

Fruitland Park Elementary School



2017-18 Schoolwide Improvement Plan

Fruitland Park Elementary School

304 W FOUNTAIN ST, Fruitland Park, FL 34731

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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	9
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	24
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	29
Appendix 1: Implementation Timeline	42
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	44
Technical Assistance Items	48
Appendix 3: Budget to Support Goals	48

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 Fruitland Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

MISSION:

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

BELIEFS:

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

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

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

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

A safe and physically comfortable environment promotes student learning.

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

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

b. Provide the school's vision statement.

VISION:

Every Child a Success in a Global Society!

2. School Environment

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

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

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

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

Fruitland Park Elementary School encourages families to participate in a variety of school activities. Through these activities, parents, teachers, and students build productive relationships that transfer to a feeling of security and belonging. We promote a Positive Behavior Support System (PBS) that recognizes appropriate student behavior and encourages active citizenship. While on campus, students are monitored with a mind for safety. We provide a before and after school program for students that includes academic tutoring. The hours for this program are 7:00 A.M. until 8:00 A.M., and after school until 5:00 P.M. A student safety patrol program provides additional eyes on campus and aids in insuring student safety. The Safety Patrol Program positions are filled by fifth graders who are role models of character for our students. Daily supervision begins on our campus at 8:05 a.m. At this time students are welcomed on campus to various secure locations monitored by faculty and staff members until 8:15 a.m. at which time they are allowed to go to class. Breakfast is served and available to each student before school in the cafeteria. Parents and those listed on the emergency pick up sheet in the office may eat lunch with their child during the student's lunch period, outside at the shaded picnic area. The campus is an orderly place and clear expectations for behavior are adhered to by all stakeholders.

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

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

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

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

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

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

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

on a weekly basis. Teachers and staff incorporate these five crucial emotional competencies basic to social and emotional learning into daily curriculum:

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

Violence Prevention Programs

The school offers non-violence, individual counseling and anti-bullying session to students that incorporate character education.

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.

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

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	17	13	19	12	26	0	0	0	0	0	0	0	104
One or more suspensions	21	11	28	24	23	32	0	0	0	0	0	0	0	139
Course failure in ELA or Math	5	6	6	11	7	0	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	26	35	41	0	0	0	0	0	0	0	102
Level 1 on statewide assessment (math)	0	0	0	27	43	43	0	0	0	0	0	0	0	113

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

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

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

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

Attendance: Students with 5 or more absences are referred to the Child Study Team for review. At that time the team develops an individual intervention plan to improve the students attendance. A part of the plan may include but is not limited to the student becoming a part of the Breakfast Club. The Breakfast Club is facilitated by the guidance counselor who will focus on the importance of attendance and other character building topics along with serving students special breakfast treats. The team may decide to have students use the check in check out intervention so that students have a positive greeting to their morning and afternoon. Interventions determined by this team are solely based on the student's needs.

Academics: Interventions used to improve students' academics include after school tutoring, differentiated instruction within the classroom, tutoring during the school day, mentors, Reading Ignited program that address learning gaps in reading, small group instruction, pull out SIPPS groups, iReady targeted skills lessons computer based and other measures appropriate to the students' needs. Each grade level is assigned an interventionist to help support the classroom teacher in meeting the needs of all students.

Students are brought before the problem solving team in order to create intervention plans that will help to close the students achievement gaps and/or change students behaviors. The problem solving team meets once weekly to discuss students and their progress with their classroom teacher and interventionists. During the meetings the team makes data driven, research based decisions to provide support that promotes student improvement academically and behaviorally.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/440923>.

2. Description

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

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

The Fruitland Park Elementary School ties to the community run deep. We are proudly considered to be a community school. In order to maintain this important connection, Fruitland Park Elementary offers "Volunteer Night" to provide personalized information to those who are interested in offering their services as a volunteer. A team of school personnel including the Principal, Instructional Dean and the Family School Liaison work to enroll and provide volunteer positions to those individuals who have met the District's volunteer requirements. The Family School Liaison and the Instructional Dean maintains close ties with these individuals through email and phone calls. Additionally, each year speakers from the school make presentations to local organizations to update them on the utilization of their donations of material, time and money. Organizations such as the Genesis Center, Tutors for Kids and Wild About Science work closely with Fruitland Park Elementary to provide tutoring and enrichment activities to our students. A close relationship also exists with the local police department, whose officers provide traffic supervision at the start and close of each school day. An ongoing partnership exists with a civic organization called, "Bless Fruitland Park." This organization is comprised of local churches, community leaders and businesses who desire to support the Fruitland Park Community. The school has benefited from its partnership with Bless Fruitland Park through significant financial contributions, beautification projects, and increased awareness and support for curricular initiatives.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Langley, Tammy	Principal
Colborne, Robin	Instructional Coach
Simmons, Paige	Instructional Coach
Redding, Rebecca	Instructional Technology
Blozis, Diane	School Counselor
Widmann, Amy	Instructional Coach
McKibben, Mary	Teacher, ESE
Reid-Goolsby, Diane	Assistant Principal
McCray, Tamara	Other
Jennette, Deanna	Instructional Coach
Orsini, Ricardo	Dean

b. Duties

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

- Administrators: Mrs. Tammy Langley, Principal and Mrs. Diane Reid-Goolsby, Assistant Principal serve as instructional leaders and provide a focus for school improvement initiatives. They model a clear understanding of the school goals, processes, standard operating procedures, and the continuous improvement process. They attend MTSS meetings to ensure the fidelity of the process and adequate professional development is provided to support MTSS implementation. Administration

is responsible for organizing, monitoring and facilitating collaborative decision making opportunities with all stakeholders.

- Guidance Counselor, Ms. Diane Blozis facilitates development of intervention plans. As the MTSS Chair, she provides support for intervention fidelity and documentation and schedules all meetings. She ensures individual student documentation is complete and identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, as well as assists with school screening programs that provide early intervention services for children to be considered "at risk." In addition, she assists in the design and implementation for progress monitoring data collection and data analysis and participates in the design and delivery of professional development. The guidance counselor also chairs the Positive Behavior Support committee which provides behavioral services to all students.
- ESE Specialist, Mrs. Mary Ellen McKibben facilitates development of Individual Education Plans. As ESE Chair she facilitates development of intervention and behavior plans, provides support for intervention fidelity and documentation and schedules all meetings. She also ensures individual ESE student documentation is in compliance.
- Literacy Coach, Mrs. Robin Colborne identifies and analyzes existing literature to meet the English Language Arts Florida Assessment, assists with school screening to provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring data collection and data analysis, participates in the design and delivery of professional development, and coaches teachers to ensure FPE students are receiving the quality reading instruction needed to be college and career ready for the 21st century.
- Math Coach, Ms. Deanna Jennette identifies and analyzes existing math resources in order to meet Math Florida Standards, assists with school screening programs that provide early intervention services for children to be considered "at risk", assists in the design and implementation for progress monitoring data collection and data analysis, participates in the design and delivery of professional development, and coaches teachers to ensure FPE students are receiving the quality math instruction needed to be college and career ready for the 21st century.
- Content Area Coach, Mrs. Amy Widmann assists with school screening programs that provide early intervention services for children to be considered "at risk", assists in the design and implementation for progress monitoring data collection and data analysis, participates in the design and delivery of professional development, provides SIPPS and small group interventions, and manages progress monitoring of reading and phonics skills.
- Technology Support, Mrs. Rebecca Redding provides training as needed to the staff to utilize technologies in the classroom for teaching, for lesson planning, and for county initiatives including the TEAM evaluation tool. She also implements site based programs such as iStation, iReady, AR, and STAR Reading.
- Content Area Coach, Mrs. Paige Simmons assists and supports school leadership and teachers in implementing Florida Standards, MTSS, Lesson Study, building instructional capacity, and aligning district systems and instructional non-negotiables. She also supports MTSS Tier II and III students, visit classrooms, co-teaches and co-plans with teachers, demonstrate strategies, model best practices on an ongoing basis using data to inform, instruct, and provide specific feedback to build instructional practices.
- Curriculum Resource Teacher (CRT), Mrs. Tamara McCray works as a liaison between the district and the school to communicate curricular expectations to teachers and to direct them to resources which will help them provide rigorous standards-based instruction to their students. She serves on our SAC committee as the chairperson, is involved with progress monitoring, planning PLCs, and professional development planning.
- Instructional Dean, Mr. Ricardo Orsini, assists in monitoring our PBS initiatives, serves as our Testing Coordinator, Volunteer Coordinator, ELL Coordinator, Health Coordinator, and classroom management resource. He facilitates the boys grades 3-5 mentoring group.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

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

IDEA Funds: Two personnel positions are allocated to the school through IDEA funds, the schools ESE School Specialist and the ESE Clerk. Both positions serve to meet the needs of our ESE population in developing plans of action for students with disabilities. The ESE School Specialist also works with teachers to support the school wide inclusion goals.

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

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

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

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

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 was reviewed, finalized, and submitted in October of 2016. Further review and progress monitoring was conducted during monthly School Advisory Council meetings (SAC) throughout the 2016-2017 school year.

During the spring of 2017 parents were invited to a School Advisory Council (SAC) meeting where the school's SIP, Title I Plan, Family Engagement Plan (FEP) and School Compact were reviewed along with other needs assessment data. The comments were recorded and were used to help guide our 2017-2018 SIP and FEP. The State Assessment results and District Benchmark results were reviewed. The consensus was that current plans are effective and that we should stay the course. A

review of the current plan was scheduled for September 11, 2017 due to unforeseen circumstances the meeting had to be rescheduled for Monday, October 9, 2017. At that time the SAC will review current SIP Goals and current student data. Members will also be asked to give their input for further school improvement needs.

b. Development of this school improvement plan

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

On October 9, 2017 the current School Improvement Plan (SAC) was submitted, reviewed, updated and approved by the 2017-2018 SAC committee.

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

The SAC is active in the discussion, dissemination and approval of the allocation of significant budgets that are instrumental in funding instruction. The SAI Funds (2017-2018 \$8,568.00) and the Title I Funds (2017-2018 \$280,296.00) which the school receives annually, are spent with input from the SAC. The SAC's input is also considered when budgeting other funding sources such as SAC funds (\$4,611.00) and Collaborative Funds. These funds are used exclusively to provide student support such as additional personnel, instructional programs, staff development, parent involvement and collaborative teacher planning.

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

The SAC did not receive specific school improvement funds in 2016-2017, however, they are active in the discussion, dissemination and approval of the SAI funds (2016-2017 \$14,363.84) and Title I funds (2016-2017 \$310,119.00) which the school receives annually. These funds are used exclusively to provide student support such as additional personnel, instructional programs, staff development and parent involvement. In addition, SAC funds in the amount of \$4,812.16 were allocated during the 2016-2017 school year. The SAC committee discussed and analyzed the best use for the funds, collaboratively the unanimous decision was made to use the funds to purchase materials that supported review of the Florida Standards in the 3rd-5th grade classrooms.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Langley, Tammy	Principal
Colborne, Robin	Instructional Coach
Simmons, Paige	Other
McKibben, Mary	Teacher, ESE
Widmann, Amy	Teacher, K-12
Blozis, Diane	School Counselor

b. Duties

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

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

Major initiatives include the comprehensive roll out of LAFS, implementing close reading strategies, comprehension strategies for fiction and non-fiction, differentiated learning groups for reading block, using iReady instructional implications for a school wide focus of Differentiated Reading Instruction, and the implementation of Reading Ignited (RI) Program to meet the needs of every child. The team will plan activities for Celebrate Literacy Week and will brainstorm ways to motivate all students to spend more time reading.

Additional members of the LLT include:

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

D. Public and Collaborative Teaching

The school's 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.

Sunshine Committee-

*The Sunshine Committee composed of teachers from various grade levels meet to promote positive

working relationships by recognizing achievements, milestones and spreading a hospitable working environment.

Collaborative Planning -

- *Collaborative Planning times will be facilitated once a week and one full day each quarter.
- *The master schedule has been adjusted to allow for maximum planning time for teachers.
- *Teachers meet collaboratively to design scales, lesson plans and review student data.
- *Teachers share best practices and deconstruct standards to determine what students need to know, understand and do in order to master instructional standards.
- *Grade levels collaborate on lesson plans, instructional delivery and to create common assessments.

Professional Learning Communities (PLC)-

- *The 3rd and 4th Wednesday afternoons have been designated as PLC time.
- *Instructional staff engage in meaningful school improvement professional development.
- *Instructional staff complete data chats with administration and develop next steps based on data.

Vertical articulation-

- *Opportunities are provided for discussions between grade- levels vertically.
- *Scale development and standard driven instruction are aligned across grade-levels which ensures content is meeting the expectations of the grade level before and after.
- *Student strengths and weaknesses are identified and communicated between grade-levels better preparing teachers for their new students.
- *Articulation between 5th grade and 6th grade teachers is conducted during the start of the summer to share student information and to review standard demands and strategies used to teach the standards.

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

- *Partnering new teachers with veteran staff and mentor by a member of the Leadership Team.
- *Regular meetings of new teachers with the Principal and/or AP.
- * Monthly New Beginnings sessions with peers and coaches.
- *Monthly Challenge Academy Sessions with new teachers at FPE.
- *The District provides "LCS Induction" training as well as District level instructional coaches.
- *FPES holds weekly grade level common planning meetings, which are facilitated by the assigned coach and grade level chair and peer teachers attend to discuss curriculum, effective instructional strategies, data, lesson plans and individual student progress.

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

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

Our program will include:

- *Instructional mentoring by carefully selected and well qualified mentors
- *Professional Learning Communities for mentors and new teachers

- *Engaged administrative monitoring and access
- *Supportive school environments and district policies.

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

Fruitland Park's Administration will pair every new to the profession and new to Lake County teacher with two mentor teachers. One teacher will be a highly qualified teacher within their grade level or department and the second will be a teacher leader (coach) from the leadership team assigned to their grade level. New teachers to Fruitland Park Elementary will be able to attain grade level curriculum information, strategies, protocols and other daily instructional needs through both mentors. In addition to their instructional needs new teachers will be able to attain school wide standard operational procedures and systems information through the leadership team member or coach assigned. The coach, leadership team member, will serve as a resource and coach for the new teacher as it relates to the teachers need(s).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

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

Scholastics News is purchased to increase the amount of informational text used in our classrooms. Scholastic News provides aged appropriate current events that help to engage students in real world informational text, build informational (non-fiction) reading skills and enrich content knowledge. Teachers use Scholastic News as a paired text along side literary selections at times.

At Fruitland Park Elementary we are implementing a new program this year to help build students writing and to create a writing culture that is coherent from kindergarten through fifth grade. We will continue to use the Florida ELA Standards for writing supporting the standards with the Thinking Maps Writing from the Beginning and Beyond Program. Thinking Maps Writing from the Beginning and Beyond aligns well with our Thinking Maps practices and helps to extend implementation from the thinking to the writing process. All classrooms will engage in the use of the progressive rubrics for formative assessment, the mini lessons for closing the writing gaps and the protocols for modeling instruction. It is our plan to continue to increase our use of the program as we become proficient in using the above described tools and strategies.

b. Instructional Strategies

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

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

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

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

The SIPPS, Systematic Instruction in Phonological Awareness, Phonics and Sight Words, program is used with students who are displaying deficiencies in the area of reading. All students in grades K-2 are given the SIPPS screener to determine their level of need. Based on students scores small skills groups are created and implemented to intervene in the specified areas. Students in grades 3-5 are identified by their teachers if their data presents that they are in need of SIPPS diagnostics and possibly SIPPS small groups.

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

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

Strategy: Extended School Day

Minutes added to school year: 3,240

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Weekend Program

Minutes added to school year: 1,620

Successful Saturdays is a program that provides opportunity for bubble students in grades 3-5 extra assistance with standards they have not mastered. Students needing this service will be identified by progress monitoring data and teacher recommendation. The program will be held on Saturdays from 9 a.m. - 12 p.m.

Strategy Rationale

Successful Saturdays are designed to reach students who are struggling with on grade level material and are in need of review or remediation of on grade level standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Simmons, Paige, simmonsp@lake.k12.fl.us

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

Student iReady and FSA data

Strategy: Extended School Day

Minutes added to school year: 3,060

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Reid-Goolsby, Diane, reid-goolsbyd@lake.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 4,860

Title One Tutoring: Title One Tutoring will be offered to students that have been identified based on teacher recommendation or previous assessment scores, as needing additional assistance in being successful in the areas of ELA, Science and/or Math. Sessions will be offered 3 hours per week in a small setting of no more than ten students per teacher. There will be two sessions, eight weeks per session.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Extended School Day

Minutes added to school year: 3,240

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Before School Program

Minutes added to school year: 2,880

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

Strategy Rationale

To provide students the opportunity for students to demonstrate creativity and imagination through visual representations.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Reid-Goolsby, Diane, reid-goolsbyd@lake.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

Students who are transitioning to the middle school level are afforded opportunities to visit the schools that they are zoned to attend. During these visits they are exposed to the curricular offerings that they will be able to participate in, as well as the behavioral and social expectations that they will be expected to abide by. To introduce the extracurricular offerings at the middle school level the middle school band does a special performance for the 5th grade students with a small presentation in regards to the enrichment and extracurricular offerings at the school.

b. College and Career Readiness

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

N/A

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Teachers will plan and implement with fidelity authentic literacy in all content areas for all students.
- G2.** Fruitland Park Elementary School will increase student achievement when teachers, instructional coaches and administrators understand, plan, differentiate, and implement standards based instruction, with high expectations and fidelity to the full intent of the standard.
- G3.** Fruitland Park Elementary School will establish and maintain a bully-free learning environment.
- G4.** Fruitland Park Elementary School will be a safe learning environment that promotes the well-being of the whole child.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will plan and implement with fidelity authentic literacy in all content areas for all students. 1a

 G097863

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge of high yield strategies for authentic literacy.
- Lack of text based writing coherence between grade levels which in turn creates gaps in students text based writing ability.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Program Specialists, Administrators, Regional Area Curriculum Support, Academic Coaches

Plan to Monitor Progress Toward G1. 8

iReady and STAR assessments will be collected and analyzed during leadership team meetings, grade level meetings and quarterly data chat meetings.

Person Responsible

Robin Colborne

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

iReady data, data chat minutes, STAR data, students' quarterly grades

G2. Fruitland Park Elementary School will increase student achievement when teachers, instructional coaches and administrators understand, plan, differentiate, and implement standards based instruction, with high expectations and fidelity to the full intent of the standard. 1a

G097864

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
FSA ELA Achievement	62.0
Statewide Science Assessment Achievement	62.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	60.0
Math Gains	65.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent transfer of standard aligned planning to instructional implementation.
- Partial understanding of how to differentiate instruction to meet the varied needs of learners.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Tammy Langley

Schedule

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

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Tammy Langley

Schedule

Quarterly, from 10/31/2017 to 5/31/2018

Evidence of Completion

Teacher TEAM Evaluation

G3. Fruitland Park Elementary School will establish and maintain a bully-free learning environment. 1a

G097865

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	90.0

Targeted Barriers to Achieving the Goal 3

- Students lack appropriate social communication skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Diane Reid-Goolsby

Schedule

Annually, from 9/4/2017 to 5/31/2018

Evidence of Completion

Student post test scores from Anti-Bullying Curriculum will be collected and discipline data will be monitored and reviewed.

G4. Fruitland Park Elementary School will be a safe learning environment that promotes the well-being of the whole child. 1a

G097866

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	90.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fruitland Park Elementary School's custodial staff, Safe Schools Committee, district maintenance department, community support from Bless Fruitland Park committee

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Diane Reid-Goolsby

Schedule

Quarterly, from 9/6/2017 to 7/6/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will plan and implement with fidelity authentic literacy in all content areas for all students. **1**

 G097863

G1.B1 Inconsistent use and lack of teacher knowledge of high yield strategies for authentic literacy. **2**

 B263141

G1.B1.S1 We will implement the RAD (Read, Annotate and Discuss) strategy to support reading, thinking, talking and writing in every classroom. **4**

 S278623

Strategy Rationale

If we implement the RAD strategy to support reading, thinking, talking and writing then authentic literacy will increase in every classroom.

Action Step 1 **5**

Plan and facilitate professional development for all teachers with a strategic focus on the use of the RAD strategy to increase and improve authentic literacy in every classroom.

Person Responsible

Tammy Langley

Schedule

Quarterly, from 8/3/2017 to 5/31/2018

Evidence of Completion

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

Administrators will conduct learning walks specifically looking for evidence of reading, thinking, talking and writing.

Person Responsible

Tammy Langley

Schedule

Weekly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Learning walk data from the districts learning walk tool will serve as the platform for collecting evidence of reading, thinking, talking and writing.

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

Administration will conduct learning walks to determine the effectiveness of implementation of the RAD strategy and the fidelity of reading, thinking, talking and writing in each classroom.

Person Responsible

Tammy Langley


Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Evidence of identified collaborative structures and student work samples will be used to determine effectiveness of implementation.

G1.B2 Lack of text based writing coherence between grade levels which in turn creates gaps in students text based writing ability. 2

 B263142

G1.B2.S1 We will implement Thinking Maps Writing from the Beginning and Beyond beginning in Kindergarten and throughout Fifth Grade. 4

 S278624

Strategy Rationale

If we implement with fidelity a coherent text based writing program then students text based writing will improve.

Action Step 1 5

We will plan, attend and support professional development focusing on the Thinking Maps Writing from the Beginning and Beyond program.

Person Responsible

Tamara McCray

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Truenorthlogic attendance records for the training, classroom learning walks and coaching feedback notes for the support which will continue throughout the year.

G2. Fruitland Park Elementary School will increase student achievement when teachers, instructional coaches and administrators understand, plan, differentiate, and implement standards based instruction, with high expectations and fidelity to the full intent of the standard. 1

G097864

G2.B1 Inconsistent transfer of standard aligned planning to instructional implementation. 2

B263143

G2.B1.S1 Within common planning we will identify specific next steps for all teachers to implement and bring back student evidences. Administration will support and monitor implementation of instructional delivery. 4

S278625

Strategy Rationale

If we identify specific next steps then teachers will know and understand the exact instructional protocols they are expected to implement. Administrators will be able to track and evaluate effectiveness of planning and instructional delivery.

Action Step 1 5

We will add and teach protocols to the common planning system that requires evidence of intentional planning for specific next steps.

Person Responsible

Tammy Langley

Schedule

Weekly, from 8/18/2017 to 5/31/2018

Evidence of Completion

The common planning agenda and meeting notes will be collected as evidence in addition to student evidence that supports implementation of specific next steps.

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

Administration will attend common planning and conduct weekly walkthroughs to monitor and support transfer of standards based planning to instructional implementation.

Person Responsible

Tammy Langley

Schedule

Weekly, from 8/18/2017 to 5/31/2018

Evidence of Completion

The districts learning walk tool will be used to collect the weekly walkthrough data. The weekly Week at a Glance will focus findings for teachers to review along with specific feedback left for the teacher.

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

Review of student products and assessments data will be reviewed for effectiveness of implementation of standards based planning.

Person Responsible

Tammy Langley


Schedule

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

Evidence of Completion

Student progress monitoring iReady data, classroom assessment data, student data portfolio information, student products posted in the classroom and student grades will be collected as evidence.

G2.B2 Partial understanding of how to differentiate instruction to meet the varied needs of learners. **2**

 B263144

G2.B2.S1 We will facilitate, plan and monitor outcomes of professional learning for differentiated instruction. **4**

 S278626

Strategy Rationale

If we teach, monitor and support implementation of differentiated instruction then teachers will develop a full understanding of differentiated instruction and all student learning needs will be met.

Action Step 1 **5**

We will create, implement and monitor a professional development schedule for differentiated instruction with a focus on differentiation in text, task and instructional delivery to intervene and accelerate learners based on their learning needs.

Person Responsible

Tammy Langley

Schedule

On 5/31/2018

Evidence of Completion

Evidence of implementation with fidelity will be learning walk data, professional development materials and student data.

Action Step 2 **5**

Plan, participate and facilitate lesson studies with a focus on Problem Based Learning (PBL), the Concrete, Representational and Abstract model (CRA) in the area of math to focus how we teach. (Once per semester)

Person Responsible

Deanna Jennette

Schedule

Annually, from 10/23/2017 to 1/31/2018

Evidence of Completion

Lesson study plans, schedule, and feedback notes

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

Develop and utilize an administrative schedule to conduct learning walks during the reading and math blocks with specific look-fors related to problem based learning, differentiated instruction, tasks and text.

Person Responsible

Deanna Jennette

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Observation data from the districts learning walk tool and teachers lesson plans will be reviewed for evidence of implementation with fidelity.

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

Monitoring of the implementation of differentiated strategies through classroom learning walks, teacher planning notes, and student progress will be used to determine the effectiveness of this strategy and assist in the development of further actions needed.

Person Responsible

Tammy Langley


Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

The district's learning walk tool, teacher lesson plans, and student products will be used as evidence.

G3. Fruitland Park Elementary School will establish and maintain a bully-free learning environment. 1

 G097865

G3.B1 Students lack appropriate social communication skills. 2

 B263145

G3.B1.S1 Fruitland Park Elementary will revise and implement a Positive behavior Supports (PBS) program that contains incentives for good behavior and education about bullying. 4

 S278627

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Diane Blozis

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Diane Blozis

Schedule

Weekly, from 8/14/2017 to 8/31/2018

Evidence of Completion

Progress Monitoring Charts as designed by PBS committee.

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

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

Person Responsible

Diane Reid-Goolsby

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Weekly discipline reports and bullying reports

G3.B1.S2 FPE will implement the district's anti-bullying curriculum and ProKids Curriculum. 4

 S278628

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Diane Blozis

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administrations and teachers will identify and monitor for specific look fors based on school wide expectations of SOAR (show respect, order and safety, academic achievement and responsibility).

Person Responsible

Schedule

Evidence of Completion

Teachers lesson plans, behavioral referrals, Positive Behavior Support incentive accounting

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administrators will gather and disseminate discipline data through data chats with teachers and students.

Person Responsible

Diane Reid-Goolsby

Schedule

Quarterly, from 10/13/2017 to 6/1/2018

Evidence of Completion

Discipline referral data, classroom behavioral monitoring systems and Positive Behavior Support incentives

G3.B1.S3 Teachers will facilitate the use of cooperative structures designed to have students interact with one another in problem solving activities which will result in fewer referrals and a reduction in suspensions. 4

 S278629

Strategy Rationale

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

Action Step 1 5

Teachers will afford students the opportunity to interact through cooperative structures in the classroom settings.

Person Responsible

Tammy Langley

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Teachers will use Cooperative Structures in their classrooms that give students an opportunity to read, think, talk and write with accountability measures.

Person Responsible

Tammy Langley

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

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

Person Responsible

Tamara McCray

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G4. Fruitland Park Elementary School will be a safe learning environment that promotes the well-being of the whole child. 1

 G097866

G4.B1 FPE was built in the 1960s and consequently there are concerns related to the age of the facility. There has been a recent increase in the number of work orders related to air quality control. 2

 B263146

G4.B1.S1 The Safe School Committee will establish, prioritize and follow up on a list of facilities concerns. 4

 S278630

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Diane Reid-Goolsby

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Minutes from Safe School Committee Meetings and Work Orders

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

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

Person Responsible

Diane Reid-Goolsby

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

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

Person Responsible

Diane Reid-Goolsby

Schedule

Monthly, from 8/1/2017 to 7/6/2018

Evidence of Completion

Inspections will reflect compliance with expectations and corrections of infractions.

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.B1.S2.MA1  M405566	Administrations and teachers will identify and monitor for specific look fors based on school wide...		No Start Date	Teachers lesson plans, behavioral referrals, Positive Behavior Support incentive accounting	No End Date one-time
G2.B2.S1.A2  A375389	Plan, participate and facilitate lesson studies with a focus on Problem Based Learning (PBL), the...	Jennette, Deanna	10/23/2017	Lesson study plans, schedule, and feedback notes	1/31/2018 annually
G2.MA1  M405561	Students' performance data from FSA, iReady, classroom assessments and classroom student products...	Langley, Tammy	8/31/2017	Classroom Walkthrough Data, Data Chat Reviews, Student Progress Monitoring Data, Student Data Folders, Teacher Lesson Plans, FSA and Leadership Team Meeting Notes	5/31/2018 weekly
G2.MA2  M405562	Teachers' TEAM evaluation data will be analyzed for increased effectiveness in instructional...	Langley, Tammy	10/31/2017	Teacher TEAM Evaluation	5/31/2018 quarterly
G3.MA1  M405569	Students and teachers will complete Anti-Bullying Curriculum. FPE will also participate in...	Reid-Goolsby, Diane	9/4/2017	Student post test scores from Anti-Bullying Curriculum will be collected and discipline data will be monitored and reviewed.	5/31/2018 annually
G1.B1.S1.A1  A375385	Plan and facilitate professional development for all teachers with a strategic focus on the use of...	Langley, Tammy	8/3/2017		5/31/2018 quarterly
G2.B1.S1.MA1  M405557	Review of student products and assessments data will be reviewed for effectiveness of implementation...	Langley, Tammy	9/8/2017	Student progress monitoring iReady data, classroom assessment data, student data portfolio information, student products posted in the classroom and student grades will be collected as evidence.	5/31/2018 weekly
G2.B1.S1.MA1  M405558	Administration will attend common planning and conduct weekly walkthroughs to monitor and support...	Langley, Tammy	8/18/2017	The districts learning walk tool will be used to collect the weekly walkthrough data. The weekly Week at a Glance will focus findings for teachers to review along with specific feedback left for the teacher.	5/31/2018 weekly
G2.B1.S1.A1  A375387	We will add and teach protocols to the common planning system that requires evidence of intentional...	Langley, Tammy	8/18/2017	The common planning agenda and meeting notes will be collected as evidence in addition to student evidence that supports implementation of specific next steps.	5/31/2018 weekly
G2.B2.S1.MA1  M405559	Monitoring of the implementation of differentiated strategies through classroom learning walks,...	Langley, Tammy	10/2/2017	The district's learning walk tool, teacher lesson plans, and student products will be used as evidence.	5/31/2018 weekly
G2.B2.S1.MA1  M405560	Develop and utilize an administrative schedule to conduct learning walks during the reading and...	Jennette, Deanna	10/2/2017	Observation data from the districts learning walk tool and teachers lesson plans will be reviewed for evidence of implementation with fidelity.	5/31/2018 weekly
G2.B2.S1.A1  A375388	We will create, implement and monitor a professional development schedule for differentiated...	Langley, Tammy	10/2/2017	Evidence of implementation with fidelity will be learning walk data, professional development materials and student data.	5/31/2018 one-time
G3.B1.S1.MA1  M405563	Administration will review bullying reports and substantiated incidents for maintenance of low...	Reid-Goolsby, Diane	8/14/2017	Weekly discipline reports and bullying reports	5/31/2018 biweekly
G3.B1.S1.A1  A375390	The PBS committee will develop a school-wide PBS plan that addresses expectations for student...	Blozis, Diane	8/14/2017	A completed PBS plan including the aforementioned items. Progress monitoring to include tracking charts for student (class) behavior in the cafeteria, monitoring incidences of bullying	5/31/2018 monthly

Lake - 0101 - Fruitland Park Elem. School - 2017-18 SIP
Fruitland Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				(substantiated and unsubstantiated), charting records of the rewards and prizes used as incentives for positive behavior.	
G4.B1.S1.A1 A375393	The Safe Schools Committee will meet regularly to address facility concerns.	Reid-Goolsby, Diane	8/1/2017	Minutes from Safe School Committee Meetings and Work Orders	5/31/2018 quarterly
G3.B1.S2.A1 A375391	FPE will implement the district anti-bullying program with fidelity. All students will participate...	Blozis, Diane	10/2/2017	Lesson plans and observation of activities will indicate that all students have participated in the program.	5/31/2018 monthly
G3.B1.S3.MA1 M405567	Students will understand the expectations for their behavior when working as a member of a group.	McCray, Tamara	8/10/2017	When observed, students will demonstrate an understanding of their roles and responsibilities as a member of a cooperative group.	5/31/2018 daily
G3.B1.S3.MA1 M405568	Teachers will use Cooperative Structures in their classrooms that give students an opportunity to...	Langley, Tammy	8/10/2017	Lesson plans, walk throughs, and TEAM observations will reflect fidelity of this expectation.	5/31/2018 weekly
G3.B1.S3.A1 A375392	Teachers will afford students the opportunity to interact through cooperative structures in the...	Langley, Tammy	8/10/2017	Lesson plans will reflect opportunities for students to interact in cooperative structures. Classroom walk throughs and TEAM observations will confirm these results.	5/31/2018 daily
G1.MA1 M405556	iReady and STAR assessments will be collected and analyzed during leadership team meetings, grade...	Colborne, Robin	9/4/2017	iReady data, data chat minutes, STAR data, students' quarterly grades	6/1/2018 monthly
G1.B1.S1.MA1 M405554	Administration will conduct learning walks to determine the effectiveness of implementation of the...	Langley, Tammy	8/21/2017	Evidence of identified collaborative structures and student work samples will be used to determine effectiveness of implementation.	6/1/2018 weekly
G1.B1.S1.MA1 M405555	Administrators will conduct learning walks specifically looking for evidence of reading, thinking,...	Langley, Tammy	8/3/2017	Learning walk data from the districts learning walk tool will serve as the platform for collecting evidence of reading, thinking, talking and writing.	6/1/2018 weekly
G1.B2.S1.A1 A375386	We will plan, attend and support professional development focusing on the Thinking Maps Writing...	McCray, Tamara	8/21/2017	Truenorthlogic attendance records for the training, classroom learning walks and coaching feedback notes for the support which will continue throughout the year.	6/1/2018 weekly
G3.B1.S2.MA1 M405565	Administrators will gather and disseminate discipline data through data chats with teachers and...	Reid-Goolsby, Diane	10/13/2017	Discipline referral data, classroom behavioral monitoring systems and Positive Behavior Support incentives	6/1/2018 quarterly
G4.B1.S1.MA1 M405571	The School Safety Committee will review the status of all work orders submitted for district...	Reid-Goolsby, Diane	8/1/2017	Meeting agendas, notes, emails, inspection results, work orders, completion notices and other forms of documentation will reflect that safety concerns are addressed.	6/8/2018 weekly
G4.MA1 M405572	The Safe Schools Committee will progress monitor the practices and procedures and make...	Reid-Goolsby, Diane	9/6/2017	Meeting agendas, notes, emails, work orders, and other written documentation will record the effectiveness of the plan and adjustments that are made to tweak it.	7/6/2018 quarterly
G4.B1.S1.MA1 M405570	Administration along with the custodial staff will conduct periodic safety inspections to determine...	Reid-Goolsby, Diane	8/1/2017	Inspections will reflect compliance with expectations and corrections of infractions.	7/6/2018 monthly
G3.B1.S1.MA1 M405564	Observation of teacher use of tools designed by PBS committee, Observation of administrative use of...	Blozis, Diane	8/14/2017	Progress Monitoring Charts as designed by PBS committee.	8/31/2018 weekly

V. Professional Development Opportunities

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

G1. Teachers will plan and implement with fidelity authentic literacy in all content areas for all students.

G1.B1 Inconsistent use and lack of teacher knowledge of high yield strategies for authentic literacy.

G1.B1.S1 We will implement the RAD (Read, Annotate and Discuss) strategy to support reading, thinking, talking and writing in every classroom.

PD Opportunity 1

Plan and facilitate professional development for all teachers with a strategic focus on the use of the RAD strategy to increase and improve authentic literacy in every classroom.

Facilitator

Administrators, Academic Coaches, District Program Specialists

Participants

All instructional personnel and academic T.A.'s when applicable

Schedule

Quarterly, from 8/3/2017 to 5/31/2018

G1.B2 Lack of text based writing coherence between grade levels which in turn creates gaps in students text based writing ability.

G1.B2.S1 We will implement Thinking Maps Writing from the Beginning and Beyond beginning in Kindergarten and throughout Fifth Grade.

PD Opportunity 1

We will plan, attend and support professional development focusing on the Thinking Maps Writing from the Beginning and Beyond program.

Facilitator

Districts ELA Program Specialists

Participants

All instructional staff and administration

Schedule

Weekly, from 8/21/2017 to 6/1/2018

G2. Fruitland Park Elementary School will increase student achievement when teachers, instructional coaches and administrators understand, plan, differentiate, and implement standards based instruction, with high expectations and fidelity to the full intent of the standard.

G2.B1 Inconsistent transfer of standard aligned planning to instructional implementation.

G2.B1.S1 Within common planning we will identify specific next steps for all teachers to implement and bring back student evidences. Administration will support and monitor implementation of instructional delivery.

PD Opportunity 1

We will add and teach protocols to the common planning system that requires evidence of intentional planning for specific next steps.

Facilitator

Tammy Langley, Principal

Participants

Instructional Staff

Schedule

Weekly, from 8/18/2017 to 5/31/2018

G2.B2 Partial understanding of how to differentiate instruction to meet the varied needs of learners.

G2.B2.S1 We will facilitate, plan and monitor outcomes of professional learning for differentiated instruction.

PD Opportunity 1

We will create, implement and monitor a professional development schedule for differentiated instruction with a focus on differentiation in text, task and instructional delivery to intervene and accelerate learners based on their learning needs.

Facilitator

Fruitland Park's Leadership Team and District Curriculum Department

Participants

All Instructional Staff

Schedule

On 5/31/2018

PD Opportunity 2

Plan, participate and facilitate lesson studies with a focus on Problem Based Learning (PBL), the Concrete, Representational and Abstract model (CRA) in the area of math to focus how we teach. (Once per semester)

Facilitator

Administrator, Math Coach, Regional Area Curriculum Support

Participants

All instructional personnel

Schedule

Annually, from 10/23/2017 to 1/31/2018

G3. Fruitland Park Elementary School will establish and maintain a bully-free learning environment.

G3.B1 Students lack appropriate social communication skills.

G3.B1.S1 Fruitland Park Elementary will revise and implement a Positive behavior Supports (PBS) program that contains incentives for good behavior and education about bullying.

PD Opportunity 1

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

Facilitator

Diane Blozis, Guidance Counselor and Administration

Participants

All Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G3.B1.S3 Teachers will facilitate the use of cooperative structures designed to have students interact with one another in problem solving activities which will result in fewer referrals and a reduction in suspensions.

PD Opportunity 1

Teachers will afford students the opportunity to interact through cooperative structures in the classroom settings.

Facilitator

Tamara McCray, CRT, Administration and District Program Specialists

Participants

All teachers grades K-5

Schedule

Daily, from 8/10/2017 to 5/31/2018

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	Plan and facilitate professional development for all teachers with a strategic focus on the use of the RAD strategy to increase and improve authentic literacy in every classroom.				\$11,404.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0101 - Fruitland Park Elem. School	Title, I Part A		\$1,404.00
			Notes: Notes: Renaissance Learning for progress monitoring of students independent leveled reading goals.			
	5100	520-Textbooks	0101 - Fruitland Park Elem. School	Title, I Part A		\$10,000.00
			Notes: Notes: Curriculum Associates, complex text with FSA support questioning			
2	G1.B2.S1.A1	We will plan, attend and support professional development focusing on the Thinking Maps Writing from the Beginning and Beyond program.				\$3,042.20
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	0101 - Fruitland Park Elem. School	Other		\$3,042.20
			Notes: Notes			
3	G2.B1.S1.A1	We will add and teach protocols to the common planning system that requires evidence of intentional planning for specific next steps.				\$7,977.44
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0101 - Fruitland Park Elem. School	Other		\$3,720.00
			Notes: Notes: Teacher full collaboration day for common planning and data review			
	5100	750-Other Personal Services	0101 - Fruitland Park Elem. School	Title, I Part A		\$4,257.44
			Notes: Notes: Teacher full collaboration day for common planning and data review			
4	G2.B2.S1.A1	We will create, implement and monitor a professional development schedule for differentiated instruction with a focus on differentiation in text, task and instructional delivery to intervene and accelerate learners based on their learning needs.				\$5,525.80
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0101 - Fruitland Park Elem. School	Other		\$5,029.92
			Notes: Notes: purchase of periodicals to provide a variety of informational text connecting learning to current events.			

Lake - 0101 - Fruitland Park Elem. School - 2017-18 SIP
Fruitland Park Elementary School

	5100	520-Textbooks	0101 - Fruitland Park Elem. School	Other		\$495.88
			Notes: Notes: SIPPS intervention materials			
5	G2.B2.S1.A2	Plan, participate and facilitate lesson studies with a focus on Problem Based Learning (PBL), the Concrete, Representational and Abstract model (CRA) in the area of math to focus how we teach. (Once per semester)				\$0.00
6	G3.B1.S1.A1	The PBS committee will develop a school-wide PBS plan that addresses expectations for student behavior, education about bullying, and incentives for positive behavior.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	239-Other	0101 - Fruitland Park Elem. School	Other		\$2,000.00
			Notes: Anti-Bullying Pro Kids show and parent engagement presentation and PBS incentives			
7	G3.B1.S2.A1	FPE will implement the district anti-bullying program with fidelity. All students will participate in the program.				\$0.00
8	G3.B1.S3.A1	Teachers will afford students the opportunity to interact through cooperative structures in the classroom settings.				\$0.00
9	G4.B1.S1.A1	The Safe Schools Committee will meet regularly to address facility concerns.				\$0.00
Total:						\$29,949.44