Fruitville Elementary School

2021-22 Schoolwide Improvement Plan

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Fruitville Elementary School

601 HONORE AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/fruitville

Demographics

Principal: Steven French   Start Date for this Principal: 1/7/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (65%) 2016-17: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

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. 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.

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601 HONORE AVE, Sarasota, FL 34232

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	53%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Core Values

Diversity-Embracing the variety of our cultures while respecting each other and all working towards a common goal.

Belonging-Creating an environment where people from all walks of life including students, families and staff feel accepted, comfortable, safe and part of a family.

Collaborative-Working together to create an environment that respects and enhances our Fruitville community strengths while celebrating differences for success achievement for all.

Integrity-Committing to high morals, honesty and ethics even when no one is watching.

Growth mindset-Encouraging place to grow. We embrace challenges and persevere through obstacles to succeed.

Provide the school's vision statement.

To foster productive ethical students working together through respect and integrity for the greater good of all.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
French, Steven	Principal	The Principal is the head of School Leadership Team ensuring initiatives and programs that support students, teachers, staff, parents, and the overall community. The Principal works with all staff to ensure they have the resources they need for quality instruction in ELA, Mathematics, Science, Social Studies, and all other elementary standards. The principal analyzes relevant school data for the purpose of problem analysis, intervention development, and goal setting in order to develop and implement the SIP plan. Florida's Continuous Improvement Model (FCIM) guides discussions on progress towards indicators on the BPIE (Best Practices in Inclusive Education).
Long, Mindy	Assistant Principal	Provides support to Head of School ensuring initiatives and programs that support students, teachers, staff, parents, and the overall community. The Assistant Principal attends and assists the School-wide Support Team to ensure Multi-Tiered System of Support (MTSS) is in place for all students as well as supporting ESE teams in the IEP process and services.
Camelo, Marcy	School Counselor	SWST facilitator; Assist and advise students by providing group and individual counseling and coordinate with fellow professionals on student needs and supports.
Portnowitz, Gina	Psychologist	Member of SWST/ CARE team to support, provide and interpret assessments, and give input for team decisions.
Cox, Kenneth	Attendance/ Social Work	To provide for positive relationships between the school and parents to provide community connections, resources, and outreach ensuring students will reach their potential for intellectual, emotional, physical and psychological growth and maturation.
Enger, Laura	Teacher, ESE	ESE Liaison ensuring proper placement and support of exceptional education students in accordance with local, state and federal guidelines.
Ivey, Tera	Teacher, ESE	ESE Liaison ensuring proper placement and support of exceptional education students in accordance with local, state and federal guidelines.
Calderin, Vivian	Teacher, K-12	ESOL liaison responsible for managing ELL students, LEP plans, ESOL paras and working with classroom teachers to provide interventions specific to student needs.
Ferreira, Becky	Behavior Specialist	Behavior Specialist is part of SWST and supports students and staff ensuring Functional Behavior Assessments and Behavior Improvement Plans are responsive and supportive of student needs. Behavior specialist connects with families to ensure school to home plan.

Name	Position Title	Job Duties and Responsibilities
Maccarone, Kate	Behavior Specialist	Behavior Specialist is part of SWST and supports students and staff ensuring Functional Behavior Assessments and Behavior Improvement Plans are responsive and supportive of student needs. Behavior specialist connects with families to ensure school to home plan.

Demographic Information

Principal start date
Wednesday 1/7/2015, Steven French

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
10

Total number of teacher positions allocated to the school
73

Total number of students enrolled at the school
741

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	119	135	108	116	111	105	0	0	0	0	0	0	0	694
Attendance below 90 percent	2	8	5	12	4	8	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	2	4	10	8	33	50	0	0	0	0	0	0	0	107
Students remote for more than half of school year	9	24	19	27	16	27	0	0	0	0	0	0	0	122

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	4	6	4	0	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/14/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	115	135	109	120	113	106	0	0	0	0	0	0	0	698
Attendance below 90 percent	2	7	3	12	4	10	0	0	0	0	0	0	0	38
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	3	6	5	0	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	115	135	109	120	113	106	0	0	0	0	0	0	0	698
Attendance below 90 percent	2	7	3	12	4	10	0	0	0	0	0	0	0	38
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	3	6	5	0	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				73%	68%	57%	76%	66%	56%
ELA Learning Gains				63%	62%	58%	66%	57%	55%
ELA Lowest 25th Percentile				43%	53%	53%	55%	46%	48%
Math Achievement				80%	73%	63%	80%	72%	62%
Math Learning Gains				70%	67%	62%	57%	63%	59%
Math Lowest 25th Percentile				50%	53%	51%	51%	51%	47%
Science Achievement				69%	65%	53%	73%	66%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	70%	0%	58%	12%
Cohort Comparison						
04	2021					
	2019	75%	67%	8%	58%	17%
Cohort Comparison		-70%				
05	2021					
	2019	69%	68%	1%	56%	13%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	73%	3%	62%	14%
Cohort Comparison						
04	2021					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	84%	72%	12%	64%	20%
Cohort Comparison		-76%				
05	2021					
	2019	74%	70%	4%	60%	14%
Cohort Comparison		-84%				

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	66%	65%	1%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady progress monitoring for K-5 in ELA and Math; District Science Benchmark for 5th grade science

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	48	72
	Economically Disadvantaged	36	77	90
	Students With Disabilities	19	31	33
	English Language Learners	0	21	53
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	53	74
	Economically Disadvantaged	26	60	90
	Students With Disabilities	25	29	40
	English Language Learners	42	29	57

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	64	83
	Economically Disadvantaged	29	46	69
	Students With Disabilities	19	35	58
	English Language Learners	0	33	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	57	80
	Economically Disadvantaged	21	50	75
	Students With Disabilities	0	26	54
	English Language Learners	0	26	67

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	73	79
	Economically Disadvantaged	38	51	74
	Students With Disabilities	10	31	39
	English Language Learners	0	20	42
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	48	71
	Economically Disadvantaged	26	44	78
	Students With Disabilities	3	7	0
	English Language Learners	0	0	10

Grade 4			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring

English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	46	56
	Economically Disadvantaged	51	70	72
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	39	53
	Economically Disadvantaged	19	38	25
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	53	61
	Economically Disadvantaged	28	42	54
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	62	65
	Economically Disadvantaged	13	32	33
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	69	64
	Economically Disadvantaged			
	Students With Disabilities	41	49	
	English Language Learners	42	54	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	17		44	75						
ELL	41	52	58	56	50	64	46				
BLK	32			41							
HSP	45	47	50	55	57	67	47				
MUL	81			83							
WHT	71	57		75	52		78				
FRL	45	40	39	56	48	53	43				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	44	48	32	58	54	44	32				
ELL	48	44	28	73	69	55	46				
BLK	48	50		46	42	27					
HSP	59	54	28	73	69	54	59				
MUL	91	90		95	90						
WHT	83	69	63	87	73	53	78				
FRL	65	62	40	74	63	48	68				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	46	59	58	58	52	43	21				
ELL	52	68	67	72	63	50	45				
BLK	59			47							
HSP	64	64	55	74	53	48	60				
MUL	77	50		77	70						
WHT	86	69	53	87	60	58	84				
FRL	69	66	59	75	58	48	68				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	476

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our students with disabilities continue to achieve significantly below other students in every grade level in both ELA and math. Our 4th and 5th grade students also did not make the expected gains on iReady ELA and Math winter and spring diagnostic assessments as all other grade levels.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Current data from 2021 FSA shows: 3rd grade ELA-66% prof. (-4% from 2019); 3rd grade math- 73% prof. (-3 from 2019); 4th grade ELA- 50% (-25 from 2019; 4th grade math- 56% (-28 from 2019); 5th grade ELA- 61% (-8 from 2019); 5th grade math 66% (-8 from 2019). iReady Diagnistic 3 math data also indicates that for incoming 3rd -14% 1 year below grade level; 7% 2 or more grade levels below; Incoming 4th-21% 1 year below grade level; 8% 2 or more grade levels below; Incoming 5th- 37% 1 year below grade level; 11% 2 or more grade levels below indicating major gaps in content.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students going into the 2021-22 school year have had the challenge of interruptions over the last two years due to a global pandemic. This has resulted in gaps in learning due to extended at home instruction and quarantines causing some students to fall further behind in math and ELA concepts

and standards. As a school we need to closely examine each student's needs to determine plans to include intervention both during and after school using research-based best practice strategies.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our first through third grade students made significant gains according to iReady diagnostics during each the assessment windows for both ELA and Math. Many of our ELL students increased by more than 50% from fall to spring diagnostic.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Last year we targeted students with LLI (Leveled Literacy Interventions), reading recovery, and collaborative planning across grade-levels that targeted our foundational grade levels.

What strategies will need to be implemented in order to accelerate learning?

We need to continue those primary interventions but also ensure our intermediate 3rd-5th grade students are receiving multiple opportunities of intervention including during and after school. Our teachers, support staff, and administration will need to collaborate often reviewing data and strategies to ensure all students are having the opportunity for learning gains.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our Literacy Leadership Team will look at trends in data and classroom walk-throughs to inform continued PD on literacy instruction. We will work with our district PD team to ensure teachers understand new BEST standards as well as the new ELA curriculum. Our math and science teams will collaborate on grade level needs to provide opportunities for PD in using science kits and math manipulatives to support hands-on instruction deep thinking and engagement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will use Jumpstart to support teachers providing additional interventions during planning times. We will also provide students in bottom quartile the opportunity to join our after school tutoring program for intensive interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Students going into the 2021-22 school year have had the challenge of interruptions over the last two years due to a global pandemic. This has resulted in gaps in learning due to extended at home instruction and quarantine causing some students to fall further behind in ELA concepts and standards. 2021 FSA ELA data shows: 66% of 3rd grade students proficient which is a decrease of 4% from 2019. 50% of our 4th grade students met proficiency which is a decrease of 25% from 2019. 61% of our 5th grade students were proficient in ELA which decreased 8% from 2019.
Measurable Outcome:	1. By the year 2022, there will be a minimum 4% increase in the number of students demonstrating ELA proficiency as measured by FSA ELA across 3rd though 5th grades increasing from a 61% to 65%. 2. By the year 2022, there will be a minimum 4% increase in the number of students demonstrating learning gains in ELA as measured by FSA ELA in 4th and 5th grades increasing from 54% to 58%. 3. By the year 2022, there will be a minimum 4% increase in the number of lowest 25th percentile proficiency in ELA as measured by FSA ELA in 3rd through 5th grades increasing from 50% to 54%.
Monitoring:	Throughout the year we will continue progress monitoring all students utilizing running records and iReady diagnostics. Each grade level (K-5) will input student data into a progress monitoring spreadsheet to problem solve student needs, instructional focus, and interventions.
Person responsible for monitoring outcome:	Mindy Long (mindy.long@sarasotacountyschools.net)
Evidence-based Strategy:	Leveled-literacy intervention, small-group differentiated instruction that supports students in developing reading proficiency, inclusion classrooms, and Jumpstart After-School Tutoring.
Rationale for Evidence-based Strategy:	Having a Balanced Literacy Block, including small group differentiated instruction, and Multi-Sensory Literacy Interventions are all part of a comprehensive instructional program which is one of Hattie's highest influences to student achievement. What Works Clearning House also states that LLI is designed to help struggling readers meet grade-level achievement after short-term intervention. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing

Action Steps to Implement

1. Teachers collect student data through running records, iReady Diagnostic, and other classroom assessments in grade-level progress monitoring spreadsheets throughout year.
2. Teachers, support staff, and administration review, discuss and problem solve student needs, interventions, and support systems during CPTs and data chats.
3. Jumpstart afterschool tutoring program 2 days per week supporting 3rd-5th grade bottom quartile students
4. Jumpstart with-in school intervention groups focused on student deficits
5. Inclusion classrooms collaborate with grade-level resource teacher to provide additional support and intervention to students
5. ESOL paraprofessionals collaborate with teacher and ESOL liaison to support student language acquisition and ELA interventions.
6. Reading Recovery teacher provide intensive lessons for 1st grade students and collaborate with K-2 teams on reading strategies/interventions

7. Literacy Leadership Team along with administration review walk-through instructional trends and students data to inform further professional development and resources needed throughout year.

Person Responsible   Mindy Long (mindy.long@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Current data from 2021 FSA shows 73% of 3rd grade students proficient in math which is 3% lower than 2019; 56% of 4th grade students proficient in math which is 28% lower than 2019; and 66% of 5th grade students proficient in math which is 8% lower than in 2019.
Measurable Outcome:	1. By the year 2022, there will be a minimum 4% increase in the number of students demonstrating math proficiency as measured by FSA Math across 3rd though 5th grades increasing from 67% to 71%. 2. By the year 2022, there will be a minimum 4% increase in the number of students demonstrating learning gains in Math as measured by FSA Math in 4th and 5th grades increasing from 54% to 58%. 3. By the year 2022, there will be a minimum 4% increase in the number of lowest 25% demonstrating math proficiency as measured by FSA Math in grades 3rd through 5th increasing from 58% to 62%.
Monitoring:	Throughout the year we will continue progress monitoring all students utilizing running iReady diagnostics and classroom/grade-level assessments. Each grade level (K-5) will input student data into a progress monitoring spreadsheet to problem solve student needs, instructional focus, and interventions.
Person responsible for monitoring outcome:	Steven French (steven.french@sarasotacountyschools.net)
Evidence-based Strategy:	Teachers, support staff, and administration will meet during PLCs and data-chats to problem solve student needs and collaborate on interventions, strategies, and instructional practice. Students in bottom quartile or with math deficits will be targeted by Jumpstart school-day intervention groups and Jumpstart afterschool tutoring groups.
Rationale for Evidence-based Strategy:	According to Hattie's meta-analysis related to student achievement, data analysis leads to collective teacher efficacy (effect size 1.57). Individually targeted interventions delivered during the school day and during after school tutoring sessions lead to a positive response to intervention (effect size 1.07).

Action Steps to Implement

1. Teachers collect student data through iReady Diagnostic and other classroom assessments in grade-level progress monitoring spreadsheets throughout year.
2. Teachers, support staff, and administration review, discuss and problem solve student needs, interventions, and support systems during CPTs and data chats.
3. Jumpstart afterschool tutoring program 2 days per week supporting 3rd-5th grade bottom quartile students
4. Jumpstart with-in school intervention groups focused on student deficits
5. Inclusion classrooms collaborate with grade-level resource teacher to provide additional support and intervention to students
5. ESOL paraprofessionals collaborate with teacher and ESOL liaison to support student language acquisition and ELA interventions.

Person Responsible	Steven French (steven.french@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	In 2021, 64% of fifth grade students were proficient in science achievement. We will continue to increase efforts, resources, and collaborative planning in science standards and instruction, and our achievement should continue to increase.
Measurable Outcome:	By the year 2022, there will be a minimum 4% increase in the number of students demonstrating science achievement as measured by Statewide Science Assessment in 5th grade increasing from 64% to 68%.
Monitoring:	Students in grades 3rd through 5th will take the district science benchmark test three times throughout the year to measure progress and proficiency in science standards.
Person responsible for monitoring outcome:	Steven French (steven.french@sarasotacountyschools.net)
Evidence-based Strategy:	-Provide time for collaboration among science teachers to share best practices. Interactive science lab fostering inquiry skills ,vocabulary and scientific method. -12 days of science boot camp to review science standards from grades 3-4 -STEM committee to set school-wide science calendar and with supporting activities to include science fair, potential family nights, etc.
Rationale for Evidence-based Strategy:	Monthly planning time to monitoring district science benchmark assessments and whole-grade level data analysis lead to collective teacher efficacy (Hattie effect size 1.57).

Action Steps to Implement

1. Participate in and monitor CPTs with teacher to analyze student performance results on curriculum based assessments and county benchmark assessments to identify gaps in student learning
2. Instructional observations of science blocks to ensure coverage of science standards
3. Usage of the lab kits connected to new science curriculum to provide students with hands-on learning opportunities
4. Creation of STEAM class on specials rotation (an extra 25 hours of science based instruction for the year)

Person Responsible	Steven French (steven.french@sarasotacountyschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Social Emotional learning is a focus area for all students. Ensuring that students are able to manage the domains of SEL such as: cognitive regulation, emotional processes, and social interpersonal skills will results in a more productive academic environment and student growth in the content areas.
Measurable Outcome:	There will be a 10% decrease in the number of student discipline referrals compared to 2020-2021 school year from 98 to less than 88. There will be a 10% decrease in the number of out of school suspensions compared to 2020-2021 school year from 25 to less than 22.
Monitoring:	During monthly PBIS meetings the team will review data on calls for support, notices of concern, and referrals to look for trends and ways to improve targeted locations, times, practices.
Person responsible for monitoring outcome:	Mindy Long (mindy.long@sarasotacountyschools.net)
Evidence-based Strategy:	PBIS Pirate Fleet (house system) and mentoring
Rationale for Evidence-based Strategy:	Creating a community centered in our 5 core values will increase the following areas: teacher-student relationships (.72 Hattie effect size), Student motivation (.48 Hattie effect size), and classroom behaviors (.68 Hattie effect size).

Action Steps to Implement

1. Ensure all staff and students have been welcomed aboard their ship and understand system for live school points
2. Provide teachers with monthly lessons and activities that support Fruitville core values
3. Plan for ship celebrations and student recognitions
4. Review data monthly at PBIS to problem solve and assist in decreasing disruptive student behaviors
5. Discuss students presenting need to SWST team to make connections with mentor teacher, Tier 2 behavior groups, guidance groups, or mental health counseling referrals.

Person Responsible	Mindy Long (mindy.long@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using SafeSchoolsforAlex discipline dashboard, Fruitville has a very low rate of property and public order incidents. Suspension data is also very low, showing Fruitville in the lowest incident category at both state and district level. There were, however, 3 reported bullying incidents in 2019-2020 placing Fruitville in the moderate rating for violent incidents. As our school continues to embark in the Fruitville Fleet teams that foser a schoolwide community culture, we anticipate these low incidents to continue to decrease. We will continue working with our PBIS team to regularly review discipline data and be pro-active on lessons that incorporate our core values of respect, responsibility, and resourcefulness. Our fleet teams and teachers will provide discussions and activities monthly for core values and guidance and behavior specialist will provide Tier 2 and Tier 3 interventions for students needing more explicit lessons on behavior.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

On campus, we are the Fruitville Fleet! Students will work together to develop our five core values (diversity, integrity, belonging, collaborative and growth mind set). Students and staff are randomly sorted on to 1 of 10 ships. Each ship is made up of students ranging from grade pre-k through grade 5 and staff campus-wide. The Fleet System promotes a keen but good-natured rivalry between ship crews to see who will win the Ship Trophy at the end of each school year. Points towards this prize will accumulate from the various academic achievements, behaviors, ship sporting events, and other friendly competitions held throughout the year. By setting up our Fleet, we believe that strong ship loyalty and a sense of friendly competition will continue to provide opportunities for personal growth and success, as well as create a fun-filled and positive school atmosphere. This new system is part of our continued focus on whole-student success (i.e., Growth Mindset) and will encourage students to form positive relationships with fellow students at all grade levels. The purpose of each ship is to guide and support the academic, social, emotional, and personal development of each student during their time at Fruitville Elementary. The sense of "family" in each of the ships will promote a feeling of identity, belonging and of self worth.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Fruitville is lucky to have great parental and community involvement. We utilizes the School Advisory Council, PTO, and Fruitville First MATES group to support the mission and vision of the school. Throughout the school year, the school will present both academic and social emotional topics to keep families abreast of new initiatives and programs that would benefit their children. Mr. French keeps families connected with a Monday message which speaks to academics, operations, and school community related news items. This message is also
presented on the school website, emailed to families and posted on Facebook. Connect Ed and REMIND are used to inform parents of upcoming events.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00

3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	**$0.00**