

Polk County Public Schools

Frostproof Elementary School



2017-18 Schoolwide Improvement Plan

Frostproof Elementary School

118 3RD ST W, Frostproof, FL 33843

fes.polk-fl.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	15
Public and Collaborative Teaching	19
Ambitious Instruction and Learning	20
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	36
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	38

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 Frostproof Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

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

Teachers alert administration to issues regarding social and emotional needs. Students are referred to the school guidance counselor to address individual social and emotional needs. A Multi-Tiered System of Support (MTSS) Team is in place to help develop individual behavior plans for students in need. The Drumbeat program has been implemented to promote character building, self esteem and positive leadership skills in students. The chess club is an extra curricular activity that allows students to improve problem solving skills, interpersonal relationships, work ethic and sportsmanship skills. Also, we implement a backpack program which provides needy families with backpacks filled with food items to address the dietary/nutritional needs of students over the weekend. All students are provided free meals (breakfast and lunch) while at school. We have a social worker who assists us with truancy issues to help ensure students are in school and not missing key instructional learning time.

3. Early Warning Systems

The school's response to this section may 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 receive Early Warning System data through Performance Matters reporting program that provides our school with data on attendance, overage students, failing grades, suspensions and district/ state assessments.

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	31	23	30	0	0	0	0	0	0	0	0	0	0	84
One or more suspensions	1	4	2	0	0	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	14	10	7	0	0	0	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

School social worker and the attendance manager monitors student attendance, performs home visits, sends home attendance letters and holds parent attendance meetings. Classroom incentives for classes with the highest attendance rate and attendance recognition on the ITV program. We also post previous day's number of absent students, early check-out and tardies. In utilizing Positive Behavior Intervention Support Model(PBIS), we provide incentives for classes and individual students meeting attendance goals. We promote student attendance awareness month in September.

B. Family and Community Engagement

The school's response to this section may 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

FROSTPROOF ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan
I, Dart Meyers , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];

Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];

Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];

If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];

Provide to each parent an individual student report about the performance of their child on the state

assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
Provide each parent timely notice when their child has been assigned or has been taught for four (4)
or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in
34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

Provide each parent timely notice information regarding their right to request information on the
professional qualifications of the student's classroom teachers and paraprofessionals [Section
(h)(6)(A)].

Dart Meyers

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: District and School-based Title I Parent Involvement Programs in Polk County will strive to
BUILD RELATIONSHIPS to create real family engagement for every child, every family, every
teacher, every day.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the
planning, review, and improvement of Title I programs including involvement in the decisions
regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and
1118(a)(2)(B)].

Response: Frostproof Elementary will host School Advisory Council (SAC) meetings eight times a
year. The meetings will take place the third Wednesday of the month, starting with September 2013.
Parents will make up part of the SAC committee. The members of the SAC committee will be elected
as per the guidelines. They will be informed 2 weeks prior the meeting about the date and time.
During the meeting Title I programs, Parental Involvement and budget including the 1% expenditure
will be discussed. Agendas, sign in sheets, and minutes of SAC meetings will be used as
documentation.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities
that teach parents how to help their children at home, to the extent feasible and appropriate, including
but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home
Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool,
Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count

Program

Coordination

1

School Readiness/VPK, Head Start

Oleda Johnson, Kindergarten Round Up(Testing of Students), K-2 Reading Night, PreK-2 Math
Carnival, PreK-2 Science Night, Parent Resource Room.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform
parents of participating children about the school's Title I program, the nature of the Title I program
(schoolwide or targeted assistance), school choice, supplemental educational services, and the rights
of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the
effectiveness of the activity [Section 1118(c)(1)].

count

Activity/Tasks

Person Responsible

Timeline

Evidence of Effectiveness

1

Annual Meeting Notice/flyer

Title I Parent Involvement Facilitator

September 5, 2013

number in attendance

2

Annual Meeting reminder stickers/Connect Ed Message/Marquee

Title I Parent Involvement Facilitator/Administrator

September 11, 2013; September 12, 2013;

number in attendance

3

Title I Presentation(What is Title 1, Rights of Parents, etc.)

Title I Parent Involvement Facilitator

September 12,2013

survey, end of the year survey

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Frostproof Elementary will host school wide Conference Night twice per year. The first Conference Night will take place on Thursday, November 7, 2013 from 3:30pm-6:30pm. The second school wide Conference Night will be on Thursday, February 20, 2014 from 3:30pm-6:30pm.

Teachers will also be available before school from 7:45am-8:10am for conferences. Afternoon availability will be from 3:15pm and after, with appointment. Conferences can also be scheduled during the day depending on the teacher's schedule.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count

Content and Type of Activity

Person Responsible

Anticipated Impact on Student Achievement

Timeline

Evidence of Effectiveness

1

Reading Night/Families Building Better Readers- Parents learn of reading skills to help their children read. This year we are focusing on student reading levels and what they mean, and how parents can use that to better help their children academically.

Parental Involvement Facilitator

Learn Reading Skills

10/24/13

Evaluation forms

2

Math Carnival- Parents and students are engaged in Math activities

Parental Involvement Facilitator

Learn Math Skills

01/10/14

Evaluation Forms

3

Conference Nights

Teachers

Teacher will communicate with parents ways to help child at home

11/07/13 and 02/20/14 3:30-6:30

Evaluation Forms

4

Kindergarten Round Up- Register Kindergarten child

Kindergarten teachers/Office Staff/ Parent Involvement Paraprofessional

Student assessment for placement

Spring 2014

Evaluation Forms

5

Science Night-Parents and students are engaged in Science activities.

Parent Involvement Facilitator/Administration/Title 1 Paraprofessional

Learn Science Skills

3-20-14

Evaluation Forms

6

Monthly Family Reading Nights

Parent Involvement Facilitators/Media Specialist/Title 1 Paraprofessional

Improve Reading Skills

Tuesdays September 2013-May 2014

Evaluation Forms

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count

Content and Type of Activity

Person Responsible

Anticipated Impact on Student Achievement

Timeline

Evidence of Effectiveness

1

Effective Communication for Classroom Teachers

Parent Involvement Facilitator

Making parents feel more welcome at a school to increase their participation.

October 2013

Evaluations

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Activity: Newsletters

Specific Steps: Collect monthly information to include in newsletter

Person Responsible: PTO President, Parent Involvement Facilitator, Secretary, Title 1 Paraprofessional.

Timeline: Throughout the year

Evaluation: Talk to parents to ask if they keep informed with the newsletter and using Title 1 Survey Data.

Activity: Connect Ed

Specific Steps: Record announcements then call every parent to keep them informed or remind them about upcoming events and activities.

Person Responsible: Principal, Assistant Principal, Parent Involvement Facilitator

Timeline: Throughout the year

Evaluation: Talk to parents to ask if they keep informed with Connect Ed

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

Timely information about the Title I programs [Section 1118(c)(4)(A)];

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and

If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Frostproof Elementary will provide parents with Title I information through the Annual Meeting, the Parental Involvement Summary, and through workshops. The Annual Meeting will take place on September 12, 2013. The Parental Involvement Summary will go home on September 12, 2013. Teachers will review compacts with parents during conferences. Workshops will be hosted at our school to inform parents regarding Reading curriculum on October 24, 2013. A Math workshop will be hosted on January 30, 2014. Title I information will also be shared through SAC meetings. These will take place the third Wednesday of each month starting in September.

The School Contract/Compact will be sent home on August 19, 2013. The Contract will contain information about assessments used to measure student progress as well as other useful information. Along with the students report cards will be an attached document that explains the proficiency level a student is at and where the student should be.

Parent meetings will be available before and after school. During school, according to each teacher's schedule and finally during our two yearly school wide conference nights.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Frostproof Elementary will invite all FES parents to different activities throughout the school year. All parents will be notified through flyers, newsletters, reminder stickers, and Connect Ed. The information will be sent home in English and Spanish by our Spanish speaking Parental Involvement Paraprofessional.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count

Activity

Description of Implementation Strategy

Person Responsible

Anticipated Impact on Student Achievement

Timeline

1

Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];

Conference Nights

Title 1 Program Facilitators, Administration, Teachers

Student achievement is increased with more parental involvement.

2 times per year

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Uploaded Document

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Uploaded Document

Evaluation of the 2012-2013 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2012-2013 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count

Content and Type of Activity

Number of Activities

Number of Participants

Anticipated Impact on Student Achievement

1

Family Reading Nights

25

408

Improve Reading Skills

2

Science Night-Parents and students are engaged in Science activities.

1

142

Learn Science Skills

3

PTO-Pro Kids Show

1

105

Students learn life skills and about good behavior

4

Kindergarten Round Up- Register Kindergarten child

1

49

Student assessment for placement

5

Conference Nights

1

209

Teacher will communicate with parents ways to help child at home

6

Math Carnival- Parents and students are engaged in Math activities

1

169

Learn Math Skills

7

Reading Night/Families Building Better Readers- Parents learn of reading skills to help their children read. This year we are focusing on student reading levels and what they mean, and how parents can use that to better help their children academically.

1

84

Learn Reading Skills

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2012-2013 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count

Content and Type of Activity

Number of Activities

Number of Participants

Anticipated Impact on Student Achievement

1

Effective Communication for Classroom Teachers

1

23

Making parents feel more welcome at a school to increase their participation.

2

Parent Leadership Team Meeting

1

2

Increasing Parent Involvement in our school

Barriers

Describe the barriers that hindered participation by parents during the 2012-2013 school year in parental involvement activities. Include the steps the school will take during the 2012-2013 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count

Barrier (Including the Specific Subgroup)

Steps the School will Take to Overcome

1

Language

Provide translators; send notes in English and Spanish; providing resources in English and Spanish

2

Busy Parents

Offer flexible scheduling for activities and conferences.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Meyers, Dart	Principal
Chapman, Tina	Assistant Principal
Wrye, Debbie	Instructional Media
Monk, Hillary	Teacher, K-12
Avery, Ashley	Teacher, K-12
Fugate, Jennifer	Instructional Coach
Aguilar, Graciela	Paraprofessional
Johnson, Oleda	Paraprofessional
Wade, Dawn	Teacher, ESE
Davis, Katherine	Teacher, K-12
Thornton, Felecia	School Counselor

b. Duties

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

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

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

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

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

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

Technology Specialist: Develops technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Manages school server to make lesson plans, and strategies available to all school instructional staff.

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The

liaison coordinates with Title I and other programs to ensure student needs are met. This year we were able to keep our 2 Migrant Paras based on our Migrant Student Population.

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Head Start

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Yvonne McKenzie	Teacher
Lori Hutto	Business/Community
Michelle Hutto	Business/Community
Dart Meyers	Principal
Tina Chapman	Principal
Ana Perez	Parent
Anna Loaiza	Education Support Employee
Joy Scott	Education Support Employee
Dalila Balleza	Business/Community
Ashley Castillo	Teacher
Lisa Sullivan	Teacher
Laura Hernandez	Teacher
Roxanna Cendeno	Parent
Enid Martinez	Parent
Seferina Santibanez	Parent
Zaida Garcia	Parent
Laura Perez	Parent
Courtney Everson	Parent
Della Williams	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

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

b. Development of this school improvement plan

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

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

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

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

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

b. Duties

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

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

Promote grade level reading comprehension across the content areas.

Planning together collaboratively and using data to drive instruction.

D. Public and Collaborative Teaching

The school's 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.

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

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

1. Utilize the Human Resource Departments's Highly Qualified Applicants List.
2. Continue to provide a work environment that fosters staff longevity.
3. Partner with local universities to work with practicum and intern students.
4. Post open positions on Polk County Public Schools website.
5. Teachers will be provided with district professional development opportunities throughout the year and

will then present learned material from professional development to our school staff.

6. Our school will provide professional development opportunities during PLC's on best practices using teacher leaders and district personnel. Teachers will be expected to implement strategies learned during professional development trainings in order to build capacity.

7. Administration will provide support for teachers to promote a warm environment that encourages growth and risk taking while continuously developing highly qualified professionals.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,220

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

b. College and Career Readiness

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

Our school obtains grants, business partners as part of our adopt a class program, and local businesses to present and speak to our students during the Great American Teach In and other times throughout the school year. The grants we receive help us provide activities for the students that involve using technology, math skills, and learning about science. Frostproof Middle/ High School FFA chapter presents AG Literacy Day and Food for America.

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

NA

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

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this 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.

A Strength identified based on data chart was our ELA proficiency level of 67% in first grade.

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.

Based on our 2016-2017 assessment data we identified that our areas of need were in the following areas: effective intentional instruction through differentiated small group instruction in ELA, lessons and instruction that meet the intent of the math standard and following the MTSS process with fidelity to meet individual student needs.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we differentiate small group instruction in ELA then we will increase proficiency by 10%.
- G2.** If teachers gain a deeper understanding of math standards and instructional strategies that meet the extent of the standard through collaborative planning then proficiency will increase 10%.
- G3.** If we implement the MTSS process with fidelity then we will meet the individual student needs to increase learning gains and proficiency on academic assessments.

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 we differentiate small group instruction in ELA then we will increase proficiency by 10%. 1a

G097824

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal 3

- teachers not sure of what resources to use

Resources Available to Help Reduce or Eliminate the Barriers 2

- .

Plan to Monitor Progress Toward G1. 8

Ensure that differentiated small group instruction is implemented daily with fidelity.

Person Responsible

Jennifer Fugate


Schedule

Biweekly, from 10/17/2017 to 5/25/2018

Evidence of Completion

Walk through, data and collaborative planning minutes

G2. If teachers gain a deeper understanding of math standards and instructional strategies that meet the extent of the standard through collaborative planning then proficiency will increase 10%. **1a**

 G097825

Targets Supported **1b**

Indicator	Annual Target
Math Gains	80.0

Targeted Barriers to Achieving the Goal **3**

- interpretation of mastery of the standards compared to the way the standard is assessed for mastery

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

•

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

We will monitor student proficiency through district assessment and Istation

Person Responsible

Dart Meyers

Schedule

Monthly, from 9/28/2017 to 5/18/2018

Evidence of Completion

Student work samples, Istation monitoring data, and district assessment data.

G3. If we implement the MTSS process with fidelity then we will meet the individual student needs to increase learning gains and proficiency on academic assessments. 1a

G097826

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0

Targeted Barriers to Achieving the Goal 3

- appropriate monitoring intervention tools

Resources Available to Help Reduce or Eliminate the Barriers 2

- interventions

Plan to Monitor Progress Toward G3. 8

We will analyze reading and applicable content area ongoing assessments.

Person Responsible

Tina Chapman

Schedule

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

Evidence of Completion

assessment data, Istationdata, LLI data and MTSS notebooks

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we differentiate small group instruction in ELA then we will increase proficiency by 10%. 1

 G097824

G1.B3 teachers not sure of what resources to use 2

 B263042

G1.B3.S1 Through collaborative planning we will identify and develop resources for differentiated small group instruction while specifically targeting the small group needs. 4

 S278516

Strategy Rationale

To increase the level of proficiency at all grade levels.

Action Step 1 5

Ensure that differentiated small group activities are implemented frequently to meet the needs of all learners.

Person Responsible

Jennifer Fugate

Schedule

Biweekly, from 12/21/2017 to 5/18/2018

Evidence of Completion

Walk through, work samples, collaborative planning minutes

Action Step 2 5

We will provide action based learning staff development for two staff members to be trained so they can train the teachers.

Person Responsible

Jennifer Fugate

Schedule

On 10/9/2017

Evidence of Completion

Action Step 3 5

The Literacy Coach and PE teacher will provide training to the teachers on action based learning.

Person Responsible

Jennifer Fugate

Schedule

On 4/27/2018

Evidence of Completion

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

Monitor implementation differentiated instruction.

Person Responsible

Tina Chapman

Schedule

Biweekly, from 10/17/2017 to 5/18/2018

Evidence of Completion

Walk-through, student engagement, work sample and/ or collaborative planning minutes.

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

Working collaboratively through planning to divide responsibilities of leveled small groups to improve knowledge of resources and efficiency. .

Person Responsible

Jennifer Fugate

Schedule

Biweekly, from 10/17/2017 to 5/18/2018

Evidence of Completion

Through walk- throughs, work samples and/or collaborative planning.

G1.B3.S2 We will utilize the Renaissance coaching professional development sessions to train teachers on how to use this resource for instructional purposes. 4

 S278517

Strategy Rationale

To increase reading level proficiency and close the achievement gaps.

Action Step 1 5

We will schedule professional development sessions with the Renaissance coach on how to use the various resources in Renaissance 360.

Person Responsible

Jennifer Fugate

Schedule

Quarterly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Agendas, sign in sheets, notes

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Schedule of the professional development training sessions.

Person Responsible

Jennifer Fugate

Schedule

Quarterly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Agendas, sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Literacy coach and administrators will sit in on the professional development sessions to provide guidance and support.

Person Responsible

Jennifer Fugate


Schedule

Quarterly, from 10/2/2017 to 4/27/2018

Evidence of Completion


Agendas, sign in sheets

G2. If teachers gain a deeper understanding of math standards and instructional strategies that meet the extent of the standard through collaborative planning then proficiency will increase 10%. 1

 G097825

G2.B9 interpretation of mastery of the standards compared to the way the standard is assessed for mastery

2

 B263056

G2.B9.S1 Unpack standard through collaborative planning 4

 S278520

Strategy Rationale

For a deeper understanding of the intended learning outcome of the standards.

Action Step 1 5

collaborative planning

Person Responsible

Tina Chapman

Schedule

Biweekly, from 8/22/2017 to 5/18/2018

Evidence of Completion

walk-throughs, planning minutes and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

Administration present and active in the unpacking of standards and planning process.

Person Responsible

Tina Chapman

Schedule

Biweekly, from 8/22/2017 to 5/18/2018

Evidence of Completion

Lesson plans, walk through and collaborative planning

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

Administration participation in the collaborative planning and feedback during planning.

Person Responsible

Tina Chapman

Schedule

Biweekly, from 8/22/2017 to 5/18/2018

Evidence of Completion

Walk- throughs, student engagement, meeting minutes and lesson plans

G3. If we implement the MTSS process with fidelity then we will meet the individual student needs to increase learning gains and proficiency on academic assessments. 1

G097826

G3.B3 appropriate monitoring intervention tools 2

B263059

G3.B3.S1 Meet monthly to discuss high risk/ at need students. 4

S278522

Strategy Rationale

To collaborate on strategies to ensure students need are being met and appropriate interventions are in place.

Action Step 1 5

Meet monthly to review MTSS data notebooks

Person Responsible

Felecia Thornton

Schedule

Monthly, from 9/14/2017 to 5/18/2018

Evidence of Completion

Minutes, agendas, MTSS- Rti data notebook

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

We will use MTSS/ Rti notebooks to monitor at risk student progress

Person Responsible

Felecia Thornton

Schedule

Monthly, from 7/14/2017 to 5/18/2018

Evidence of Completion

We will use student data from the MTSS/ Rti notebooks

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

We will decrease the number tier 2 and tier 3 students through interventions and close monthly monitoring.

Person Responsible

Felecia Thornton

Schedule

Monthly, from 9/14/2017 to 5/18/2018

Evidence of Completion

We will use student progress and data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.MA1 M405329	We will analyze reading and applicable content area ongoing assessments.	Chapman, Tina	9/1/2015	assessment data, Istation data, LLI data and MTSS notebooks	5/26/2016 quarterly
G1.B3.S1.A2 A375251	We will provide action based learning staff development for two staff members to be trained so they...	Fugate, Jennifer	10/4/2017		10/9/2017 one-time
G1.B3.S1.A3 A375252	The Literacy Coach and PE teacher will provide training to the teachers on action based learning.	Fugate, Jennifer	10/10/2017		4/27/2018 one-time
G1.B3.S2.MA1 M405319	Literacy coach and administrators will sit in on the professional development sessions to provide...	Fugate, Jennifer	10/2/2017	Agendas, sign in sheets	4/27/2018 quarterly
G1.B3.S2.MA1 M405320	Schedule of the professional development training sessions.	Fugate, Jennifer	10/2/2017	Agendas, sign in sheets	4/27/2018 quarterly
G1.B3.S2.A1 A375253	We will schedule professional development sessions with the Renaissance coach on how to use the...	Fugate, Jennifer	10/2/2017	Agendas, sign in sheets, notes	4/27/2018 quarterly
G2.MA1 M405326	We will monitor student proficiency through district assessment and Istation	Meyers, Dart	9/28/2017	Student work samples, Istation monitoring data, and district assessment data.	5/18/2018 monthly
G1.B3.S1.MA1 M405317	Working collaboratively through planning to divide responsibilities of leveled small groups to...	Fugate, Jennifer	10/17/2017	Through walk-throughs, work samples and/or collaborative planning.	5/18/2018 biweekly
G1.B3.S1.MA1 M405318	Monitor implementation differentiated instruction.	Chapman, Tina	10/17/2017	Walk-through, student engagement, work sample and/ or collaborative planning minutes.	5/18/2018 biweekly
G1.B3.S1.A1 A375250	Ensure that differentiated small group activities are implemented frequently to meet the needs of...	Fugate, Jennifer	12/21/2017	Walk through, work samples, collaborative planning minutes	5/18/2018 biweekly
G2.B9.S1.MA1 M405324	Administration participation in the collaborative planning and feedback during planning.	Chapman, Tina	8/22/2017	Walk-throughs, student engagement, meeting minutes and lesson plans	5/18/2018 biweekly
G2.B9.S1.MA1 M405325	Administration present and active in the unpacking of standards and planning process.	Chapman, Tina	8/22/2017	Lesson plans, walk through and collaborative planning	5/18/2018 biweekly
G2.B9.S1.A1 A375255	collaborative planning	Chapman, Tina	8/22/2017	walk-throughs, planning minutes and lesson plans	5/18/2018 biweekly
G3.B3.S1.MA1 M405327	We will decrease the number tier 2 and tier 3 students through interventions and close monthly...	Thornton, Felecia	9/14/2017	We will use student progress and data	5/18/2018 monthly
G3.B3.S1.MA1 M405328	We will use MTSS/ Rti notebooks to monitor at risk student progress	Thornton, Felecia	7/14/2017	We will use student data from the MTSS/ Rti notebooks	5/18/2018 monthly
G3.B3.S1.A1 A375256	Meet monthly to review MTSS data notebooks	Thornton, Felecia	9/14/2017	Minutes, agendas, MTSS- Rti data notebook	5/18/2018 monthly
G1.MA1 M405321	Ensure that differentiated small group instruction is implemented daily with fidelity.	Fugate, Jennifer	10/17/2017	Walk through, data and collaborative planning minutes	5/25/2018 biweekly

V. Professional Development Opportunities

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

G1. If we differentiate small group instruction in ELA then we will increase proficiency by 10%.

G1.B3 teachers not sure of what resources to use

G1.B3.S1 Through collaborative planning we will identify and develop resources for differentiated small group instruction while specifically targeting the small group needs.

PD Opportunity 1

Ensure that differentiated small group activities are implemented frequently to meet the needs of all learners.

Facilitator

Fugate, Chapman and Meyers

Participants

Teachers

Schedule

Biweekly, from 12/21/2017 to 5/18/2018

PD Opportunity 2

We will provide action based learning staff development for two staff members to be trained so they can train the teachers.

Facilitator

Action Based Learning Facilitators

Participants

Literacy Coach and PE teacher

Schedule

On 10/9/2017

PD Opportunity 3

The Literacy Coach and PE teacher will provide training to the teachers on action based learning.

Facilitator

Literacy Coach and PE teacher

Participants

Teachers

Schedule

On 4/27/2018

G1.B3.S2 We will utilize the Renaissance coaching professional development sessions to train teachers on how to use this resource for instructional purposes.

PD Opportunity 1

We will schedule professional development sessions with the Renaissance coach on how to use the various resources in Renaissance 360.

Facilitator

Renaissance Coach/Literacy Coach

Participants

Administrators and teachers

Schedule

Quarterly, from 10/2/2017 to 4/27/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Ensure that differentiated small group activities are implemented frequently to meet the needs of all learners.				\$121,620.68
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1291 - Frostproof Elementary School	Title, I Part A	100.0	\$79,339.10
			Notes: Notes			
	6200	130-Other Certified Instructional Personnel	1291 - Frostproof Elementary School	Title, I Part A	50.0	\$36,850.61
			Notes: Notes			
	6200	612-Library Books for Existing Libraries	1291 - Frostproof Elementary School	Title, I Part A	10.0	\$4,000.00
			Notes: Notes			
	6150	610-Library Books	1291 - Frostproof Elementary School	Title, I Part A		\$1,430.97
			Notes: Notes			
2	G1.B3.S1.A2	We will provide action based learning staff development for two staff members to be trained so they can train the teachers.				\$2,594.96
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	1291 - Frostproof Elementary School	Title, I Part A	100.0	\$2,594.96
			Notes: This is to pay for training and travel for my Literacy Coach and PE teacher to be trained in action based learning.			
3	G1.B3.S1.A3	The Literacy Coach and PE teacher will provide training to the teachers on action based learning.				\$0.00
4	G1.B3.S2.A1	We will schedule professional development sessions with the Renaissance coach on how to use the various resources in Renaissance 360.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1291 - Frostproof Elementary School			\$0.00
5	G2.B9.S1.A1	collaborative planning				\$0.00
6	G3.B3.S1.A1	Meet monthly to review MTSS data notebooks				\$36,637.32
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1291 - Frostproof Elementary School			\$0.00

Polk - 1291 - Frostproof Elementary School - 2017-18 SIP
Frostproof Elementary School

			<i>Notes: Notes</i>			
			1291 - Frostproof Elementary School			\$0.00
			<i>Notes: Notes</i>			
	6150	160-Other Support Personnel	1291 - Frostproof Elementary School	Title, I Part A	100.0	\$24,383.32
			<i>Notes: Notes</i>			
	6150	510-Supplies	1291 - Frostproof Elementary School	Title, I Part A		\$1,254.00
			<i>Notes: Notes</i>			
	5900		1291 - Frostproof Elementary School	Title, I Part A		\$11,000.00
			<i>Notes: Notes</i>			
					Total:	\$160,852.96