



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fruitland Park Elementary School

304 W FOUNTAIN ST
Fruitland Park, FL 34731
352-787-2693
<http://lake.k12.fl.us/fpe>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
78%

Alternative/ESE Center
No

Charter School
No

Minority Rate
35%

School Grades History

2013-14
C

2012-13
C

2011-12
B

2010-11
A

2009-10
C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Fruitland Park Elem. School

Principal

Melissa DeJarlais

School Advisory Council chair

Barnelia Woodward

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|-----------------------|-----------------------------|
| Carol Peppers | ESE Specialist |
| Diane Blozis | Guidance Counselor |
| Barnelia Woodward | Curriculum Resource Teacher |
| Robin Colborne | Literacy Coach |
| Kimberly Belcher | Math and Science Coach |
| Katie Houvener | Writing Teacher |
| Rebecca Redding | MTSS Chair |
| Robert Sherman | Assistant Principal |
| Dr. Melissa DeJarlais | Principal |
| Nichole Cottom | School Liaison |
| Amy Widmann | Reading and Writing Coach |

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Fruitland Park School Advisory Council is comprised of 15 members who represent the school's stakeholders. According to Florida statute, the school's Principal is automatically a SAC member, teachers elect teachers (4 teachers are elected to serve a 2 year term), parents elect parents (6 parents are elected to serve a 2 year term), school staff elects school staff (2 staff members are elected to serve

a 2 year term). A community member and a business representative are nominated by the SAC members and approved by the Principal. The ethnic and economic balance of the SAC are designed to equally represent the ethnic and economic balance of the student population. The council's membership is also comprised of more non-school employees than school board employees.

Involvement of the SAC in the development of the SIP

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 some classroom teachers attend District sponsored workshops designed to assist in data analyzation and determine their implications to the school's operation. Strengths and weaknesses as well as significant trends are identified through various sources of data (attendance, discipline, stakeholder surveys, and assessment results, etc.). 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 and ultimately votes to approve or disapprove the plan. The SAC also provides input and approval for the Title 1 Plan, the Parent Involvement plan and the School Compact.

Activities of the SAC for the upcoming school year

The school year begins with a new SAC Member Training PowerPoint which is provided by the District and describes the responsibilities and expectations of SAC members. SAC officers are elected by the SAC annually. Monthly meetings provide SAC members with ongoing school and student monitoring data and trends across the school year. Based upon this information, the SAC monitors the SIP as well the Title I Plan and Parent Involvement Plan. With current knowledge of the school's operating plans and student progress, the SAC votes to approve or disapprove funding and potential initiatives (academic and behavioral). Another important function of the SAC is to annually discuss and vote for approval or disapproval of the principal's job performance.

Projected use of school improvement funds, including the amount allocated to each project

The SAC does not receive specific school improvement funds, however, they are active in the discussion, dissemination and approval of the SAI funds (\$7526.00 for 2014) and Title I funds (\$230,750.00 for 2014) 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 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Melissa DeJarlais**

Principal

Years as Administrator: 8

Years at Current School: 6

Credentials

B.S. in Social Psychology
 M.S. in Counseling and Psychology
 Ed.S. in Educational Leadership
 Ed.D. in Educational Leadership
 Professional Educator's Certificate: Guidance and Counseling/
 School Principal

Performance Record

2012-13 Fruitland Park Elementary, Principal, C School,
 Proficiency Reading 50%, Math 52%, Writing 63%, Science 29%
 2011-12 Fruitland Park Elementary, Principal B School,
 Proficiency Reading 52%, Math 55%, Writing 77%, Science 48%
 2010-2011 Fruitland Park Elementary, Principal, A School,
 Proficiency Reading 69%, Math 75%, Writing 83%, Science 53%
 2009-10 Fruitland Park Elementary, Principal, C school,
 Proficiency Reading 65%, Math 62%, Writing 79%.
 2008-09 Fruitland Park Elementary School, Principal, B,
 Proficiency Reading 63%, Math 63%, Writing, 94%.
 2007-08 Fruitland Park Elementary School, Principal, A school,
 AYP-no, Reading proficiency 65%, Math 60%, Writing 93%;
 2006-07 Triangle Elementary, Assistant Principal, A school, AYP -
 no. Reading proficiency 61%, Math 71%, Writing 94%.

Robert Sherman

Asst Principal

Years as Administrator: 10

Years at Current School: 0

Credentials

Master of Education – Educational Leadership at Saint Leo University

Bachelor of Science – Elementary Education N-6 at Keuka College

State of Florida Certifications:

Elementary Education 1-6;

Educational Leadership;

School Principal

Performance Record

2012-13 Assistant Principal at Grassy Lake Elementary, School Grade B

% of students meeting high standards:

74% Reading, 70% Mathematics, 66% Writing,

2011-12 Assistant Principal at Grassy Lake Elementary, School Grade: A

% of Students meeting high standards:

70% Reading; 66% Mathematics; 86% Writing, 57% Science.

2010-11 Assistant Principal, School Grade: A

% of students meeting high standards:

83% Reading; 85% Mathematics; 92% Writing; 63% Science.

AYP: 100%

2009-10 Assistant Principal, School Grade: A

% of students meeting high standards:

82% Reading; 82% Mathematics; 88% Writing; 57% Science.

AYP: 95%

Economically Disadvantaged and Hispanic subgroups did not meet proficiency in reading.

2008-09 Assistant Principal, School Grade: A

% of students meeting high standards:

82% Reading; 77% Mathematics; 89% Writing; 55% Science.

AYP: 95%

Economically Disadvantaged and Hispanic subgroups did not meet proficiency in math.

2007-08 Assistant Principal at Oak Park Middle. , School Grade: A

% of students meeting high standards:

58% Reading; 61% Mathematics; 86% Writing; 51% Science.

AYP: 92%

Economically Disadvantaged, Students With Disabilities, and African-American subgroups did not meet proficiency in math.

2006-07 Assistant Principal at Lost Lake Elementary. , School Grade: A

% of students meeting high standards:

87% Reading; 87% Mathematics; 85% Writing; 66% Science.

AYP: 100%

2005-06 Assistant Principal at Tavares Middle. , School Grade: B

% of students meeting high standards:

65% Reading; 65% Mathematics; 85% Writing.

AYP: 90%
 Economically Disadvantaged and Students with Disabilities subgroups did not meet Mathematics and Reading Proficiency.
 2004-05 Assistant Principal, School Grade: B
 62% Reading; 64%Mathematics; 85% Writing.
 AYP: 93%
 Students with Disabilities did not meet Reading and Math Proficiency.
 2003-04 Assistant Principal, School Grade: B
 65% Reading; 62%Mathematics; 87% Writing.
 AYP: 90%
 Students with Disabilities subgroup did not meet Reading and Math Proficiency. African-American subgroup did not meet Math Proficiency.

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Barnelia Woodward

Full-time / School-based

Years as Coach: 6

Years at Current School: 4

Areas

Reading/Literacy, Mathematics, Science, RtI/MTSS, Other

Credentials

Professional Educator's: Pre K -6; K-12 FAIR Trainer; Reading Competency 1-6; CAR-PD; CAR-PLUS; Reading Endorsed

Performance Record

2012-13 Fruitland Park Elementary, CRT, C School, Proficiency
 Reading 50%, Math 52%, Writing 63%, Science 29%
 2011-12 Fruitland Park Elementary, CRT, B School, Proficiency
 Reading 52%, Math 55%, Writing 77%, Science 48%
 2010-2011 Fruitland Park Elementary, CRT, A School, Proficiency
 Reading 69%, Math 75%, Writing 83%, Science 53%
 2009-10 Fruitland Park Elementary, CRT, C school, Proficiency
 Reading 65%, Math 62%, Writing 79%.
 2007-2009 South Lake High, school grade D, AYP No,
 Reading41%, Math 60%, Writing 91%.
 2006-07 Curriculum Department/ District Office

| Amy Widmann | | |
|--------------------------|---|----------------------------|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |
| Areas | Reading/Literacy | |
| Credentials | Professional Educator's: Elementary Ed. 1-6; Early Childhood; K-12 FAIR Trainer; Exceptional Student Ed.:K-12; ESOL (300 hrs) | |
| Performance Record | 2012-13 Fruitland Park Elementary, Reading and Writing Coach, C School, Proficiency Reading 50%, Math 52%, Writing 63%, Science 29% | |
| Robin Colborne | | |
| Full-time / School-based | Years as Coach: 6 | Years at Current School: 5 |
| Areas | Reading/Literacy | |
| Credentials | Professional Educator's: Elementary Ed. K-6; Early Childhood; Reading Endorsed K-12; K-12 FAIR Trainer; Reading Competency 6 Clinical Trainer; ESOL (300hrs) | |
| Performance Record | 2012-13 Fruitland Park Elementary, Literacy Coach, C School, Proficiency Reading 50%, Math 52%, Writing 63%, Science 29% 2011-12 Fruitland Park Elementary, Literacy Coach, B School, Proficiency Reading 52%, Math 55%, Writing 77%, Science 48% 2010-2011 Fruitland Park Elementary, Literacy Coach, A School, Proficiency Reading 69%, Math 75%, Writing 83%, Science 53% 2009-10 Fruitland Park Elementary, Literacy Coach, C school, Proficiency Reading 65%, Math 62%, Writing 79%. 2007-08 Oak Park Middle School, Literacy Coach, school grade A, AYP no, Reading 51%, Math 53%, Writing 93%. 2008-09 FPE, school B, AYP no, Reading 63%, Math 63%, Writing 94% | |

Kimberly Belcher

Full-time / School-based

Years as Coach: 4

Years at Current School: 6

Areas

Mathematics, Science

Credentials

B.S. Professional Educator's: Elementary Ed. 1-6;
 Exceptional Student Ed.:K-12;
 M.S. Educational Leadership;
 ESOL (300hrs);
 K-12 FAIR Trainer

Performance Record

2012-13 Fruitland Park Elementary, Math and Science Coach, C School, Proficiency Reading 50%, Math 52%, Writing 63%, Science 29%
 2011-12 Fruitland Park Elementary, Math and Science Coach, B School, Proficiency Reading 52%, Math 55%, Writing 77%, Science 48%
 2010-2011 Fruitland Park Elementary, Math and Science Coach, A School, Proficiency Reading 69%, Math 75%, Writing 83%, Science 53%
 2009-10 Fruitland Park Elementary, Science Coach, C school, Proficiency Reading 65%, Math 62%, Writing 79%, Science 35%
 2008-2009 Fruitland Park Elementary School, CRT, school grade B, AYP no, Reading 63%, Math 63%, Writing 94%.
 2007-2008 Fruitland Park Elementary School, school A, AYP no, Reading 65%, Math 60%, Writing 93%
 1996-2007 North Sumter Intermediate School, Sumter County

Classroom Teachers**# of classroom teachers**

50

receiving effective rating or higher

49, 98%

Highly Qualified Teachers

100%

certified in-field

50, 100%

ESOL endorsed

37, 74%

reading endorsed

7, 14%

with advanced degrees

15, 30%

National Board Certified

2, 4%

first-year teachers

1, 2%

with 1-5 years of experience

15, 30%

with 6-14 years of experience

21, 42%

with 15 or more years of experience

13, 26%

Education Paraprofessionals**# of paraprofessionals**

15

Highly Qualified

15, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- Partnering new teachers with veteran staff and/or mentor, by the Assistant Principal.
- Regular meetings of new teachers with the Principal.
- The District provides "TOPS" training as well as District level instructional coaches.
- FPES holds weekly grade level PLC (Professional Learning Communities) meetings, which are facilitated by the grade level chair and peer teachers and supported by assigned leadership mentors to discuss curriculum, effective instructional strategies, data, lesson plans and individual student progress.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Fruitland Park Elementary School is dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders. Our district and school is implementing a new induction program aligned to the District's learning goals. 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, well qualified mentors
- Professional learning communities for mentors and new teachers
- Engaged principals
- Supportive school environments and district policies.

Lake County School's 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 who 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. We will also design and presenting professional development for beginning teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 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 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 in order to track the students progress monitoring and determine the next necessary step needed to support the student's progress. 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 whether a student should move from one Tier of MTSS to another.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

- Administration: Dr. Melissa DeJarlais, Principal; Mr. Bob Sherman, Assistant Principal provide a clear understanding of the MTSS process and its implementation to staff, attend MTSS meetings to ensure the fidelity of the process and ensures adequate professional development to support MTSS implementation.
- Mrs. Rebecca Redding, RtI Chair Facilitates development of intervention plans, provides support for intervention fidelity and documentation, schedules all meetings. Ensures individual student documentation is complete.
- Ms. Diane Blozis, Guidance Counselor Facilitates development of intervention plans. Provides support for intervention fidelity and documentation.
- Ms. Katie Mantor, School Psychologist uses expertise to guide in the decision making process of

behavior and academic RtI plans, reviews student records, makes recommendations for interventions and/or provides further evaluation of the student to determine effective ways to intervene so that every child can be successful.

- Ms. Barnelia Woodward, Curriculum Resource Teacher uses expertise to assist teachers in implementing curriculum needs, provides information on any curriculum questions or concerns, accesses any needed historical data or EWS information.
- Mrs. Robin Colborne, Literacy Coach identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, assists with school screening programs that 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.
- Mrs. Kimberly Belcher, Math & Science Coach identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, assists with school screening programs that 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.
- Mrs. A. Widmann, Reading and Writing Coach identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, assists with school screening programs that 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, provides SIPPS and small group interventions, manages progress monitoring of reading and phonics skills.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

FPES utilizes the Florida Continuous Improvement Model to ensure effectiveness and fidelity of all school systems including the MTSS program and SIP monitoring. The formal steps of Plan, Do, Check and Act are part of the established school culture and are utilized by the leadership team and the SAC.

- Plan: Data disaggregation is used to first analyze and understand the status of the school timeline, SIP, curriculum, MTSS process, resource allocations, staff development, student success and other school systems.
- Do: Based upon the information gleaned by the data study, possible resources are identified and reviewed for effectiveness and a plan of action is selected.
- Check: Once a new system or procedure is in place, it is continually monitored for effectiveness (student progress and cost effectiveness), again based on data analysis of student assessment, progress monitoring, and Early Warning Systems tracking, family outreach and stakeholder surveys.
- Act: Based upon the findings in the check stage, the system/plan is continued, modified or terminated.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

- ELA: FAIR, Lake County Benchmark assessments, Star Reading Enterprise, Achieves Benchmark assessments, student writing assessments, classroom performance, student artifacts and FCAT 2.0
- Mathematics: Lake County Benchmark assessments, Wylies Warm-Ups, Achieves Benchmark assessments, classroom performance, student artifacts and FCAT 2.0
- Science: Lake County Benchmark assessments, Achieves Benchmark assessments, classroom performance, labs, student artifacts and FCAT 2.0
- RtI: Progress monitoring assessments
- Attendance: AS400, FIDO, teacher records
- Tardies: AS400, FIDO, teacher records
- Referrals/ ISS & OSS : AS400, FIDO, administration discipline records,
- Behavior: PBS documentation (Check-In/Check-Out, behavior charts, etc.)

In addition to AS400 and FIDO, Edusoft and Data/MTSS/ESE/ELL Star will be utilized to store, retrieve and disaggregate data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

All teachers are trained on the Florida Continuous Improvement Model by the school's principal through faculty meetings at the beginning of each school year. Initial new teacher training also includes a small group staff development session led by the assistant principal to explain and discuss MTSS and data-based problem solving in greater depth. As a means of insuring that FCIM remains a permanent part of the school's culture, faculty presentations utilize the FCIM, MTSS and data-based problem solving processes whenever possible to frame discussions and presentations about initiatives, school performance data, individual student performance data as well as school trends data. On-going training and up-dates for all teachers will continue through the weekly PLC's, faculty meetings, participation in the MTSS/Rtl process and lesson study sessions.

Parents are informed of these processes through Title 1 Parent meetings which are held in the fall of each school year, SAC meetings, parent conferences, Open Houses and invitational letters to attend Rtl, ESE and 504 meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,350

Math Heads was designed and implemented by teachers to provide students who lack mathematics fluency, the opportunity to learn and practice mathematics skills without missing instructional time during the school day. The name Math Heads was selected by the students who participated in the program's first year. This a computer based and teacher instructed remediation for basic math foundation skills.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data to monitor the effectiveness of the program and the learning gains of the students will be viewed and collected through the web based program(TenMarks / Moby Math) . This program will align mastery /non-mastery of skills with the standards as well as track the time worked by each student on specific skill areas.

Who is responsible for monitoring implementation of this strategy?

Math Coach
Curriculum Resource Teacher
Leadership Team

Strategy: Before or After School Program**Minutes added to school year:** 6,000

The FPES TV News Crew is comprised of a team 5th grade students who are responsible for the sound board, camera, green screen and connections to the school wide broadcasting of the morning announcements and information sections, including the current school events, student interviews and weather.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

A teacher and student survey is used to collect data.

Who is responsible for monitoring implementation of this strategy?

Guidance Counselor

Strategy: Before or After School Program**Minutes added to school year:** 6,000

The FPES Safety Patrol is a team of 5th grade students who have been recommended by their previous teachers to serve on the team. Qualifications state that students must be positive role models of good character. Safety Patrols are responsible for monitoring the hallways and sidewalks to ensure all students are following school rules and making safe choices on the sidewalks before and after school.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Discipline and conduct reports will be monitored.

Who is responsible for monitoring implementation of this strategy?

Safety Patrol Sponsor
Faculty and staff members

Strategy: Before or After School Program**Minutes added to school year:** 5,760

Before School Math and Reading Support.

These morning sessions will operate Monday through Thursday, beginning in mid October from 7:00 a.m - 8:00 a.m. All participants will receive two consecutive days of reading support and 2 consecutive days of math support to reinforce the core curriculum that is taught during the school day. Materials will include Junior Great Books and Words Their Way for reading and Go Math, Khan Academy sessions and Ten Marks for mathematics. Instructors must be highly qualified teachers and teacher assistants. Students in grades 2 through 5 will be recommended to participate based upon FCAT 2.0 scores, benchmark assessment scores, Achieves tests and teacher recommendations.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Lake County Benchmark Tests and/or FAIR assessments will be used as pre and post tests. On-going progress monitoring will be assessed by the instructors using Star Reading Enterprise and Ten Marks Math.

Who is responsible for monitoring implementation of this strategy?

Session instructors
Curriculum Resource Teacher
Literacy Coach
Math/Science Coach

Strategy: Before or After School Program**Minutes added to school year:** 1,440

The FPES Writing Club is a resource for 4th grade students who are struggling with writing. Participants will be identified and invited to participate by the Writing Teacher and 4th grade team. Students will meet after school two days a week with the Writing Teacher to practice writing narrative, informational and persuasive essays while working to develop writing stamina, fluency and conventions to convey their ideas clearly and concisely. They will write over extended time frames for different tasks, purposes and audience.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Specific writing craft skills will be explicitly taught, evaluated and monitored in student writing binders by the writing teacher and students. The progress of the writing skills will also be tracked through the improvement in regular classroom writing projects.

Who is responsible for monitoring implementation of this strategy?

Writing Teacher,
classroom teachers,
Leadership Team

Strategy: Before or After School Program**Minutes added to school year:** 1,920

Fruitland Park Spanish Club, ¡Vamos a las Estrellas!
All ages K-5 are welcome. This will be a very basic word and phrase course covering the conversational language that students may find useful while speaking with peers.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

ELL plans documenting the pairing of Club members with ELL peers in the homeroom classes.

Who is responsible for monitoring implementation of this strategy?

Club sponsor, Leadership Team

Strategy: Before or After School Program**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 through out the school year. Students who participate are also invited to try out for the County Chorus.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Number of students from Fruitland Park Elementary who try out and are selected for the Lake County Chorus.

Who is responsible for monitoring implementation of this strategy?

Chorus Teacher, Leadership Team

Strategy: Before or After 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 Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?**Who is responsible for monitoring implementation of this strategy?**

Art Sponsor Teacher

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

| Name | Title |
|------------------------|-----------------------------|
| Dr. Melissa DeJarlais | Principal |
| Robert Sherman | Assistant Principal |
| Barnelia Woodward | Curriculum Resource Teacher |
| Robin Colborne | Literacy Coach |
| Kimberleigh Montgomery | First grade teacher |

| Name | Title |
|-----------------|----------------------|
| Patti Castelli | Fourth grade teacher |
| Kristi Westfall | Kindergarten teacher |
| Lisa Crandall | Second grade teacher |

How the school-based LLT functions

Literacy Leadership Team will meet periodically 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 developing a shared vision for Fruitland Park Elementary.

Major initiatives of the LLT

Major initiatives include the comprehensive roll out of the newly adopted Reading series, implementing Great Books instruction strategies, comprehension strategies for fiction and non-fiction, Daily 5 structure for reading block, and using FAIR instructional implications for a school wide focus of Differentiated Reading Instruction 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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 1 Parent Liaison. Our Guidance Counselor and ESE Specialist are in close contact with feeder schools to provide necessary support for special needs students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 59% | 50% | No | 63% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 41% | 48% | Yes | 47% |
| Hispanic | 64% | 36% | No | 68% |
| White | 66% | 55% | No | 69% |
| English language learners | 25% | 0% | No | 33% |
| Students with disabilities | 38% | 20% | No | 45% |
| Economically disadvantaged | 56% | 41% | No | 60% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 160 | 52% | 63% |
| Students scoring at or above Achievement Level 4 | 86 | 27% | 37% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 14% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 86% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 108 | 32% | 42% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 27 | 58% | 68% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 11 | 55% | 65% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 30% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 25% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 58 | 61% | 80% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 63% | 52% | No | 66% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 43% | 41% | No | 49% |
| Hispanic | 67% | 39% | No | 70% |
| White | 69% | 57% | No | 72% |
| English language learners | 50% | 21% | Yes | 55% |
| Students with disabilities | 36% | 29% | Yes | 42% |
| Economically disadvantaged | 58% | 44% | No | 63% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 112 | 52% | 66% |
| Students scoring at or above Achievement Level 4 | 50 | 26% | 36% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 14% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 86% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 125 | 37% | 47% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 32 | 67% | 75% |

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 33 | 29% | 45% |
| Students scoring at or above Achievement Level 4 | 10 | 9% | 20% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 80% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 20% |

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 8 | | 10 |
| Participation in STEM-related experiences provided for students | 425 | 100% | 100% |

Area 8: Early Warning Systems

Elementary School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 18 | 3% | 2% |
| Students retained, pursuant to s. 1008.25, F.S. | 12 | 2% | 1% |
| Students who are not proficient in reading by third grade | 22 | 4% | 3% |
| Students who receive two or more behavior referrals | 175 | 31% | 28% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 49 | 9% | 7% |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent Involvement is very important to Fruitland Park. In an effort to encourage parent involvement we provide a wide variety of parent involvement activities. Those targets include but are not limited to Family Academic Nights (4), Title 1 meetings, Report Card Nights, Volunteering, All Pro-Dad monthly breakfasts, iMom's monthly breakfasts.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------------------------------------|---------------|---------------|---------------|
| Family Academic Nights (6 nights) | 430 | 68% | 75% |
| Parent Report Card Nights (3 nights) | 930 | 73% | 100% |
| All Pro Dads (9 mornings) | 422 | 8% | 25% |
| iMoms (8 mornings) | 320 | 13% | 25% |
| Title I Meetings (2 meetings) | 10 | 2% | 25% |
| Kindergarten Round-up (3 sessions) | 45 | 45% | 85% |

Area 10: Additional Targets**Additional targets for the school****Target: Writing**

Writing in all aspects of learning will be a target for FPES teachers and students. Students will incorporate writing into all subject areas by writing in response to text, explaining mathematical problem solving, defending opinions by citing text for support, and/ or drawing conclusions from primary and secondary documents. Teachers in kindergarten – 5th grade will implement writing folders and collect a minimum of one writing sample each grading period. The student's writing will be scored on a common grade level rubric designed to address the 4 dimensions of the Common Core Standards. Grade level teams will work together in a PLC format to review the writing samples and adjust their writing instruction to meet the students' needs.

Target: SAFE ENVIRONMENT:

A positive and safe environment for learning is essential. Fruitland Park has a zero tolerance policy for

bullying to insure that negative behavior does not disrupt the learning for either the victim or perpetrator of bullying. The school's Compact includes that all students are responsible to report 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 Positive Behavior Systems and Character Education Programs encourage students to make good choices and leads to higher academic gains.

Actively and positively engaged students contribute to learning gains in Reading and in Math. By increasing the positive behavior and decreasing the Bullying occurring through Character Education Programs, the number of office managed referrals will be reduced by 10% thus increasing the positively engaged students and leading to higher learning gains.

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|----------------------|----------------------|----------------------|
| Florida Writing Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 58 | 61% | 82% |
| Office Managed Referrals | 308 | 55% | 49% |

Goals Summary

- G1.** Of the ELL students who tested on the 2013 Reading FCAT 2.0, 25% scored at a level of proficiency. This percentage will increase by 8% showing 33% proficient on the 2014 Reading FCAT 2.0.
- G2.** 41% of the Economically Disadvantaged students scored at a level of proficiency on the Reading portion of the FCAT 2.0 in 2013 as compared to 46% in 2012. This percentage will increase by 19% moving from 41% proficiency to 60% on the 2014 Reading FCAT 2.0
- G3.** 44% of the Economically Disadvantaged students scored proficient on the 2013 Math FCAT 2.0. The economically disadvantaged students will score 63% at a level of proficiency on the 2014 Math FCAT 2.0.
- G4.** Fruitland Park Elementary School will increase the percentage of students achieving proficiency in reading scoring level 3 or higher by 13% increasing from 50% to 63% on the Reading portion of the FCAT 2.0 in 2014.
- G5.** 58% of lowest quartile made learning gains in Reading on the 2013 FCAT 2.0, as compared to 69% in 2012. The lowest quartile will increase the learning gains in Reading to 70%, reflecting a 12% increase.
- G6.** Fruitland Park Elementary School will increase the percentage of students achieving proficiency in Math by 14% with 66% scoring level 3 or higher on the math portion of the FCAT 2.0 in 2014.
- G7.** 67% of lowest quartile made learning gains in Math on the 2013 FCAT 2.0, as compared to 65% in 2012. The lowest quartile will increase the learning gains to 77%, reflecting a 10% increase.
- G8.** With the implementation of new instructional strategies, and school based non-negotiables, the 5th grade students will test at 45% scoring a 3.0 or higher on the 2014 Science FCAT 2.0
- G9.** Of the SWD students tested, 20% scored a level of proficiency on the 2013 Reading FCAT2.0 as compared to 26% on both the 2011 and 2012. The SWD will score 36% proficient on the 2014 Reading FCAT2.0.

Goals Detail

G1. Of the ELL students who tested on the 2013 Reading FCAT 2.0, 25% scored at a level of proficiency. This percentage will increase by 8% showing 33% proficient on the 2014 Reading FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Title I ELL Teacher Assistant , Great Books strategies, Words Their Way, Accelerated Reader, STAR Enterprise, and Rosetta Stone

Targeted Barriers to Achieving the Goal

- Limited vocabulary that adds to the difficulty in making connections to literature.

Plan to Monitor Progress Toward the Goal

STAR Enterprise, Words Thier Way, FAIR, Rosetta Stone

Person or Persons Responsible

Literacy Coach, ELL Site Coordinator, Curriculum Resource Teacher, LeadershipTeam, ELL Team

Target Dates or Schedule:

on-going progress monitoring

Evidence of Completion:

ELL Meetings, CELLA scores, LCBA, Achieves, Reading FCAT 2.0

G2. 41% of the Economically Disadvantaged students scored at a level of proficiency on the Reading portion of the FCAT 2.0 in 2013 as compared to 46% in 2012. This percentage will increase by 19% moving from 41% proficiency to 60% on the 2014 Reading FCAT 2.0

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Literacy Coach, CRT, Reading Intergration Time (30 minutes daily), Reading Data Sorts, CCSS Reading training, Title I Reading Resource Teacher, RtI Team, STAR Reading Enterprise, Words Their Way, Fast Forward, Earobics, Early Warning Systems Tracking

Targeted Barriers to Achieving the Goal

- Students in the lowest quartile lack a strong reading foundation.

Plan to Monitor Progress Toward the Goal

STAR Enterprise, Words Thier Way, FAIR, LCBA, Achieves

Person or Persons Responsible

Literacy Coach, Curriculum Resource Teacher, RtI Team, Leadership Team

Target Dates or Schedule:

On-going progress monitoring, weekly Leadership meetings, regularly scheduled RtI meetings

Evidence of Completion:

On-going progress monitoring that reflects individual student gains, Achieves, LCBA, Reading FCAT 2.0

G3. 44% of the Economically Disadvantaged students scored proficient on the 2013 Math FCAT 2.0. The economically disadvantaged students will score 63% at a level of proficiency on the 2014 Math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Math Coach, Curriculum Resource Teacher, Thinking Math trained grade level representatives, District Mathematics Workshops, math manipulatives, Rtl Team, Moby Math, Ten Marks

Targeted Barriers to Achieving the Goal

- Students have limited background knowledge and lack fluency in basic math facts.

Plan to Monitor Progress Toward the Goal

Edusoft Assessment reports (Achieves, IFLs), progress tracking graphs (Rtl), classroom grades , student gains as monitored in Moby Max and/or TenMarks

Person or Persons Responsible

Math Coach, Curriculum Resource Teacher, PLCs, Rtl Team, Leadership Team

Target Dates or Schedule:

On-going through the school year

Evidence of Completion:

Student performance and gains as compared to peers across the grade level, school, and district.

G4. Fruitland Park Elementary School will increase the percentage of students achieving proficiency in reading scoring level 3 or higher by 13% increasing from 50% to 63% on the Reading portion of the FCAT 2.0 in 2014.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Teacher, Accelerated Reader, STAR Reading Enterprise, McGraw Hill Text and online Resources, District Blueprints and Task Cards, School Instructional Focus Calendar, Junior Great Books Supplemental Resources and Shared Inquiry Professional Development, 120 minutes of reading instruction daily, reading data sorts, PLCs

Targeted Barriers to Achieving the Goal

- Implementation of newly adopted McGraw Hill reading series and common core standards.

Plan to Monitor Progress Toward the Goal

Achieves Benchmark Mini Assessments, STAR Enterprise, FAIR, Lake County Benchmark Assessments, FCAT 2.0

Person or Persons Responsible

Curriculum Resource Teacher, Literacy Coach

Target Dates or Schedule:

On-going

Evidence of Completion:

Student scores as compared within the grade level, with in the district, and the state.

G5. 58% of lowest quartile made learning gains in Reading on the 2013 FCAT 2.0, as compared to 69% in 2012. The lowest quartile will increase the learning gains in Reading to 70%, reflecting a 12% increase.

Targets Supported**Resources Available to Support the Goal**

- Literacy Coach, CRT, Reading Intergration Time (30 minutes daily), Reading Data Sorts, CCSS Reading training, Title I Reading Resource Teacher, RtI Team, STAR Reading Enterprise, Words Thier Way, Fast Forward, Earobics

Targeted Barriers to Achieving the Goal

- Students in the lowest quartile lack a strong reading foundation which inhibits there comprehension.

Plan to Monitor Progress Toward the Goal

STAR Enterprise, Words Thier Way, FAIR, LCBA, Earobics, FastForward

Person or Persons Responsible

Literacy Coach, classroom teacher, Curriculum Resource Teacher, Leadership Team, RtI Team

Target Dates or Schedule:

On-going

Evidence of Completion:

On-going progress monitoring that reflects individual students gains.

G6. Fruitland Park Elementary School will increase the percentage of students achieving proficiency in Math by 14% with 66% scoring level 3 or higher on the math portion of the FCAT 2.0 in 2014.

Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Continue to train teachers to use the manipulatives and resources effectively and give adequate support to teachers, Providing professional development sessions to model effective lessons and the implementation of Thinking Math strategies.
- Differentiate lessons to reach all students, implementation of math stations, and the continued extension of the math block from 60 to 90 minutes.

Targeted Barriers to Achieving the Goal

- Limited experience for majority of the faculty with the Common Core State Standards, as well as the blended curriculum for grades 3 through 5.

Plan to Monitor Progress Toward the Goal

Monitor through the use of weekly instructional Focus Lessons, Wylie's Warm-ups, and track through the school wide progress monitoring and data system. Also progress monitor standards as paced by the blueprint for math curriculum utilizing the Achieves Mini Assessments. The data will be housed and viewed through the Edusoft Data System.

Person or Persons Responsible

Classroom teachers will administer the progress monitoring assessments.

Target Dates or Schedule:

On-going

Evidence of Completion:

Track progress and gains through the school wide progress monitoring and data system. Also progress monitor standards as paced by the blueprint for math curriculum utilizing the Achieves Mini Assessments and the Lake County Benchmark Assessments and FCAT 2.0.

G7. 67% of lowest quartile made learning gains in Math on the 2013 FCAT 2.0, as compared to 65% in 2012. The lowest quartile will increase the learning gains to 77%, reflecting a 10% increase.

Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math Coach, Curriculum Resource Teacher, Thinking Math trained grade level representatives, District Mathematics Workshops, math manipulatives, RtI Team, Moby Math, Ten Marks

Targeted Barriers to Achieving the Goal

- Students have limited background knowledge and lack fluency in basic math facts.

Plan to Monitor Progress Toward the Goal

Edusoft Assessment reports (Achieves, IFLs), progress tracking graphs (Rtl), classroom grades , student gains as monitored on web based programs

Person or Persons Responsible

Math Coach, Curriculum Resource Teacher, Rtl Team, Leadership Team

Target Dates or Schedule:

On-going through out the school year

Evidence of Completion:

Student performance and gains on the Achieves, LCBA, FCAT 2.0 as compared to peers across the grade level, school, and district.

G8. With the implementation of new instructional strategies, and school based non-negotiables, the 5th grade students will test at 45% scoring a 3.0 or higher on the 2014 Science FCAT 2.0

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Learning communities to investigate effective lessons and allow teachers to share activities/ ideas including labs and demonstrations.
- Utilization of Common Core Reading and close read strategies for non-fiction text to be followed by visual and kinesthetic labs to assist students in applying science skills and concepts.
- STEM resources, Science Coach, Science Lab resources to support the non-negotiable of weekly classroom demonstrations and/or lab activities.
- FCAT Explorer Science activities.

Targeted Barriers to Achieving the Goal

- Students have a limited background knowledge and/or real world experiences to connect concepts.

Plan to Monitor Progress Toward the Goal

Monitoring teachers' use of strategies by walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing the strategies effectively. Follow-up activities for PLCs and professional development experiences will show proficiency.

Person or Persons Responsible

Science Coach, Leadership Team

Target Dates or Schedule:

The walkthroughs and evaluating lesson plans by the leadership team will occur weekly.

Evidence of Completion:

All teachers will have the documentation of the activity, science concept or topic, standard addressed and date completed in class, LCBA Science for grades 3-5, achieve mini assessments for grade 5, and Grade 5 Science FCAT 2.0.

G9. Of the SWD students tested, 20% scored a level of proficiency on the 2013 Reading FCAT2.0 as compared to 26% on both the 2011 and 2012. The SWD will score 36% proficient on the 2014 Reading FCAT2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Teacher, Literacy Team, Accelerated Reader, Earobics, Learning A-Z, STAR Enterprise, ESE Specialist, Rtl Team

Targeted Barriers to Achieving the Goal

- Often students that are placed at our school for ESE services have a severe deficit in reading often due to behavior and academic obstacles.

Plan to Monitor Progress Toward the Goal

Academic Plans, Behavior Rtl Meeting records, Check-in and Check-out forms, Rtl Minutes, Attendance and Referral Records

Person or Persons Responsible

Guidance Counselor, ESE Specialist, Assistant Principal, CRT

Target Dates or Schedule:

On-going

Evidence of Completion:

EWS monitoring reports: Attendance, Discipline, Academic Progress Monitoring, Achieves, Reading FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Of the ELL students who tested on the 2013 Reading FCAT 2.0, 25% scored at a level of proficiency. This percentage will increase by 8% showing 33% proficient on the 2014 Reading FCAT 2.0.

G1.B1 Limited vocabulary that adds to the difficulty in making connections to literature.

G1.B1.S1 Professional development in phonics, phonemic awareness, vocabulary, and word work will be provided to K-5 teachers to increase the effectiveness of reading foundation and remediation skills and aligning these strategies with the ELL accommodations.

Action Step 1

Small group interactive teacher training sessions

Person or Persons Responsible

Literacy Coach, classroom teacher ELL Site Coordinator, Curriculum Resource Teacher, ELL Teacher Assistant

Target Dates or Schedule

Monthly Wednesday Cafes

Evidence of Completion

MIP points and sign in sheets

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

Teacher observations, classroom walk throughs, ELL Meetings

Person or Persons Responsible

ELL Site Coordinator, Literacy Coach, Curriculum Resource Teacher

Target Dates or Schedule

On-going through the school year

Evidence of Completion

Literacy Stations, small group intervention with the ELL TA

Plan to Monitor Effectiveness of G1.B1.S1

STAR Enterprise, Words Their Way, FAIR, Rosetta Stone

Person or Persons Responsible

Literacy Coach, ELL Site Coordinator, Curriculum Resource Teacher, Leadership Team, ELL Team

Target Dates or Schedule

On-going through the school year

Evidence of Completion

On going progress monitoring, ELL Meetings, CELLA scores, LCBA

G2. 41% of the Economically Disadvantaged students scored at a level of proficiency on the Reading portion of the FCAT 2.0 in 2013 as compared to 46% in 2012. This percentage will increase by 19% moving from 41% proficiency to 60% on the 2014 Reading FCAT 2.0

G2.B1 Students in the lowest quartile lack a strong reading foundation.

G2.B1.S1 Professional development in phonics, phonemic awareness, vocabulary, and word work will be provided to K-5 teachers to increase the effectiveness of reading foundation and remediation skills.

Action Step 1

Small group interactive teacher training sessions

Person or Persons Responsible

Literacy Coach, Curriculum Resource Teacher, classroom teachers

Target Dates or Schedule

Monthly Wednesday Cafe sessions

Evidence of Completion

MIP points and sign in sheets

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

Teacher observations, classroom walk throughs, Rtl meetings

Person or Persons Responsible

Literacy Coach, Curriculum Resource Teacher,

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Literacy stations, small group interventions, explicit instruction

Plan to Monitor Effectiveness of G2.B1.S1

STAR Enterprise, Words Their Way, FAIR, LCBA, Achieves

Person or Persons Responsible

Literacy Coach, Curriculum Resource Teacher, Rtl Team, Leadership Team

Target Dates or Schedule

On-going progress monitoring, weekly Leadership meetings, regularly scheduled Rtl meetings

Evidence of Completion

On-going progress monitoring that reflects individual student gains, Achieves, LCBA

G3. 44% of the Economically Disadvantaged students scored proficient on the 2013 Math FCAT 2.0. The economically disadvantaged students will score 63% at a level of proficiency on the 2014 Math FCAT 2.0.

G3.B1 Students have limited background knowledge and lack fluency in basic math facts.

G3.B1.S1 Math stations for focused skill practice and teacher directed remediation, also recommend that students participate in the before and/or after school math remediation club.

Action Step 1

Grade level meeting, Rtl meetings

Person or Persons Responsible

Math Coach, classroom teacher, Curriculum Resource Teacher, Rtl Team

Target Dates or Schedule

On-going through the school year.

Evidence of Completion

IFL weekly scores, classroom grades, lesson plans, Achieves

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

Edusoft Assessment reports (Achieves, IFLs), progress tracking graphs (Rtl), classroom grades , student gains as monitored in Moby Max and/or TenMarks

Person or Persons Responsible

Math Coach, Curriculum Resource Teach, PLCs, Rtl Team, Leadership Team

Target Dates or Schedule

On-going through the school year

Evidence of Completion

Student performance and gains as compared to peers across the grade level, school, and district.

Plan to Monitor Effectiveness of G3.B1.S1

Edusoft Assessment reports (Achieves, IFLs), progress tracking graphs (Rtl), classroom grades , student gains as monitored in Moby Max and/or TenMarks

Person or Persons Responsible

Math Coach, Curriculum Resource Teacher , PLCs, Rtl Team, Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Performance on Achieves, IFLs, Student performance and gains as compared to peers across the grade level, school, and district on MATH FCAT 2.0

G4. Fruitland Park Elementary School will increase the percentage of students achieving proficiency in reading scoring level 3 or higher by 13% increasing from 50% to 63% on the Reading portion of the FCAT 2.0 in 2014.

G4.B1 Implementation of newly adopted McGraw Hill reading series and common core standards.

G4.B1.S1 Professional Development in teaching the CCSS ELA.

Action Step 1

20 classroom teachers will participate in a two day professional development workshop on Junior Great Books shared inquiry/close reading strategies. This experience will provide teachers with instructional strategies necessary to teach comprehension skills using complex text, higher order questioning, text dependent analysis of content, inferencing, student discourse and responding to text in writing.

Person or Persons Responsible

20 classroom teachers and Leadership members

Target Dates or Schedule

September 26 and 27, 2013

Evidence of Completion

Participants will be given certificates of completion from Junior Great Books, as well as 12 MIP for course work.

Facilitator:

Junior Great Books Professional Trainer

Participants:

20 classroom teachers and Leadership members

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

Curriculum Resource Teacher CRT will be participating in the workshop as the school site facilitator to assist Junior Great Books Trainer and teacher participants during the 2-day session.

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

During the 2-day session

Evidence of Completion

Sign in sheets and certificates of completion from each participant.

Plan to Monitor Effectiveness of G4.B1.S1

Classroom walk throughs, PLCS, and classroom observations

Person or Persons Responsible

Curriculum Resource Teacher and Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Scored student classwork/artifacts from Junior Great Books and Shared Inquiry sessions.

G5. 58% of lowest quartile made learning gains in Reading on the 2013 FCAT 2.0, as compared to 69% in 2012. The lowest quartile will increase the learning gains in Reading to 70%, reflecting a 12% increase.

G5.B1 Students in the lowest quartile lack a strong reading foundation which inhibits there comprehension.

G5.B1.S1 Professional development in phonics, phonemic awareness, vocabulary, and word work will be provided to K-5 teachers to increase the effectiveness of reading foundation and remediation skills.

Action Step 1

Small group interactive teacher training sessions

Person or Persons Responsible

Literacy Coach, Curriculum Resource Teacher

Target Dates or Schedule

Monthly Wednesday Cafe sessions

Evidence of Completion

MIP points and sign in sheets

Facilitator:

Literacy Coach and/or Curriculum Resource Teacher

Participants:

Classroom teachers K-5

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

Teacher observations, classroom walk throughs, Rtl meetings

Person or Persons Responsible

Literacy Coach and Curriculum Resource Teacher, and Rtl Team

Target Dates or Schedule

On-going

Evidence of Completion

Literacy Stations, small group intervention, explicit instruction

Plan to Monitor Effectiveness of G5.B1.S1

STAR Enterprise, Words Thier Way, FAIR, LCBA, Earobics, FastForward

Person or Persons Responsible

Literacy Coach, classroom teacher, Curriculum Resource Teacher, Leadership Team, Rtl Team

Target Dates or Schedule

On-going

Evidence of Completion

On-going progress monitoring that reflects individual students gains.

G6. Fruitland Park Elementary School will increase the percentage of students achieving proficiency in Math by 14% with 66% scoring level 3 or higher on the math portion of the FCAT 2.0 in 2014.

G6.B1 Limited experience for majority of the faculty with the Common Core State Standards, as well as the blended curriculum for grades 3 through 5.

G6.B1.S1 Professional development will be offered to all teachers in grades K - 5 including self contained ESE teachers, in order to introduce and model a variety of teaching and learning strategies incorporating the use of manipulatives and pictorial representations to meet the Common Core State Standards and expected level of rigor.

Action Step 1

Monthly professional development training sessions will be focusing on Thinking Math Instructional strategies and the 8 Mathematical Practices. The sessions will show how these strategies can be implemented into the classroom to increase the rigor and level of application of the math skills and concepts.

Person or Persons Responsible

Thinking Math Trained Math Coach and trained grade level representatives.

Target Dates or Schedule

After school once each month on a Wednesday afternoon, 2:30-4:30

Evidence of Completion

Classroom walk throughs for student activities and artifacts.

Facilitator:

Thinking Math Trained Math Coach, K. Belcher and trained grade level representatives.

Participants:

Classroom teachers in grades K-5, including self contained ESE.

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

Classroom walk throughs by the Math Coach and leadership team monitoring the implementation of the instructional strategies and evidence in lesson plans.

Person or Persons Responsible

Math Coach: K. Belcher Leadership Team Grade level representatives Professional Learning Communities

Target Dates or Schedule

Weekly walk throughs by leadership, as well as requested peer observations and/or lesson demonstrations.

Evidence of Completion

Evidence will be in lesson plans as well as student artifacts and work samples posted showing the connection of Thinking Math to the 8 Mathematical Practices.

Plan to Monitor Effectiveness of G6.B1.S1

Reports generated from walkthroughs, weekly evaluation of lesson plans and student achievement on the weekly Instructional Focus Lessons, the Achieves benchmark assessments, as well as the LCBA and the FCAT 2.0.

Person or Persons Responsible

Leadership Team and Math Coach

Target Dates or Schedule

Edusoft data reports will be pulled on a monthly basis to monitor the mastery of math concepts and standards.

Evidence of Completion

Evidence will be in lesson plans, progress monitoring assessments, as well as student artifacts and work samples shared during PLC meetings.

G7. 67% of lowest quartile made learning gains in Math on the 2013 FCAT 2.0, as compared to 65% in 2012. The lowest quartile will increase the learning gains to 77%, reflecting a 10% increase.

G7.B1 Students have limited background knowledge and lack fluency in basic math facts.

G7.B1.S1 Math stations for focused skill practice and teacher directed remediation, also recommend that students participate in the before and/or after school math remediation club.

Action Step 1

Grade level meeting, Rtl meetings

Person or Persons Responsible

Math Coach, classroom teacher, Curriculum Resource Teacher, Rtl Team

Target Dates or Schedule

on-going across the school year

Evidence of Completion

IFL weekly scores, classroom grades, lesson plans, Achieves

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Edusoft Assessment reports (Achieves, IFLs), progress tracking graphs (Rtl), classroom grades , student gains as monitored in Moby Max and/or TenMarks

Person or Persons Responsible

Math Coach, Curriculum Resource Teach, PLCs, Rtl Team, Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Student performance and gains as compared to peers across the grade level, school, and district.

Plan to Monitor Effectiveness of G7.B1.S1

Edusoft Assessment reports (Achieves, IFLs), progress tracking graphs (Rtl), classroom grades , student gains as monitored on web based programs

Person or Persons Responsible

Math Coach, Curriculum Resource Teacher, PLCs, Rtl Team, Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Student performance and gains on the LCBA, FCAT 2.0 as compared to peers across the grade level, school, and district.

G8. With the implementation of new instructional strategies, and school based non-negotiables, the 5th grade students will test at 45% scoring a 3.0 or higher on the 2014 Science FCAT 2.0

G8.B1 Students have a limited background knowledge and/or real world experiences to connect concepts.

G8.B1.S1 In order to build background information and real world experiences, all grade levels K-5 will have a lab setting and activity on a weekly basis to expose students to hands-on lab activities and science experiences.

Action Step 1

Monitoring teachers' use of resources and materials through classroom walkthroughs and the resource sign-out sheet, monitoring lesson plans incorporating at least one weekly hands-on lab activity.

Person or Persons Responsible

Science Coach, CRT, Leadership Team, Science Team

Target Dates or Schedule

Weekly evaluations of lesson plans, follow up activities through the PLCs, monthly monitoring of the Science Lab Documentation Log

Evidence of Completion

Documentation of the weekly required Science Hands-on learning activity on the Science Lab/ Activity Log, LCBA data, Achieves mini assessments.

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

Monitoring teachers' use of resources and materials through classroom walkthroughs and the sign out lab time for their classes, incorporating at least one weekly hands-on lab activity, as documented on the Science Lab/Activity Log.

Person or Persons Responsible

Science Coach, CRT, Leadership Team

Target Dates or Schedule

Science Lab Activity Log will be placed in the PLC Binder and collected on a monthly basis to be reviewed.

Evidence of Completion

All teachers will have the documentation of the activity, science concept or topic, standard addressed and date completed in class, LCBA Science for grades 3-5, achieve mini assessments for grade 5.

Plan to Monitor Effectiveness of G8.B1.S1

All teachers will have the documentation of the activity, science concept or topic, standard addressed and date completed in class.

Person or Persons Responsible

Science Coach, CRT, Leadership Team

Target Dates or Schedule

Monthly review science skills and concepts being taught in each grade level to ensure the students are participating in meaningful real world applications of the intended science content.

Evidence of Completion

All teachers will have the documentation of the activity, science concept or topic, standard addressed and date completed in class, LCBA Science for grades 3-5, achieve mini assessments for grade 5, and Grade 5 Science FCAT 2.0.

G9. Of the SWD students tested, 20% scored a level of proficiency on the 2013 Reading FCAT2.0 as compared to 26% on both the 2011 and 2012. The SWD will score 36% proficient on the 2014 Reading FCAT2.0.

G9.B1 Often students that are placed at our school for ESE services have a severe deficit in reading often due to behavior and academic obstacles.

G9.B1.S2 Clearly identify the origin of the obstacle to learning (behavior and/or academic) and address individual student needs.

Action Step 1

IEP Meetings, Staffing Meeting, MTSS Meetings (academic and behavioral), 504 Meeting, PLCs

Person or Persons Responsible

MTSS Team, ESE Specialist, Guidance Counselor, Leadership Team, Classroom teacher

Target Dates or Schedule

On-going

Evidence of Completion

Academic Plans, Behavior Plans, Check-in and Check -out forms, Rtl Minutes, Attendance and Referral Records

Facilitator:

Robert Sherman, Assistant Principal Guidance Counselor, ESE Specialist, MTSS Chair

Participants:

Grade Level Chairs and classroom teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Rtl Plans, IEP Plans, PBS Meeting Minutes

Person or Persons Responsible

Guidance Counselor, ESE Specialist, Assistant Principal, CRT

Target Dates or Schedule

On-going

Evidence of Completion

EWS monitoring reports: Attendance, Discipline, Academic Progress Monitoring

Plan to Monitor Effectiveness of G9.B1.S2

Academic Plans, Behavior Plans, Check-in and Check-out forms, RtI Minutes, Attendance and Referral Records

Person or Persons Responsible

Guidance Counselor, ESE Specialist, Assistant Principal, CRT

Target Dates or Schedule

On-going

Evidence of Completion

EWS monitoring reports: Attendance, Discipline, Academic Progress Monitoring

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Technical Assistance visits, positions funded by Title I.

Title I, Part C- Migrant

The District Migrant Liaison provides services and support to students and parents when needed. The district liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. The district program specialist facilitates and supports the needs of students classified as Neglected and/or Delinquent.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students.

Title III

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

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

All funds will be coordinated with Title I funds and the school improvement plan to provide additional instructional resources.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students that incorporate character education, anti-bullying sessions, and counseling.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G4. Fruitland Park Elementary School will increase the percentage of students achieving proficiency in reading scoring level 3 or higher by 13% increasing from 50% to 63% on the Reading portion of the FCAT 2.0 in 2014.

G4.B1 Implementation of newly adopted McGraw Hill reading series and common core standards.

G4.B1.S1 Professional Development in teaching the CCSS ELA.

PD Opportunity 1

20 classroom teachers will participate in a two day professional development workshop on Junior Great Book's shared inquiry/close reading strategies. This experience will provide teachers with instructional strategies necessary to teach comprehension skills using complex text, higher order questioning, text dependent analysis of content, inferencing, student discourse and responding to text in writing.

Facilitator

Junior Great Books Professional Trainer

Participants

20 classroom teachers and Leadership members

Target Dates or Schedule

September 26 and 27, 2013

Evidence of Completion

Participants will be given certificates of completion from Junior Great Books, as well as 12 MIP for course work.

G5. 58% of lowest quartile made learning gains in Reading on the 2013 FCAT 2.0, as compared to 69% in 2012. The lowest quartile will increase the learning gains in Reading to 70%, reflecting a 12% increase.

G5.B1 Students in the lowest quartile lack a strong reading foundation which inhibits there comprehension.

G5.B1.S1 Professional development in phonics, phonemic awareness, vocabulary, and word work will be provided to K-5 teachers to increase the effectiveness of reading foundation and remediation skills.

PD Opportunity 1

Small group interactive teacher training sessions

Facilitator

Literacy Coach and/or Curriculum Resource Teacher

Participants

Classroom teachers K-5

Target Dates or Schedule

Monthly Wednesday Cafe sessions

Evidence of Completion

MIP points and sign in sheets

G6. Fruitland Park Elementary School will increase the percentage of students achieving proficiency in Math by 14% with 66% scoring level 3 or higher on the math portion of the FCAT 2.0 in 2014.

G6.B1 Limited experience for majority of the faculty with the Common Core State Standards, as well as the blended curriculum for grades 3 through 5.

G6.B1.S1 Professional development will be offered to all teachers in grades K - 5 including self contained ESE teachers, in order to introduce and model a variety of teaching and learning strategies incorporating the use of manipulatives and pictorial representations to meet the Common Core State Standards and expected level of rigor.

PD Opportunity 1

Monthly professional development training sessions will be focusing on Thinking Math Instructional strategies and the 8 Mathematical Practices. The sessions will show how these strategies can be implemented into the classroom to increase the rigor and level of application of the math skills and concepts.

Facilitator

Thinking Math Trained Math Coach, K. Belcher and trained grade level representatives.

Participants

Classroom teachers in grades K-5, including self contained ESE.

Target Dates or Schedule

After school once each month on a Wednesday afternoon, 2:30-4:30

Evidence of Completion

Classroom walk throughs for student activities and artifacts.

G9. Of the SWD students tested, 20% scored a level of proficiency on the 2013 Reading FCAT2.0 as compared to 26% on both the 2011 and 2012. The SWD will score 36% proficient on the 2014 Reading FCAT2.0.

G9.B1 Often students that are placed at our school for ESE services have a severe deficit in reading often due to behavior and academic obstacles.

G9.B1.S2 Clearly identify the origin of the obstacle to learning (behavior and/or academic) and address individual student needs.

PD Opportunity 1

IEP Meetings, Staffing Meeting, MTSS Meetings (academic and behavioral), 504 Meeting, PLCs

Facilitator

Robert Sherman, Assistant Principal Guidance Counselor, ESE Specialist, MTSS Chair

Participants

Grade Level Chairs and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Academic Plans, Behavior Plans, Check-in and Check -out forms, Rtl Minutes, Attendance and Referral Records

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|----------|
| G4. | Fruitland Park Elementary School will increase the percentage of students achieving proficiency in reading scoring level 3 or higher by 13% increasing from 50% to 63% on the Reading portion of the FCAT 2.0 in 2014. | \$3,900 |
| G5. | 58% of lowest quartile made learning gains in Reading on the 2013 FCAT 2.0, as compared to 69% in 2012. The lowest quartile will increase the learning gains in Reading to 70%, reflecting a 12% increase. | \$4,000 |
| G6. | Fruitland Park Elementary School will increase the percentage of students achieving proficiency in Math by 14% with 66% scoring level 3 or higher on the math portion of the FCAT 2.0 in 2014. | \$3,800 |
| Total | | \$11,700 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Professional Development | Other | Evidence-Based Materials | Total |
|----------------|--------------------------|---------|--------------------------|----------|
| Title I | \$3,900 | \$4,000 | \$3,800 | \$11,700 |
| Total | \$3,900 | \$4,000 | \$3,800 | \$11,700 |

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G4. Fruitland Park Elementary School will increase the percentage of students achieving proficiency in reading scoring level 3 or higher by 13% increasing from 50% to 63% on the Reading portion of the FCAT 2.0 in 2014.

G4.B1 Implementation of newly adopted McGraw Hill reading series and common core standards.

G4.B1.S1 Professional Development in teaching the CCSS ELA.

Action Step 1

20 classroom teachers will participate in a two day professional development workshop on Junior Great Book's shared inquiry/close reading strategies. This experience will provide teachers with instructional strategies necessary to teach comprehension skills using complex text, higher order questioning, text dependent analysis of content, inferencing, student discourse and responding to text in writing.

Resource Type

Professional Development

Resource

The Great Books Foundation of Professional Development for Shared Inquiry covering Courses 101, 102 and 103. This two day course prepares teachers to be discussion leaders of student discussions about the complex text and topics covered in Great Books. T

Funding Source

Title I

Amount Needed

\$3,900

G5. 58% of lowest quartile made learning gains in Reading on the 2013 FCAT 2.0, as compared to 69% in 2012. The lowest quartile will increase the learning gains in Reading to 70%, reflecting a 12% increase.

G5.B1 Students in the lowest quartile lack a strong reading foundation which inhibits there comprehension.

G5.B1.S1 Professional development in phonics, phonemic awareness, vocabulary, and word work will be provided to K-5 teachers to increase the effectiveness of reading foundation and remediation skills.

Action Step 1

Small group interactive teacher training sessions

Resource Type

Other

Resource

Half day teacher collaboration and training with the Literacy Coach using data to determine appropriate Reading Interventions and/or acceleration. This will occur each semester of the school year

Funding Source

Title I

Amount Needed

\$4,000

G6. Fruitland Park Elementary School will increase the percentage of students achieving proficiency in Math by 14% with 66% scoring level 3 or higher on the math portion of the FCAT 2.0 in 2014.

G6.B1 Limited experience for majority of the faculty with the Common Core State Standards, as well as the blended curriculum for grades 3 through 5.

G6.B1.S1 Professional development will be offered to all teachers in grades K - 5 including self contained ESE teachers, in order to introduce and model a variety of teaching and learning strategies incorporating the use of manipulatives and pictorial representations to meet the Common Core State Standards and expected level of rigor.

Action Step 1

Monthly professional development training sessions will be focusing on Thinking Math Instructional strategies and the 8 Mathematical Practices. The sessions will show how these strategies can be implemented into the classroom to increase the rigor and level of application of the math skills and concepts.

Resource Type

Evidence-Based Materials

Resource

Teacher workshops which provided collaboration and resources to plan and develop Instructional Focus Calendars for the new Common Core, Lesson Plans, and Scales and Rubrics.

Funding Source

Title I

Amount Needed

\$3,800