for the committee to review and evaluate the school's progress.

b. Development of this school improvement plan

The SAC chair shares the needs and requests of the all stakeholders; students, teachers and parents, and community members.

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

During the April SAC meeting the Principal will present the proposed budget for the 2017-2018 school year for feedback from the committee.

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

The SAC will approve the expenditure of requested funds that will directly impact instruction according to the SIP. Teachers will request funds to spend on classroom materials, supplies or inservices that directly impact instruction in accordance with the goals of the SIP.

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
Jacobson, Kelly	Principal
Lay, Joe	Assistant Principal
Bavuso, Catherine	Teacher, ESE
Haigler, Jarelis	Teacher, K-12
Lossing, Kelly	Teacher, K-12
Hirsch, Julie	Teacher, K-12
McCormick, Teresa	Teacher, K-12
Sisson, Lori	Instructional Coach
McNerney, Sandi	Teacher, K-12
Thompson, Nicole	Teacher, K-12
Gamble, Jennifer	Assistant Principal
Hill, Karlina	Teacher, K-12
Padlo, Brandie	Teacher, K-12
Forfar, Karen	Teacher, K-12
Sullivan, Mary	Teacher, K-12
Warner, Trisha	Teacher, K-12
Alexander, Kerrie	Teacher, K-12
Schwindt, Carrie	Teacher, K-12
Alford, Kristen	Teacher, K-12

b. Duties

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

The major initiatives of the Literacy Leadership Team are:
- to continue promoting the school-wide common literacy strategies
- to effectively implement and HIgh Effect-size instructional strategies.
- to focus on content area literacy and increase rigor in all core subjects.

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.

All academic teams at Fruit Cove Middle School have a common planning period to facilitate collaboration. In addition, the school has early dismissal every Wednesday and the teachers have scheduled time to work in their PLC (Professional Learning Community) goals.

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

Strategy: District application (AppliTrack) Person Responsible: Administration
Strategy: Professional Learning Communities (PLC) Person Responsible: Principal
Strategy: Model Lessons Person Responsible: Instructional Literacy Coach
Strategy: Curriculum Development and Training Person Responsible: Administration
Strategy: New Teacher Mentor/Mentee Trainings Person Responsible: Administration

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

New teachers will attend a district Orientation.
Mentors will attend a new teacher Mentor training, and will be provided a mentoring handbook from the county.
New teachers are introduced to their Mentors and are given a Fruit Cove introduction.
Mentors and Mentees establish a calendar of when they will meet, at least 3-4 times each month during the first four months of employment.
The new teacher Mentoring log should be kept of all meetings/observations. These logs should be shared with Administrators and submitted to the county professional development office.
Professional Learning opportunities will be provided monthly for new teachers.
School Admin will meet quarterly with the mentee and mentor team to discuss any challenges, success and provide feedback.
Mentor: Carrie Schwindt Mentee: Denise Reichard
Mentor: Cathy Harrill Mentee: Brooke Melian
Mentor: Lisa Hampton Mentee: Melissa Dillard
Mentor: Jarelis Haigler Mentee: Melinda Tolitsky
Mentor: Sandi McNerney Mentee: Kristal Jones
Mentor: Vickie Martin Mentee: Kerry White

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.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable

state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

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

The Professional Learning Communities (PLC) meet at least twice a month to review student data, plan lessons, and develop assessments. PLC's plan lessons for reteach and enrichment. All four core content area subjects have common planning during the instructional day to collaborate and plan.The PLCs review data that is obtained from several sources: district assessments, iReady, FSA, and classroom formative and summative assessments.

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:

Fruit Cove offers an After-School Study Hall. This is available for students Monday, Tuesday and Thursday for one hour after the school day. During this time there are two paraprofessionals that assist students with needed remediation. Learning Lunch is provided to give students additional time to finish homework and assignments during the school day. These opportunities give students the opportunity to complete any work or test/quizzes and receive extra help.

Strategy Rationale

Additional time to work on assignments helps the struggling or reluctant learner.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Lay, Joe, joe.lay@stjohns.k12.fl.us

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

This program was very effective last year. Teachers saw a reduction in zero's, failing grades, as well as incomplete assignments. The teachers also found it helpful when supporting students who were absent. Data used included report cards, interims, failure lists, and teacher gradebooks.

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, § 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.

Sixth grade students making the transition from elementary to FCMS are supported beginning the end of their fifth grade year. During fifth grade the principals, guidance counselor go to the schools to present information about FCMS and to answer any questions. Fifth graders then later visit the FCMS campus for a tour. In the summer sixth graders participate in the WEB (Where Everybody Belongs) transition program. In this program students are on campus for the day to participate in activities lead by eight grade student mentors. The week before school starts sixth graders receive their schedules and come to an evening student orientation to meet the teachers and find their classes. These eighth graders serve as mentors for the 6th graders throughout the school year, regularly interacting with the 6th graders on campus and during extra-curricular activities.

Within FCMS the transition to seventh and eighth is facilitated through a school-wide orientation before classes begin where students meet their teachers and find their classes.

Eighth grade students are helped with the transition to high school by attending an 8th grade assembly presented by Creekside High School. The assembly introduces students to the many options available at the high school including extracurricular activities and academics. In addition, the

eighth grade counselor provides an evening Parent Outreach Meeting for eighth grade parents to inform parents of important high school information.

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.

All 8th grade students participate in the My Career Shines program which educates students about careers and helps them to discover the many options available for their future.

Seventh grade girls attend the Women In IT presentation sponsored by Citibank which educates girls about careers for women in technology and business.

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

Seventh and eighth grade students are provided the opportunity to earn certifications in technology in the ITT and ICT classes.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? 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.   Fruit Cove will increase the percentage of students showing learning gains in Math on the 2018 Math FSA.

G2.   Fruit Cove will increase the percentage of students showing proficiency in ELA and scoring a level 3 or higher on the 2018 ELA FSA.

G3.   Fruit Cove will increase the number of proficient students (level 3,4,5) making a learning gain in ELA on the 2018 ELA FSA.

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. Fruit Cove will increase the percentage of students showing learning gains in Math on the 2018 Math FSA. 1a

🔍 G096547

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	93.0

Targeted Barriers to Achieving the Goal 3

- Students not being able to apply mathematical knowledge, skills and practices to solve rigorous authentic, real world problems.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Houghton Mifflin Go Math

- Intensive Math Class

- Florida State Assessments (FSA) Website

- Ten Marks

- Algebra Nation

- iReady

- Think Through Math

Plan to Monitor Progress Toward G1. 8

PLC data, classroom assessment and iReady results will be reviewed.

Person Responsible
Joe Lay

Schedule
Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion
PLC data, assessments and iReady results.

G2. Fruit Cove will increase the percentage of students showing proficiency in ELA and scoring a level 3 or higher on the 2018 ELA FSA. 1a

🔍 G096548

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	88.0

Targeted Barriers to Achieving the Goal 3

- Students are not able to read and write critically to answer high-level rigorous questions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Houghton- Mifflin Collections

- Florida State Assessment (FSA) Website

- Reading Plus

- Advanced Reading Class

- Intensive Reading Class

- Newsela.com

- iReady

Plan to Monitor Progress Toward G2. 8

PLC assessments and data will be reviewed by administration.

Person Responsible
Kelly Jacobson

Schedule
Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion
PLC assessments and data results.

G3. Fruit Cove will increase the number of proficient students (level 3,4,5) making a learning gain in ELA on the 2018 ELA FSA. 1a

🔍 G096549

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	84.0

Targeted Barriers to Achieving the Goal 3

- Students who are proficient (levels 3,4,5) on ELA FSA are not making a learning gains on ELA FSA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Houghton-Mifflin Collections

- iReady

- Advanced Reading

- Newsela

- iReady

Plan to Monitor Progress Toward G3. 8

PLC data and assessments will be reviewed.

Person Responsible

Kelly Jacobson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC data and results

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. Fruit Cove will increase the percentage of students showing learning gains in Math on the 2018 Math FSA. 1

🔑 G096547

G1.B1 Students not being able to apply mathematical knowledge, skills and practices to solve rigorous authentic, real world problems. 2

🔑 B259758

G1.B1.S1 Teachers will work in their grade level Professional Learning Communities (PLC) to analyze student data, develop common formative assessments, and develop rigorous lesson plans. 4

🔑 S275170

Strategy Rationale

Students will become proficient in math as measured by the 2018 FSA Math.

Action Step 1 5

Teachers will work in their grade level Math PLC 's to develop lessons, formative assessments, and strategies to help students solve rigorous FSA problems.

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC products (i.e. lesson plans, scales, lessons, common assessments), iObservation notes, classroom assessment data, iReady data

Action Step 2 5

Teachers will attend professional development provided by district math curriculum specialist to learn ways to use formative assessments to track student progress.

Person Responsible

Jennifer Gamble

Schedule

On 5/24/2018

Evidence of Completion

Teacher attendance rosters from professional development.

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

PLC products and lesson plans will be monitored.

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC products (i.e. lesson plans, scales, common formative assessments), iObservation notes will be reviewed by administration, iReady data.

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

PLC formative/summative assessment and iReady data will be reviewed by administration

Person Responsible

Joe Lay

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Assessment and iReady data results.

G2. Fruit Cove will increase the percentage of students showing proficiency in ELA and scoring a level 3 or higher on the 2018 ELA FSA. `1`

🔑 G096548

G2.B1 Students are not able to read and write critically to answer high-level rigorous questions. `2`

🔑 B259759

G2.B1.S1 Teachers will work in their grade level PLC's to analyze student data, develop common formative assessments and develop lesson plans. `4`

🔑 S275171

Strategy Rationale

Students will learn strategies to read and write critically.

Action Step 1 `5`

Teachers will attend professional development facilitated by the district CAST team on formative assessments.

Person Responsible

Jennifer Gamble

Schedule

On 5/24/2018

Evidence of Completion

Professional development logs, PLC products (i.e. lesson plans, scales, common assessments, student work)

Action Step 2 `5`

Teachers will meet with their PLC's to analyze data, develop lessons, and common formative assessments.

Person Responsible

Kelly Jacobson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Assessment and iReady results.

Action Step 3 5

Teachers will attend professional development to learn reading and writing strategies.

Person Responsible

Jennifer Gamble

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional development rosters and lesson plans.

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

PLC products and lesson plans will be reviewed by administration.

Person Responsible

Kelly Jacobson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Assessment and iReady results.

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

PLC data and assessments will be reviewed by administration.

Person Responsible

Kelly Jacobson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC data and assessments results.

G3. Fruit Cove will increase the number of proficient students (level 3,4,5) making a learning gain in ELA on the 2018 ELA FSA. 1

🔍 G096549

G3.B1 Students who are proficient (levels 3,4,5) on ELA FSA are not making a learning gains on ELA FSA. 2

🔍 B259760

G3.B1.S1 Teachers will work in their PLC's to analyze student data, develop common formative assessments and lesson plans. 4

🔍 S275172

Strategy Rationale

Students will learn strategies for reading and writing critically and will be ready for the rigor of the ELA FSA

Action Step 1 5

Review ELA FSA individual student data with instructional coach.

Person Responsible

Lori Sisson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data discussions with administration.

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

PLC data discussions will be will be monitored.

Person Responsible

Lori Sisson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC products, common formative assessments, lesson plans, and student data will be reviewed.

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

PLC data and assessments will be reviewed by administration.

Person Responsible

Kelly Jacobson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC data and assessments

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.MA1 🔑 M397596	PLC data, classroom assessment and iReady results will be reviewed.	Lay, Joe	8/10/2017	PLC data, assessments and iReady results.	5/24/2018 quarterly
G2.MA1 🔑 M397599	PLC assessments and data will be reviewed by administration.	Jacobson, Kelly	8/10/2017	PLC assessments and data results.	5/24/2018 quarterly
G3.MA1 🔑 M397602	PLC data and assessments will be reviewed.	Jacobson, Kelly	8/10/2017	PLC data and results	5/24/2018 quarterly
G1.B1.S1.MA1 🔑 M397594	PLC formative/summative assessment and iReady data will be reviewed by administration	Lay, Joe	8/10/2017	Assessment and iReady data results.	5/24/2018 quarterly
G1.B1.S1.MA1 🔑 M397595	PLC products and lesson plans will be monitored.	Lay, Joe	8/10/2017	PLC products (i.e. lesson plans, scales, common formative assessments), iObservation notes will be reviewed by administration, iReady data.	5/24/2018 quarterly
G1.B1.S1.A1 🔑 A369363	Teachers will work in their grade level Math PLC 's to develop lessons, formative assessments, and...	Lay, Joe	8/10/2017	PLC products (i.e. lesson plans, scales, lessons, common assessments), iObservation notes, classroom assessment data, iReady data	5/24/2018 quarterly
G1.B1.S1.A2 🔑 A369364	Teachers will attend professional development provided by district math curriculum specialist to...	Gamble, Jennifer	8/10/2017	Teacher attendance rosters from professional development.	5/24/2018 one-time
G2.B1.S1.MA1 🔑 M397597	PLC data and assessments will be reviewed by administration.	Jacobson, Kelly	8/10/2017	PLC data and assessments results.	5/24/2018 quarterly
G2.B1.S1.MA1 🔑 M397598	PLC products and lesson plans will be reviewed by administration.	Jacobson, Kelly	8/10/2017	Assessment and iReady results.	5/24/2018 quarterly
G2.B1.S1.A1 🔑 A369365	Teachers will attend professional development facilitated by the district CAST team on formative...	Gamble, Jennifer	8/10/2017	Professional development logs, PLC products (i.e. lesson plans, scales, common assessments, student work)	5/24/2018 one-time
G2.B1.S1.A2 🔑 A369366	Teachers will meet with their PLC's to analyze data, develop lessons, and common formative...	Jacobson, Kelly	8/10/2017	Assessment and iReady results.	5/24/2018 quarterly
G2.B1.S1.A3 🔑 A369367	Teachers will attend professional development to learn reading and writing strategies.	Gamble, Jennifer	8/10/2017	Professional development rosters and lesson plans.	5/24/2018 quarterly
G3.B1.S1.MA1 🔑 M397600	PLC data and assessments will be reviewed by administration.	Jacobson, Kelly	8/10/2017	PLC data and assessments	5/24/2018 quarterly
G3.B1.S1.MA1 🔑 M397601	PLC data discussions will be will be monitored.	Sisson, Lori	8/10/2017	PLC products, common formative assessments, lesson plans, and student data will be reviewed.	5/24/2018 quarterly
G3.B1.S1.A1 🔑 A369368	Review ELA FSA individual student data with instructional coach.	Sisson, Lori	8/10/2017	Data discussions with administration.	5/24/2018 quarterly

V. Professional Development Opportunities

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

G1. Fruit Cove will increase the percentage of students showing learning gains in Math on the 2018 Math FSA.

G1.B1 Students not being able to apply mathematical knowledge, skills and practices to solve rigorous authentic, real world problems.

G1.B1.S1 Teachers will work in their grade level Professional Learning Communities (PLC) to analyze student data, develop common formative assessments, and develop rigorous lesson plans.

PD Opportunity 1

Teachers will attend professional development provided by district math curriculum specialist to learn ways to use formative assessments to track student progress.

Facilitator

Lori Sisson

Participants

6th, 7th, 8th Math, Algebra, Geometry teachers

Schedule

On 5/24/2018

G2. Fruit Cove will increase the percentage of students showing proficiency in ELA and scoring a level 3 or higher on the 2018 ELA FSA.

G2.B1 Students are not able to read and write critically to answer high-level rigorous questions.

G2.B1.S1 Teachers will work in their grade level PLC's to analyze student data, develop common formative assessments and develop lesson plans.

PD Opportunity 1

Teachers will attend professional development facilitated by the district CAST team on formative assessments.

Facilitator

Sisson, Lori,

Participants

All faculty

Schedule

On 5/24/2018

PD Opportunity 2

Teachers will attend professional development to learn reading and writing strategies.

Facilitator

Lori Sisson

Participants

All Staff

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will work in their grade level Math PLC 's to develop lessons, formative assessments, and strategies to help students solve rigorous FSA problems.				$0.00
2	G1.B1.S1.A2	Teachers will attend professional development provided by district math curriculum specialist to learn ways to use formative assessments to track student progress.				$0.00
3	G2.B1.S1.A1	Teachers will attend professional development facilitated by the district CAST team on formative assessments.				$36,443.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		$16,000.00
			Notes: Funding came from the supplemental academic instruction budget.			
			District-Wide	General Fund		$20,443.00
			Notes: Funding came from the supplemental at risk budget			
4	G2.B1.S1.A2	Teachers will meet with their PLC's to analyze data, develop lessons, and common formative assessments.				$0.00
5	G2.B1.S1.A3	Teachers will attend professional development to learn reading and writing strategies.				$0.00
6	G3.B1.S1.A1	Review ELA FSA individual student data with instructional coach.				$0.00
					Total:	$36,443.00