Fruitville Elementary School

2017-18 Schoolwide Improvement Plan

Fruitville Elementary School

601 HONORE AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/fruitville

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 KG-5	Yes	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Sarasota 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

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 Fruitville 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.

Fruitville Elementary wants all students to achieve at their academic potential, to love learning, to feel valued as individuals, and to develop healthy self-esteem and good citizenship in a safe environment. We also want parents and community members to feel welcomed and be an integral part of the learning environment.

b. Provide the school's vision statement.

Fruitville will prepare students to achieve the highest learning standards by engaging and supporting an enthusiastic, empathetic, high quality staff that tries to meet the needs of each individual child. We involve parents as partners in their children's educations, and work collaboratively with the community.

2. School Environment

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

Upon registering, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages. Students that qualify for ESOL program participate daily to weekly with this program. ESOL nights are planned throughout the year to celebrate diversity among our families. Parent nights are held in Spanish when applicable.

At Fruitville all teachers all teachers hold a parent conference within the first quarter with each family where they share student performance data and other pertinent information. Families are able to share information about their students with teachers to help strengthen relationships and build the home-to-school connection.

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

Fruitville follows district guidelines for allowing visitors on campus. Students and teachers are aware that all visitors must be wearing a RAPTOR badge. Teachers establish procedures and expectations both behaviorally and academically. On a physical level, all classrooms are kept locked during the school day. Entrance and exit is solely through the front doors by which check in is required through Raptor system. Local law enforcement team has conducted an evaluation and updated maps for emergency purposes. Fire inspector regularly inspects the school to ensure compliance with fire safety regulations.

The following programs are aligned with character education. The learning environment encourages empathy, support, safety to take risks, and respectful discourse as it pertains to the study of core academics.

-Restorative Justice Circles
-Kelso's Choices (K-2)
-Second Step
-Lunch bunch groups

Fruitville has initiated the Stand Up to Stand Out program that provides kids with information and tools to combat bullying.

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.

School-wide expectations are posted in each classroom and are carefully explained to students along with consequences for failure to follow these rules. The Code of Student Conduct signed by both student and parent should be referenced. Behavior which is inconsistent with the Code of Student Conduct will be corrected as needed. The disciplinary actions are described and explained in the Code of Student Conduct.

A concerted effort to accentuate the positive and eliminate the negative is a focus of the Fruitville's RRR's PBS program. This program creates a positive, proactive approach to discipline. The focus in all settings is the promotion of appropriate behaviors and the prevention of disciplinary problems before they occur.

The Second Steps program is being used to teach social skills to tier I and tier II students. The Social Thinking program is used throughout our ESE cluster classrooms.

Behavior discipline data is collected and analyzed on an ongoing basis by administration, behavior specialist and the support team.

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

The school counselor is used to provide support to students in multiple ways. Counseling is provided in small group settings and one-on-one sessions. CAARS is provided to students as indicated on their I.E.P.S. Whole group lessons are also provided throughout the school year as appropriate. Outside agencies also provide support to our teachers and students through whole group lessons. Fruitville also has a wonderful mentoring program that many of the staff participates in. Participating staff members are paired with a child and meet weekly in various settings to mentor selected students.Recently, SEDNET has provided a pertinent link in providing support for referring students to outside agencies.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Student behavior and attendance data is tracked monthly. Interventions are planned to support students when necessary. Tier 2 and 3 academic, behavior, and attendance interventions are monitored regularly. Interventions are adjusted as needed. The MTSS/CARE team process is used to problem solve early warning signs. Communication with families occurs throughout this process.

The office of Research, Assessment and Evaluation has created an Early Warning report that also helps gather data.

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	12	8	8	8	10	11	0	0	0	0	0	0	0	57
One or more suspensions	1	0	2	2	2	5	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	9	13	0	0	0	0	0	0	0	28
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	4	4	7	0	0	0	0	0	0	0	15

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

All staff members have been trained in the MTSS process. Teams meet weekly to discuss student performance data (academic, behavioral, and attendance). Student data is monitored and tracked to look at performance and identify trends. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess instructional interventions.

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/455183.

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 school and the PTO have an active and positive relationship with the community and local businesses. Fruitville has numerous events and activities that are designed to be supported by and in collaboration with the local community and related businesses. Fruitville has a large number of business

partners who work collaboratively with the school to help generate resources to support the overall academic and extra-curricular efforts of the school population.

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
French, Steven	Principal
Spinale, Melissa	School Counselor
Burger, Stephanie	Attendance/Social Work
Whitten, Kim	Other
Hannon, Jamie	Assistant Principal
Portnowitz, Gina	Psychologist
Rogers-Hehr, Christina	School Counselor
Kramer, Kate	Teacher, K-12
Ard, Danielle	Teacher, ESE
Neumann, Debbie	Other

b. Duties

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

Steven French - Principal- Administrative support
Jamie Hannon- Assistant Principal
Melissa Spianale/Christina Rogers-Hehr - Guidance Counselor- 504/CARE facilitator
Kate Kramer- ESE Liaison
Debbie Neumann- Behavior Specialist
Stephanie Burger- School Social Worker,
Gina Portnowitz- School Psychologist
Danielle Ard - ESE Liaison
Kim Whitten - ESOL Liaison
The role of the MTSS team at Fruitville Elementary is to analyze relevant school data for the purpose of problem analysis,intervention development, and goal setting in order to develop and implement the SIP plan. Florida's Continuous Improvement Model (FCIM) guides our discussions.

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 Response to Intervention (RtI) team also known as Multi-Tiered System of Spports (MTSS) collaborates once a week to discuss existing data and information, identify students' needs, problem solve, and to make recommendations for future activities in regard to student's academicperformance, behavior, attendance, and overall school-wide adjustment. The RtI / MTSS

designates a member of the team to work with each
grade level one time per week to discuss individual students and progress monitoring data. Based on
the data review, instructional strategies are identified and a timeline of implantation will be
constructed

The Title I funds that we receive will be used to provide subs for our teachers to attend professional
development activities and collaborate on best instructional practices and improve overall student
performance.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jamie Hannon AP	Principal
Melissa Fraley	Teacher
Bonnie Mitchell	Teacher
Corinne Pansulla	Education Support Employee
Nicholas Chipurnoi	Business/Community
Roxanne Jorgensen	Student
Mike Henry	Parent
Kelly Cowart	Parent
Matt Frasure	Parent
Desirius Conaway	Business/Community
Nina Fernandez	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the SAC meeting held on September 21,2017, the assistant principal shared data pertaining to the
School Improvement Plan goals and student performance. The Assistant Principal also shared that
teaching staff aligns their Individual Professional Development Plan (IPDP) to the SIP.

b. Development of this school improvement plan

The SAC committee meets monthly. They are charged with routinely reviewing school-wide progress
monitoring data and summative data (FSA) of Florida's high-stakes testing. Recommendations for
improving programs through high impact strategies have come from these meetings. The SAC
committee also reviews and renders final approval of the yearly School Improvement Plan, the annual
Parent Involvement Plan, budgets and other needs assessment data to improve the overall program
effectiveness and impact on student learning.

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

The annual budget is reviewed and approved annually by SAC. In addition, the SAC will discuss and
review the spending of any SIP funds as well as the operating and supplement budget of the school.

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

There were no school improvement funds allocated to date for the 2016-2017 school year. There is a small budget to support SAC this school year.

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
French, Steven	Principal
Spinale, Melissa	Other
Butler, Laurie	Teacher, K-12
Hannon, Jamie	Assistant Principal
Herrera, Yesenia	Teacher, K-12
Hodge, Cherie	Teacher, K-12
Costa, Kristen	Teacher, ESE
belloise, jessica	Teacher, PreK
Luce, Carol	Teacher, K-12
Enger, Laura	Teacher, K-12
Edwards, Jennifer	Teacher, K-12

b. Duties

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

The primary initiative of the LLT will be monitoring the implementation of the Florida Standards in grades K-5. The team will also monitor effective implementation of the reading/language arts curriculum (Reading Wonders), monitor the implementation and pacing of the ELA Instructional Focus Guides and review school-wide reading progress monitoring data. The school will also promote Accelerated Reader and provide incentives for points and proficiency.

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.

The master school schedule is designed in a manner that allows for collaborative planning among grade level teachers. Teachers meet together once a week to plan instruction, common assessments, review standards and curriculum as well as analyze data.

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

Use of PRIDE Evaluation System
Regular meetings with new teachers (30 day and 90 day)
Partner new teachers with qualified veteran staff member(mentoring)
Provide professional development to all staff members

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

Our school participates in the district wide SCIP mentoring program which provides all new teachers with an induction program to the district as well as a teacher mentor at our school. The mentor serves in the capacity to assist the new teacher with the transition to our school and/or the profession. Pairings are based on similar grade levels so mentor and mentee can plan together for instruction. There are monthly SCIP meetings to bring new teachers up to speed on district and school intiatives. In addition we have a district personnel who are assigned on an "as needed" basis to help coach instructional best practices.

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.

The school uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources aligned to the Florida Standards.

b. Instructional Strategies

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

Each grade level team uses common assessments. Progress monitoring spreadsheets have been created to track student performance data. Teams meet regularly to analyze data, plan intervention and extension activities and review progress of student interventions. The principal and assistant principal hold quarterly data chats to analyze data with teachers individually. The school utilizes the SWST/CARE process as directed by Sarasota County Schools.

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: 30,240

We offer a large variety of enrichment and academic opportunities. These areas include:
Running Club,Chess Club, Violin, Drama Kids, Wordsmith, Chorus, Art Club, Math Club, Reading
Club, Writing Club, Soccer Club, Spanish Club, computer programming and tutoring.

Strategy Rationale

We believe that extending the school day for students with academic and enriching activities will
improve student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
French, Steven , steven.french@sarasotacountyschools.net

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

Performance based tasks from each enrichment opportunity are presented to demonstrate overall
effectiveness of the programs. The academic based programs will use school wide progress
monitoring data to determine how students are performing towards mastery of their goals.

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.

Every year we hold an annual K roundup that offers parents best practices, tips, and insight as to
ways they can aide in effective transitions from Pre-K to K. In addition,our school implements a
screening program over the summer to identify student readiness and allows teachers to instruct at
appropriate instructional levels from day 1 of 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.

Fruitville hosts an annual career day every February. Student in grades 3-5 rotate through a variety of
classroom presenters from all different careers. They are given the opportunity to ask questions.
Students in grades K-2 participate in a vehicle parade. This parade includes services vehicles from a
variety of industries (medical, police, utilities, ice cream trucks, postal service, etc.) Our goal is to
spark our students with interest and thoughtful consideration of the many different career
opportunities that are available to them. By participating in amazing presentations and an engaging
parade we feel it will help guide them into these beginning thoughts.

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

Select students in grades 4 and 5 participate in the iC3 program during their technology class. Upon completion of this course they are eligible to sit for a Microsoft certification exam.

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

- Provide targeted academic support to students who are not on track for being ready for post secondary education (before/after school tutoring)

- Increase S.T.E.M. activities in all course offerings.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](link), 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.

The historical data chart provided above supports the areas of need we have seen over time. The majority of students are demonstrating proficiency in the areas of reading and math. There is, however, a disconnect between the number of students showing a learning gain in those subjects. We also seen needs in our lowest 25% of students showing a learning gain in reading and math.

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

After much discussion and reflection, we have identified two main areas for improvement: data analysis and targeted intervention for students. First, we are facilitating data analysis with our teachers. For student to demonstrate a learning gain and for our lowest 25% of students to make gains, teacher must have a deep understanding of students initial performance levels and the amount of growth students need to make to show a gain. Secondly, we are targeting specific students based upon summative performance data from the previous year and formative data at the beginning of the year for skill specific tutoring programs. We believe some of our students that are not already receiving services above and beyond the regular class setting, can also benefit from small group instruction to target skill gaps needed to demonstrate high achievement.

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. By the year 2018, there will be a minimum of 2%-point increase for all students where 70% are currently demonstrating proficiency (across levels 3,4 & 5) on FCAT 2.0 Science.

G2. By the year 2018, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA ELA

G3. By the year 2018, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA ELA.

G4. By the year 2018, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA ELA.

G5. By the year 2018, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA Math.

G6. By the year 2018, there will be a minimum of 2%-point increase for all students when 70% or more are currently demonstrating an annual learning gain on FSA Math.

G7. By the year 2018, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA Math.

G8. By the year 2018, there will be an increase of parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher.

G9. By the year 2018, Fruitville will reduce its number of chronically absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%.

G10. By the year 2018, we will reduce or maintain 1% of students who receive a suspension from school.

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. By the year 2018, there will be a minimum of 2%-point increase for all students where 70% are currently demonstrating proficiency (across levels 3,4 & 5) on FCAT 2.0 Science. `1a`

🔍 G098363

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Targeted Barriers to Achieving the Goal `3`

- Lack of Science inquiry skills, vocabulary and questioning

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

- Science lab teacher, district curriculum specialist, Science Fair,

Plan to Monitor Progress Toward G1. `8`

Progress monitoring data

Person Responsible
Jamie Hannon

Schedule
Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion
progress monitoring data, FCAT science 2.0

G2. By the year 2018, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA ELA `1a`

🔍 G098364

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	74.0

Targeted Barriers to Achieving the Goal `3`

- Reduction of staff resources and supports to differentiate instruction based on student needs

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

- We will increase progress monitoring among grade level teams in collaboration with MTSS and SWST team. Grade level teams will meet to review Florida Standards based curriculum and to develop strategic lessons following the district's Instructional Focus Guide, to include research-based interventions for Tier 3 students. A before-school and after-school tutoring program will be established for targeted students.

Plan to Monitor Progress Toward G2. `8`

Progress Monitoring Data

Person Responsible
Steven French

Schedule
Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Student data toward academic goals MTSS notes student portfolio

G3. By the year 2018, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA ELA. 1a

🔍 G098365

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	64.0

Targeted Barriers to Achieving the Goal 3

- Reduction of staff resources and supports to differentiate instruction based on student needs

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G3. 8

FSA/iReady correlation

Person Responsible
Jamie Hannon

Schedule
Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion
reports after each diagnostic to track growth

G4. By the year 2018, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA ELA. `1a`

🔑 G098366

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal `3`

- Limited amount of time to differentiate instruction and work with lower performing students

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

- Scheduling of 30 min intervention block daily first thing in the morning for the entire school, PATCH work tutoring program

Plan to Monitor Progress Toward G4. `8`

Instructional Data chats

Person Responsible
Steven French

Schedule
Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Data chats with teachers and admin to review student interventions and performance

G5. By the year 2018, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA Math. `1a`

🔑 G098367

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	83.0

Targeted Barriers to Achieving the Goal `3`

- Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor.

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

- Professional development from district personnel Dedicated intervention time in master schedule PLC time On Core mathematics curriculum WikkiSpace/Focus Guide Front Row MAFS Deconstructed Standards County-wide Math training and rounding

Plan to Monitor Progress Toward G5. `8`

Review of student data

Person Responsible
Steven French

Schedule
Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion
iReady/FSA correlation data

G6. By the year 2018, there will be a minimum of 2%-point increase for all students when 70% or more are currently demonstrating an annual learning gain on FSA Math. `1a`

🔍 G098368

Targets Supported `1b`

Indicator	Annual Target
Math Gains	75.0

Targeted Barriers to Achieving the Goal `3`

- Pushing the students to have a good number sense and work with a growth mindset

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

- Countywide Math PD and on-site rounding Visible Learning Modules

Plan to Monitor Progress Toward G6. `8`

Iready and FSA correlation report

Person Responsible
Jamie Hannon

Schedule
Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion
3 times per year after each iReady diagnostic

G7. By the year 2018, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA Math. `1a`

🔑 G098369

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	71.0

Targeted Barriers to Achieving the Goal `3`

- Lack of instructional time to differentiate instruction and intervene with low performing students

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

- Inclusion model to support lowest 25%

Plan to Monitor Progress Toward G7. `8`

FSA/iready correlation data

Person Responsible
Jamie Hannon

Schedule
Triannually, from 8/22/2016 to 6/2/2017

Evidence of Completion
3 times per year after each iReady diagnostic

G8. By the year 2018, there will be an increase of parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher. `1a`

🔍 G098370

Targets Supported `1b`

Indicator	Annual Target
District Parent Survey	80.0

Targeted Barriers to Achieving the Goal `3`

- Parents unable to attend in person

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

- provide support for parents to get to campus or participate using technology

Plan to Monitor Progress Toward G8. `8`

Parent conference forms review

Person Responsible
Steven French

Schedule
Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Review of parent involvement data at ad team meetings

G9. By the year 2018, Fruitville will reduce its number of chronically absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%. `1a`

🔍 G098371

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

- students with a history of school attendance issues

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

- Every Day counts campagain

Plan to Monitor Progress Toward G9. `8`

Attendance reports

Person Responsible
Jamie Hannon

Schedule
Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion
attendance reports from SIS

G10. By the year 2018, we will reduce or maintain 1% of students who receive a suspension from school.
1a

🔍 G098372

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	1.0

Targeted Barriers to Achieving the Goal 3

- reoccurring incidents with the same students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Second Step curriculum, restorative circles

Plan to Monitor Progress Toward G10. 8

student discipline data

Person Responsible
Jamie Hannon

Schedule
Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Student discipline incident report from SIS

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. By the year 2018, there will be a minimum of 2%-point increase for all students where 70% are currently demonstrating proficiency (across levels 3,4 & 5) on FCAT 2.0 Science. 1

🔑 G098363

G1.B1 Lack of Science inquiry skills, vocabulary and questioning 2

🔑 B264616

G1.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices. Interactive science lab fostering inquiry skills ,vocabulary and scientific method. 4

🔑 S280344

Strategy Rationale

Improve inquiry based knowledge of staff. Teachers can collaborate and learn from each other in order to improve their instructional practices.

Action Step 1 5

Professional development from district specialist. Collaborative planning in area of science

Person Responsible

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

CPT Agendas, CPT Action Logs, Professional Development Presentations

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

Monitor and participate in training, Review/plan content of CPTs, Feedback from teachers

Person Responsible

Jamie Hannon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

CPT notes, lesson plans, PD website

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

Review progress monitoring data and CPT notes

Person Responsible

Jamie Hannon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress monitoring data, FCAT 2.0 science

G2. By the year 2018, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA ELA 1

🔍 G098364

G2.B1 Reduction of staff resources and supports to differentiate instruction based on student needs 2

🔍 B264617

G2.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS Team. PLC teams meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Guide, to include prescriptive lesson plans for all Tier 3. Create a before and after school tutoring program for select students based on performance. 4

🔍 S280345

Strategy Rationale

Teachers need to differentiate instruction for students for maximum learning to take place. Through collaboration with their colleagues, teachers will be able to better serve our children.

Action Step 1 5

Professional development on the implementation of the Florida Language Arts Standards (LAFS) to include best practice instructional strategies, accountable talk, visible learning and academic vocabulary. Teams will follow with collaborative planning during PLC times.

Person Responsible

Steven French

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PLC notes

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

Student data/ MTSS portfolio/ progress monitoring sheets

Person Responsible

Steven French

Schedule

Monthly, from 8/24/2017 to 5/24/2018

Evidence of Completion

MTSS notes intervention paperwork portfolio

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

PLC discussions with facilitators
MTSS meetings

Person Responsible

Melissa Spinale

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress monitoring data/student achievement

G3. By the year 2018, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA ELA. `1`

🔍 G098365

G3.B1 Reduction of staff resources and supports to differentiate instruction based on student needs `2`

🔍 B264619

G3.B1.S1 Utilize resource staff to support differentiate lessons in classrooms `4`

🔍 S280347

Strategy Rationale

The more adults working with students in small groups, the more we can target learning deficits.

Action Step 1 `5`

Review student performance data

Person Responsible

Jamie Hannon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

iReady/FSA data

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

discussion of at risk students at SWST, PLC and Ad team meetings

Person Responsible

Jamie Hannon

Schedule

On 5/24/2018

Evidence of Completion

Student concerns will be documented in team meeting notes and addressed through the SWST/MTSS process.

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

Discuss student progress at data chats

Person Responsible

Jamie Hannon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Data from student information system will be utilized to monitor the effectiveness.

G4. By the year 2018, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA ELA. [1]

🔑 G098366

G4.B1 Limited amount of time to differentiate instruction and work with lower performing students [2]

🔑 B264621

G4.B1.S1 PATCH work tutoring after school [4]

🔑 S280348

Strategy Rationale

Teachers will work before or after school with students identified as being in the lowest quartile in ELA and Math in grades 2, 3 and 4.

Action Step 1 [5]

Implement targeted interventions during before/after school tutoring sessions

Person Responsible

Steven French

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Meet with grade level facilitators to ensure interventions are being developed and implemented

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

student progress monitoring data

Person Responsible

Jamie Hannon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PLC notes, grade level data sheets

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

Projected FSA perfromance data

Person Responsible

Steven French

Schedule

Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

FSA/iready correlation data after every diagnostic

G5. By the year 2018, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA Math. `1`

🔑 G098367

G5.B1 Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor. `2`

🔑 B264622

G5.B1.S1 Provide ongoing training on Florida Standards Professional Development and training on math curriculum `4`

🔑 S280349

Strategy Rationale

Teachers need to understand the Standards in order to effectively instruct their students.

Action Step 1 `5`

Standards-based lesson planning with grade-level teams
PD/Rounding with team

Person Responsible

Steven French

Schedule

Quarterly, from 8/14/2017 to 8/14/2018

Evidence of Completion

PLC agendas and notes Professional development sign in

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Attend trainings and webinars
Review PLC notes

Person Responsible

Steven French

Schedule

Quarterly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Teacher feedback Progress Monitoring Data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Progress Monitoring Data

Person Responsible

Steven French

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Data chat discussions

G6. By the year 2018, there will be a minimum of 2%-point increase for all students when 70% or more are currently demonstrating an annual learning gain on FSA Math. `1`

🔑 G098368

G6.B1 Pushing the students to have a good number sense and work with a growth mindset `2`

🔑 B264623

G6.B1.S1 Encourage teachers to start instruction with a difficult problem. `4`

🔑 S280350

Strategy Rationale

When students productively struggle with math material, they will grow more in their math skills

Action Step 1 `5`

Visible Learning Modules during CPT days

Person Responsible

Steven French

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teams will work on learning intentions/success criteria with their grade-level

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Classroom observations

Person Responsible

Steven French

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

during classroom observations, admin will look for teachers to use learning intentions/ success criteria with students

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Monitor student progress monitoring data

Person Responsible

Jamie Hannon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

iready and grade level progress monitoring data sheets

G7. By the year 2018, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA Math. 1

🔑 G098369

G7.B1 Lack of instructional time to differentiate instruction and intervene with low performing students 2

🔑 B264624

G7.B1.S2 Inclusion service delivery model 4

🔑 S280352

Strategy Rationale

ESE teachers push-in to general education classrooms to support lowest 25%

Action Step 1 5

Florida inclusion network training

Person Responsible

Danielle Ard

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress monitoring of lowest quartile

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Data progress monitoring

Person Responsible

Danielle Ard

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

IEP goal progress monitoring, iready grade-level reports

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Quarterly Data Chats

Person Responsible

Danielle Ard

Schedule

On 5/24/2018

Evidence of Completion

Student performance data from teacher completed data chat forms

G8. By the year 2018, there will be an increase of parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher. 1

🔑 G098370

G8.B1 Parents unable to attend in person 2

🔑 B264625

G8.B1.S1 Provide support for families for transportation or use of technology to particpate 4

🔑 S280353

Strategy Rationale

Staff members being creative and supportive of families to participate in any means necessary

Action Step 1 5

First quarter parent conference night

Person Responsible

Steven French

Schedule

On 10/12/2017

Evidence of Completion

Provide an evening event so parents can attend conferences after work

Action Step 2 5

P.I.R.A.T.E (Parents Involved in Reaching Achievement Together Everyday) Nights

Person Responsible

Steven French

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

completion of parent conference forms

Person Responsible

Jamie Hannon

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teachers complete parent conference forms with student performance data

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Parent conference forms

Person Responsible

Jamie Hannon

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Collection and review of parent conference forms

G9. By the year 2018, Fruitville will reduce its number of chronically absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%. 1

🔍 G098371

G9.B1 students with a history of school attendance issues 2

🔍 B264626

G9.B1.S1 Target high risk students with attendance interventions 4

🔍 S280354

Strategy Rationale

by providing additional support to at risk students we will decrease chronic attendance issues

Action Step 1 5

Early identification of high risk attendance concerns

Person Responsible

Jamie Hannon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Weekly meetings with school truancy worker

Action Step 2 5

Early identification of high risk attendance concerns

Person Responsible

Jamie Hannon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Weekly meetings with school truancy worker

Plan to Monitor Fidelity of Implementation of G9.B1.S1 `6`

attendance report of students to SWST team

Person Responsible

Jamie Hannon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

SWST notes on students of concern

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Review of attendance interventions at SWST

Person Responsible

Jamie Hannon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Reduction in student absences based on SIS reports reviewed with truancy worker

G10. By the year 2018, we will reduce or maintain 1% of students who receive a suspension from school. 1

🔍 G098372

G10.B1 reoccurring incidents with the same students 2

🔍 B264627

G10.B1.S1 Work one-on-one with high risk behavior students 4

🔍 S280355

Strategy Rationale

Targeted behavior interventions to prevent suspension

Action Step 1 5

Social skills instruction with students

Person Responsible

Debbie Neumann

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress on FBA/BIP

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Observations of lesson

Person Responsible

Steven French

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observations of lessons with teachers and behavior specialists

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

SWST behavior concern discussions

Person Responsible

Debbie Neumann

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Monitoring of behavior response call tracking

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M409322	Progress monitoring data	Hannon, Jamie	8/22/2016	progress monitoring data, FCAT science 2.0	6/2/2017 quarterly
G7.MA1 M409345	FSA/iready correlation data	Hannon, Jamie	8/22/2016	3 times per year after each iReady diagnostic	6/2/2017 triannually
G5.B1.S1.MA1 M409335	Attend trainings and webinars Review PLC notes	French, Steven	8/14/2017	Teacher feedback Progress Monitoring Data	8/14/2017 quarterly
G8.B1.S1.A1 A378049	First quarter parent conference night	French, Steven	10/12/2017	Provide an evening event so parents can attend conferences after work	10/12/2017 one-time
G2.MA1 M409327	Progress Monitoring Data	French, Steven	8/14/2017	Student data toward academic goals MTSS notes student portfolio	5/24/2018 quarterly
G3.MA1 M409330	FSA/iReady correlation	Hannon, Jamie	8/14/2017	reports after each diagnostic to track growth	5/24/2018 triannually
G4.MA1 M409333	Instructional Data chats	French, Steven	8/14/2017	Data chats with teachers and admin to review student interventions and performance	5/24/2018 quarterly
G5.MA1 M409336	Review of student data	French, Steven	8/14/2017	iReady/FSA correlation data	5/24/2018 quarterly
G6.MA1 M409339	Iready and FSA correlation report	Hannon, Jamie	8/14/2017	3 times per year after each iReady diagnostic	5/24/2018 triannually
G8.MA1 M409348	Parent conference forms review	French, Steven	8/14/2017	Review of parent involvement data at ad team meetings	5/24/2018 biweekly
G9.MA1 M409351	Attendance reports	Hannon, Jamie	8/14/2017	attendance reports from SIS	5/24/2018 weekly
G10.MA1 M409354	student discipline data	Hannon, Jamie	8/14/2017	Student discipline incident report from SIS	5/24/2018 quarterly
G1.B1.S1.MA1 M409320	Review progress monitoring data and CPT notes	Hannon, Jamie	8/14/2017	Progress monitoring data, FCAT 2.0 science	5/24/2018 quarterly
G1.B1.S1.MA1 M409321	Monitor and participate in training, Review/plan content of CPTs, Feedback from teachers	Hannon, Jamie	8/14/2017	CPT notes, lesson plans, PD website	5/24/2018 quarterly
G1.B1.S1.A1 A378040	Professional development from district specialist. Collaborative planning in area of science		8/14/2017	CPT Agendas, CPT Action Logs, Professional Development Presentations	5/24/2018 monthly
G2.B1.S1.MA1 M409323	PLC discussions with facilitators MTSS meetings	Spinale, Melissa	8/14/2017	Progress monitoring data/student achievement	5/24/2018 weekly
G2.B1.S1.MA1 M409324	Student data/ MTSS portfolio/ progress monitoring sheets	French, Steven	8/24/2017	MTSS notes intervention paperwork portfolio	5/24/2018 monthly
G2.B1.S1.A1 A378041	Professional development on the implementation of the Florida Language Arts Standards (LAFS) to...	French, Steven	8/14/2017	PLC notes	5/24/2018 quarterly
G3.B1.S1.MA1 M409328	Discuss student progress at data chats	Hannon, Jamie	8/14/2017	Data from student information system will be utilized to monitor the effectiveness.	5/24/2018 quarterly
G3.B1.S1.MA1 M409329	discussion of at risk students at SWST, PLC and Ad team meetings	Hannon, Jamie	8/14/2017	Student concerns will be documented in team meeting notes and addressed through the SWST/MTSS process.	5/24/2018 one-time
G3.B1.S1.A1 A378043	Review student performance data	Hannon, Jamie	8/14/2017	iReady/FSA data	5/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1 M409331	Projected FSA perfromance data	French, Steven	8/14/2017	FSA/iready correlation data after every diagnostic	5/24/2018 triannually
G4.B1.S1.MA1 M409332	student progress monitoring data	Hannon, Jamie	8/14/2017	PLC notes, grade level data sheets	5/24/2018 quarterly
G4.B1.S1.A1 A378044	Implement targeted interventions during before/after school tutoring sessions	French, Steven	8/14/2017	Meet with grade level facilitators to ensure interventions are being developed and implemented	5/24/2018 weekly
G5.B1.S1.MA1 M409334	Progress Monitoring Data	French, Steven	8/14/2017	Data chat discussions	5/24/2018 quarterly
G6.B1.S1.MA1 M409337	Monitor student progress monitoring data	Hannon, Jamie	8/14/2017	iready and grade level progress monitoring data sheets	5/24/2018 weekly
G6.B1.S1.MA1 M409338	Classroom observations	French, Steven	8/14/2017	during classroom observations, admin will look for teachers to use learning intentions/success criteria with students	5/24/2018 weekly
G6.B1.S1.A1 A378046	Visible Learning Modules during CPT days	French, Steven	8/14/2017	Teams will work on learning intentions/ success criteria with their grade-level	5/24/2018 monthly
G8.B1.S1.MA1 M409346	Parent conference forms	Hannon, Jamie	8/14/2017	Collection and review of parent conference forms	5/24/2018 monthly
G8.B1.S1.MA1 M409347	completion of parent conference forms	Hannon, Jamie	8/14/2017	Teachers complete parent conference forms with student performance data	5/24/2018 monthly
G8.B1.S1.A2 A378050	P.I.R.A.T.E (Parents Involved in Reaching Achievement Together Everyday) Nights	French, Steven	8/14/2017	sign in sheets	5/24/2018 quarterly
G9.B1.S1.MA1 M409349	Review of attendance interventions at SWST	Hannon, Jamie	8/14/2017	Reduction in student absences based on SIS reports reviewed with truancy worker	5/24/2018 weekly
G9.B1.S1.MA1 M409350	attendance report of students to SWST team	Hannon, Jamie	8/14/2017	SWST notes on students of concern	5/24/2018 weekly
G9.B1.S1.A1 A378051	Early identification of high risk attendance concerns	Hannon, Jamie	8/14/2017	Weekly meetings with school truancy worker	5/24/2018 weekly
G9.B1.S1.A2 A378052	Early identification of high risk attendance concerns	Hannon, Jamie	8/14/2017	Weekly meetings with school truancy worker	5/24/2018 weekly
G10.B1.S1.MA1 M409352	SWST behavior concern discussions	Neumann, Debbie	8/14/2017	Monitoring of behavior response call tracking	5/24/2018 weekly
G10.B1.S1.MA1 M409353	Observations of lesson	French, Steven	8/14/2017	Observations of lessons with teachers and behavior specialists	5/24/2018 weekly
G10.B1.S1.A1 A378053	Social skills instruction with students	Neumann, Debbie	8/14/2017	Progress on FBA/BIP	5/24/2018 weekly
G7.B1.S2.MA1 M409343	Quarterly Data Chats	Ard, Danielle	8/14/2016	Student performance data from teacher completed data chat forms	5/24/2018 one-time
G7.B1.S2.MA1 M409344	Data progress monitoring	Ard, Danielle	8/14/2017	IEP goal progress monitoring, iready grade-level reports	5/24/2018 quarterly
G7.B1.S2.A1 A378048	Florida inclusion network training	Ard, Danielle	8/14/2017	Progress monitoring of lowest quartile	5/24/2018 quarterly
G5.B1.S1.A1 A378045	Standards-based lesson planning with grade-level teams PD/Rounding with team	French, Steven	8/14/2017	PLC agendas and notes Professional development sign in	8/14/2018 quarterly

V. Professional Development Opportunities

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

G1. By the year 2018, there will be a minimum of 2%-point increase for all students where 70% are currently demonstrating proficiency (across levels 3,4 & 5) on FCAT 2.0 Science.

G1.B1 Lack of Science inquiry skills, vocabulary and questioning

G1.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices. Interactive science lab fostering inquiry skills ,vocabulary and scientific method.

PD Opportunity 1

Professional development from district specialist. Collaborative planning in area of science

Facilitator

Andrew Jaffee

Participants

4th and 5th grade teachers, science lab teacher

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G2. By the year 2018, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA ELA

G2.B1 Reduction of staff resources and supports to differentiate instruction based on student needs

G2.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS Team. PLC teams meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Guide, to include prescriptive lesson plans for all Tier 3. Create a before and after school tutoring program for select students based on performance.

PD Opportunity 1

Professional development on the implementation of the Florida Language Arts Standards (LAFS) to include best practice instructional strategies, accountable talk, visible learning and academic vocabulary. Teams will follow with collaborative planning during PLC times.

Facilitator

team leaders

Participants

all instructional staff

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

G5. By the year 2018, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA Math.

G5.B1 Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor.

G5.B1.S1 Provide ongoing training on Florida Standards Professional Development and training on math curriculum

PD Opportunity 1

Standards-based lesson planning with grade-level teams PD/Rounding with team

Facilitator

various facilitators

Participants

classroom teachers

Schedule

Quarterly, from 8/14/2017 to 8/14/2018

G6. By the year 2018, there will be a minimum of 2%-point increase for all students when 70% or more are currently demonstrating an annual learning gain on FSA Math.

G6.B1 Pushing the students to have a good number sense and work with a growth mindset

G6.B1.S1 Encourage teachers to start instruction with a difficult problem.

PD Opportunity 1

Visible Learning Modules during CPT days

Facilitator

Team Leaders

Participants

Grade Level teams

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G7. By the year 2018, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA Math.

G7.B1 Lack of instructional time to differentiate instruction and intervene with low performing students

G7.B1.S2 Inclusion service delivery model

PD Opportunity 1

Florida inclusion network training

Facilitator

FINS facilitator

Participants

Classroom Teachers and paraprofessionals

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional development from district specialist. Collaborative planning in area of science				$0.00
2	G10.B1.S1.A1	Social skills instruction with students				$0.00
3	G2.B1.S1.A1	Professional development on the implementation of the Florida Language Arts Standards (LAFS) to include best practice instructional strategies, accountable talk, visible learning and academic vocabulary. Teams will follow with collaborative planning during PLC times.				$19,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0131 - Fruitville Elementary School	Title, I Part A		$19,200.00
			Notes: Quarterly Team Planning			
4	G3.B1.S1.A1	Review student performance data				$0.00
5	G4.B1.S1.A1	Implement targeted interventions during before/after school tutoring sessions				$18,401.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	0131 - Fruitville Elementary School	Title, I Part A		$18,401.00
			Notes: PATCH work tutoring			
6	G5.B1.S1.A1	Standards-based lesson planning with grade-level teams PD/Rounding with team				$0.00
7	G6.B1.S1.A1	Visible Learning Modules during CPT days				$0.00
8	G7.B1.S2.A1	Florida inclusion network training				$0.00
9	G8.B1.S1.A1	First quarter parent conference night				$0.00
10	G8.B1.S1.A2	P.I.R.A.T.E (Parents Involved in Reaching Achievement Together Everyday) Nights				$5,335.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	500-Materials and Supplies	0131 - Fruitville Elementary School	Title, I Part A		$2,500.00
	6150	120-Classroom Teachers	0131 - Fruitville Elementary School	Title, I Part A		$2,835.00
11	G9.B1.S1.A1	Early identification of high risk attendance concerns				$0.00
12	G9.B1.S1.A2	Early identification of high risk attendance concerns				$0.00
					Total:	$42,936.00