



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Frostproof Elementary School

118 3RD ST W

Frostproof, FL 33843

863-635-7802

<http://schools.polk-fl.net/fes>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
[Data Not Available]

Alternative/ESE Center
No

Charter School
No

Minority Rate
[Data Not Available]

School Grades History

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

Frostproof Elementary School

Principal

J. Dart Meyers

School Advisory Council chair

Noemi Cruz

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

Name	Title
Shay Hixenbaugh	Assistant Principal
Catherine Ogburn	Program Facilitator
Ashley Avery	Inclusion Resource Teacher
Elaine Lilly	Guidance Counselor
Debbie Wrye	Media Specialist
Mary Beldin	School Psychologist
Pat Martin	Teacher-2nd
Melony Gaffney	Teacher-1st
Barbie Walker	Teacher-K
Josh Edwards	Teacher-Special Area
Maggie Elyard	Para

District-Level Information

District

Polk

Superintendent

Kathryn Leroy

Date of school board approval of SIP

10/22/2013

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

Our school SAC is composed of 17 members. It is an appropriately balanced team of people with parents, teachers, administrators, support staff, business and community members that mirror ethnic, racial, and economic makeup of the school community. Dart Meyers and Shay Hixenbaugh are both administrators at our school. Elva Mattox, Yvonne McKenzie, and Renay Copeland are all teachers from

our school. Seferina Thompson and Catherine Ogburn are support staff at our school. Moses Anderson, Lori Hutto, and Karen Williams are all members from our community. Jason True, Christina Ellis, Agustina Anaya, Noemi Cruz, Dalila Balleza, Raul Pineda-Perez, and Maria Pineda-Perez are parents of children who attend our school.

Involvement of the SAC in the development of the SIP

At the beginning of the school year, the SAC reviews the school improvement plan and makes suggestions for improvement. Those suggestions are incorporated into the new School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC meets monthly for a total of 8 meetings each school year. At these meetings SAC will discuss our Parent Involvement Plan, Parent Involvement Compact, Title 1 funds, events at school, School Improvement Plan, and ongoing school-wide data.

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

N/A

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

N/A

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:

J. Dart Meyers

Principal

Years as Administrator: 12

Years at Current School: 1

Credentials

Degrees:

B.S. Marketing; M.A. in Educational Leadership

Certifications:

ESE K-12; School Principal (All levels), Marketing 6-1

Performance Record

2013 - Frostproof Elementary feeds into Ben Hill Griffin, Jr. Elementary school and they earned a grade of C for the 2012-2013 school year.

2012 – School Grade-D;

Reading-35%

Math-40%

Writing-68%

Science-36%

Reading Learning Gains-63%

Math Learning Gains-54%

Lowest 25% Reading-67%

Lowest 25% Math-61%

2011- School Grade-C;

Reading-50%

Math 63%

Writing 71%

Science 34%

Reading Learning Gains- 58%

Math Learning Gains- 53%

Lowest 25% Reading- 63%

Lowest 25% Math- 63%

AYP- NO 79%

Reading: Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP. White and Hispanic made Safe Harbor

Math: Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP. White and Hispanic made Safe Harbor

2010: School Grade-C;

Reading-57%

Math-66%

Writing-67%

Science-26%

Reading LG- 56%

Math LG- 68%

Lowest 25% Reading-52%

Lowest 25% Math – 65%

AYP- No

-Total, White, Black, Hispanic, ED, and SWD did not make AYP for reading; ELL made Safe Harbor

- Total, Black, and SWD did not make AYP for math; White, Hispanic, ED, and ELL made Safe Harbor

2009: School Grade-C;

Reading- 55%
Math-52%
Writing-89%
Science-22%
Reading LG- 57%
Math LG- 47%
Lowest 25% Reading- 63%
Lowest 25% Math- 60%
AYP- No
-No subgroups made AYP in Reading
-Hispanic students made AYP in Math
2008: School Grade-C;
Reading-59%
Math-54%
Writing-71%
Science-26%
Reading LG- 60%
Math LG-56%
Lowest 25% Reading-65%
Lowest 25% Math-79%
AYP-No
-Only White students made AYP in Reading
-No subgroups made AYP in Math
2007: School Grade-C
Reading-62%
Math-54%
Writing-81%
Science-28%
AYP-No
-Black and ELL students did not make AYP for reading
-Black, Hispanic, ED, and ELL students did not make AYP for math.

Rebecca Hixenbaugh

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Degrees:

BA- Middle Grades Science Education, Warner University

Masters of Science- Educational Leadership, Nova Southeastern University

Certifications:

5-9 Middle Grades General Science

K-6 Elementary Education Certification

Educational Leadership

Performance Record

During my seven year tenure as Assistant Principal of Frostproof Elementary, a K-2 school, our school scored a C in 07/08. During the 08/09 we earned a B and in 09/10 made a school grade of a C. We have maintained a B for the last two school years (2010 – 2012). This year our school scored a C. Our school has never made AYP but consistently meets a high percentage of the criteria.

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

29

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

29, 100%

ESOL endorsed

27, 93%

reading endorsed

3, 10%

with advanced degrees

9, 31%

National Board Certified

2, 7%

first-year teachers

2, 7%

with 1-5 years of experience

2, 7%

with 6-14 years of experience

8, 28%

with 15 or more years of experience

19, 66%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

15, 250%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

1. Utilize the Human Resource Dept. Highly Qualified Applicants List.
2. Continue to provide a work environment that fosters staff longevity.
3. Partnering with local University to work with practicum and intern students.
4. Open positions posted on Polk County Public Schools website.
5. Word of mouth.

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

Title I Facilitator and a Grade Level representatives will be assigned to beginning teachers to support as needed.

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

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

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

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

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

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

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

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

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

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

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

The team meets weekly to engage the following activities: Review of screening data and link them to instructional decisions: review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting the benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate

implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decision about implementation

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

A variety of methods will be utilized to monitor data for MTSS implementation. For reading data Frostproof Elementary will use the PMRN as a method of collecting and disaggregating data as well as I-station, a computer based reading program and Fountas and Pinnell Benchmark Assessments. Math Assessments will come from GO MATH Benchmark Assessments.

Tier I data is stored on a school wide database developed by our School Psychologist and is updated regularly. Finally, school based assessments will be utilized for science and writing.

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

Continuing Implementation; MTSS team was trained by our School Psychologist before the close of the school year. During our Professional Learning Communities staff is updated frequently. MTSS team meets with parents prior to starting the MTSS process.

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: 90

Using our FAIR assessment data, we targeted all migrant students and students who earned 30-50% on the Probability of Reading Success (PRS) for after school tutoring. We have a total of 64 students from first grade and second grade attending tutoring for a total of 25 tutoring sessions that will occur in January and February.

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?

Students will be given Fountas and Pinnell reading assessment prior to after school tutoring. They will take it again at the end of after school tutoring to measure growth. When tutoring is complete, we will look at the Fountas and Pinnell data to measure the effectiveness of tutoring.

Who is responsible for monitoring implementation of this strategy?

Administrators and teachers are responsible for the implementation of after school tutoring. District migrant staff provided the funds for paying teachers that tutor migrant students and busing. Food service personnel are providing snacks for the students who stay for after school tutoring.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Mary Chavez	Pre K Teacher
Melinda Yarbrough	Kindergarten Teacher
Yvonne McKenzie	First Grade Teacher
Pat Martin	Second Grade Teacher
Debbie Wrye	Media Specialist
Jerome McWhorter	Network Manager
Dart Meyers	Principal
Shay Hixenbaugh	Assistant Principal

How the school-based LLT functions

Team meetings are facilitated by school administrators. Meetings consist of the team discussing rigor, reading curriculum, progress monitoring data, triple i, reading interventions and the utilization of AR. Progress monitoring data from multiple assessments are analyzed and the learning needs are then used to drive the learning process. The LLT meets a minimum of 4 times a year and they collaborate with their grade level to share information discussed at meetings.

Major initiatives of the LLT

Providing necessary support and training to assist instructional staff in the rigor of the Common Core Standards implementation.

Promote grade level reading comprehension across the content areas.

Planning together collaboratively and using data to drive instruction.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

NA

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

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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

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

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)	83	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	42	27%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	25%	33%

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)	1		100
Participation in STEM-related experiences provided for students	379	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	132	35%	30%
Students retained, pursuant to s. 1008.25, F.S.	32	8%	5%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	21	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	2%	1%

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

FROSTPROOF ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

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

Assurances

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

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

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

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

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

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

Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];

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

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

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

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

Involvement of Parents

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

Response: Frostproof Elementary will host School Advisory Council (SAC) meetings eight times a year.

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

Coordination and Integration

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

count

Program

Coordination

1

School Readiness/VPK, Head Start

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

Annual Parent Meeting

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

count

Activity/Tasks

Person Responsible

Timeline

Evidence of Effectiveness

1

Annual Meeting Notice/flyer

Title I Parent Involvement Facilitator

September 5, 2013

number in attendance

2

Annual Meeting reminder stickers/Connect Ed Message/Marquee

Title I Parent Involvement Facilitator/Administrator

September 11, 2013; September 12, 2013;

number in attendance

3

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

Title I Parent Involvement Facilitator

September 12,2013

survey, end of the year survey

Flexible Parent Meetings

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

Response: Frostproof Elementary will host school wide Conference Night twice per year. The first Conference Night will take place on Thursday, November 7, 2013 from 3:30pm-6:30pm. The second school wide Conference Night will be on Thursday, February 20, 2014 from 3:30pm-6:30pm. Teachers will also be available before school from 7:45am-8:10am for conferences. Afternoon availability will be from 3:15pm and after, with appointment. Conferences can also be scheduled during the day depending

on the teacher's schedule.

Building Capacity

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

count

Content and Type of Activity

Person Responsible

Anticipated Impact on Student Achievement

Timeline

Evidence of Effectiveness

1

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

Parental Involvement Facilitator

Learn Reading Skills

10/24/13

Evaluation forms

2

Math Carnival- Parents and students are engaged in Math activities

Parental Involvement Facilitator

Learn Math Skills

01/10/14

Evaluation Forms

3

Conference Nights

Teachers

Teacher will communicate with parents ways to help child at home

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

Evaluation Forms

4

Kindergarten Round Up- Register Kindergarten child

Kindergarten teachers/Office Staff/ Parent Involvement Paraprofessional

Student assessment for placement

Spring 2014

Evaluation Forms

5

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

Parent Involvement Facilitator/Administration/Title 1 Paraprofessional

Learn Science Skills

3-20-14

Evaluation Forms

6

Monthly Family Reading Nights

Parent Involvement Facilitators/Media Specialist/Title 1 Paraprofessional

Improve Reading Skills

Tuesdays September 2013-May 2014

Evaluation Forms

Staff Training

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

count

Content and Type of Activity

Person Responsible

Anticipated Impact on Student Achievement

Timeline

Evidence of Effectiveness

1

Effective Communication for Classroom Teachers

Parent Involvement Facilitator

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

October 2013

Evaluations

Other Activities

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

Response: Activity: Newsletters

Specific Steps: Collect monthly information to include in newsletter

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

Paraprofessional.

Timeline: Throughout the year

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

Activity: Connect Ed

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

Person Responsible: Principal, Assistant Principal, Parent Involvement Facilitator

Timeline: Throughout the year

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

Communication

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

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

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

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

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

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

The School Contract/Compact will be sent home on August 19, 2013. The Contract will contain information about assessments used to measure student progress as well as other useful information.

Along with the students report cards will be an attached document that explains the proficiency level a student is at and where the student should be.

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

Accessibility

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

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

Discretionary Activities

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

count

Activity

Description of Implementation Strategy

Person Responsible

Anticipated Impact on Student Achievement

Timeline

1

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

Conference Nights

Title 1 Program Facilitators, Administration, Teachers

Student achievement is increased with more parental involvement.

2 times per year

Upload Evidence of Input from Parents

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

Uploaded Document

Upload Parent-School Compact

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

Upload an electronic version of the Parent-School Compact.

Uploaded Document

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

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

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

Uploaded Document

Evaluation of the 2012-2013 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2012-2013 school year that were designed to build

the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count

Content and Type of Activity

Number of Activities

Number of Participants

Anticipated Impact on Student Achievement

1

Family Reading Nights

25

408

Improve Reading Skills

2

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

1

142

Learn Science Skills

3

PTO-Pro Kids Show

1

105

Students learn life skills and about good behavior

4

Kindergarten Round Up- Register Kindergarten child

1

49

Student assessment for placement

5

Conference Nights

1

209

Teacher will communicate with parents ways to help child at home

6

Math Carnival- Parents and students are engaged in Math activities

1

169

Learn Math Skills

7

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

1

84

Learn Reading Skills

Staff Training Summary

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

count

Content and Type of Activity

Number of Activities

Number of Participants

Anticipated Impact on Student Achievement

1

Effective Communication for Classroom Teachers

1

23

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

2

Parent Leadership Team Meeting

1

2

Increasing Parent Involvement in our school

Barriers

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

count

Barrier (Including the Specific Subgroup)

Steps the School will Take to Overcome

1

Language

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

2

Busy Parents

Offer flexible scheduling for activities and conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the average number of families in attendance at parent engagement activities.	111	29%	34%

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

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Teachers and Staff will routinely engage students in rigorous reading activities to comprehend grade level texts across the content areas.

Goals Detail

G1. Teachers and Staff will routinely engage students in rigorous reading activities to comprehend grade level texts across the content areas.

Targets Supported

- Reading (Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal

- Teachers focus on building background knowledge through the use of Common Core Units being taught across content areas.
- 23 Teachers ESOL Endorsed and 2 ESE Certified teachers working at our schools.
- Professional Development days and early release days and collaborative planning time for grade levels.
- Reading Wonders (New Reading Textbooks)
- Small group Fountas and Pinnell Leveled Reading Strategies and Leveled Literacy Intervention Kits.
- School wide Triple I.

Targeted Barriers to Achieving the Goal

- Using data to drive instruction as a collaborative team is not consistently being implemented.
- We need to implement more instructional practices that promote rigor.

Plan to Monitor Progress Toward the Goal

Collaborative Data Chats, Lesson Plans and Walk throughs

Person or Persons Responsible

Administration, Teachers and Paraprofessionals

Target Dates or Schedule:

Monthly

Evidence of Completion:

Sign-in sheets, Lesson Plans, Walk through data and Student Data sheets.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers and Staff will routinely engage students in rigorous reading activities to comprehend grade level texts across the content areas.

G1.B3 Using data to drive instruction as a collaborative team is not consistently being implemented.

G1.B3.S1 Collaborative data driven lesson planning across grade levels.

Action Step 1

Summative and formative data will be used to drive instruction and differentiate.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Data

Facilitator:

School Psychologist

Participants:

Teachers and Administrators

Action Step 2

Data chats will occur regularly about ongoing student achievement data in order to improve the effectiveness of the lessons.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

3 times a year

Evidence of Completion

Data Wall, Google Apps, Agenda and Sign-in sheets

Facilitator:

Teacher Leaders and Administration

Participants:

Teachers and Administration

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

Walk through and teacher data chat forms

Person or Persons Responsible

Administration, Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Journey data and data chat forms

Plan to Monitor Effectiveness of G1.B3.S1

Ongoing Assessments

Person or Persons Responsible

Administration, Leadership team, and teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data Wall and Google Apps Data

G1.B3.S2 Provide additional support for students who need assistance with successfully completing homework.

Action Step 1

Workshops will be offered throughout the school year to assist parents in helping their children at home. Parent Resource Room and Media Center will be open 2 nights a month to assist parents in helping their children with homework.

Person or Persons Responsible

Parent Involvement Facilitator, Parent Involvement Paraprofessional and Media Specialist.

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and Sign-in sheets

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

Progress Monitoring Data and Parent Feedback

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Surveys and Attendance at Family Media Nights

Plan to Monitor Effectiveness of G1.B3.S2

Student Report Cards and Progress Monitoring Data

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Each Nine Weeks

Evidence of Completion

Improved Grades on Report Cards and Ongoing Assessments

G1.B4 We need to implement more instructional practices that promote rigor.

G1.B4.S1 Administrators and teacher leaders will provide professional development.

Action Step 1

Best practices involving and/or increasing rigor will be shared with fellow teachers.

Person or Persons Responsible

Teacher Leaders

Target Dates or Schedule

3 times a year

Evidence of Completion

Sign In sheets

Facilitator:

Teacher Leaders

Participants:

Teachers

Action Step 2

Provide curriculum resources and professional development for teachers to promote rigor.

Person or Persons Responsible

Administration and Teacher leaders

Target Dates or Schedule

1st Semester

Evidence of Completion

Agenda and Sign-in sheets

Facilitator:

School leadership and District Curriculum Coordinators/Coaches.

Participants:

Teachers

Action Step 3

Familiarize FES staff with the demands of Common Core Standards.

Person or Persons Responsible

Staff will receive professional development on Common Core Standards. In addition, Frostproof Elementary 2nd grade teachers will meet with 3rd grade teachers of Ben Hill Griffin Jr. Elementary to discuss rigor.

Target Dates or Schedule

Fall 2013 and Spring 2014

Evidence of Completion

Agenda and Sign-in sheets

Facilitator:

Administrators and Teachers who attended Summer Common Core Institute will share what was learned with FES staff.

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Classroom walk through's, lesson plans, and student work samples.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Journeys Evaluation System Reports, high yield strategies are incorporated into lesson plans, and samples of exemplar work on bulletin boards.

Plan to Monitor Effectiveness of G1.B4.S1

Ongoing Data

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing Assessments

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

Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. This year we were able to keep our 2 Migrant Paras based on our Migrant Student Population.

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Head Start

In the 08/09 school year, Frostproof Elementary added Head Start. We began with two teachers and 18 students. This has been hugely successful at our school and we continue to have many students on a waiting list to participate in the Head Start Program at our school.

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.

G1. Teachers and Staff will routinely engage students in rigorous reading activities to comprehend grade level texts across the content areas.

G1.B3 Using data to drive instruction as a collaborative team is not consistently being implemented.

G1.B3.S1 Collaborative data driven lesson planning across grade levels.

PD Opportunity 1

Summative and formative data will be used to drive instruction and differentiate.

Facilitator

School Psychologist

Participants

Teachers and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Data

PD Opportunity 2

Data chats will occur regularly about ongoing student achievement data in order to improve the effectiveness of the lessons.

Facilitator

Teacher Leaders and Administration

Participants

Teachers and Administration

Target Dates or Schedule

3 times a year

Evidence of Completion

Data Wall, Google Apps, Agenda and Sign-in sheets

G1.B4 We need to implement more instructional practices that promote rigor.

G1.B4.S1 Administrators and teacher leaders will provide professional development.

PD Opportunity 1

Best practices involving and/or increasing rigor will be shared with fellow teachers.

Facilitator

Teacher Leaders

Participants

Teachers

Target Dates or Schedule

3 times a year

Evidence of Completion

Sign In sheets

PD Opportunity 2

Provide curriculum resources and professional development for teachers to promote rigor.

Facilitator

School leadership and District Curriculum Coordinators/Coaches.

Participants

Teachers

Target Dates or Schedule

1st Semester

Evidence of Completion

Agenda and Sign-in sheets

PD Opportunity 3

Familiarize FES staff with the demands of Common Core Standards.

Facilitator

Administrators and Teachers who attended Summer Common Core Institute will share what was learned with FES staff.

Participants

All staff

Target Dates or Schedule

Fall 2013 and Spring 2014

Evidence of Completion

Agenda and Sign-in sheets

Appendix 2: Budget to Support School Improvement Goals