

Fellsmere Elementary School



2014-15 School Improvement Plan

Fellsmere Elementary School

50 N CYPRESS ST, Fellsmere, FL 32948

www.indianriverschools.org

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

96%

Alternative/ESE Center

No

Charter School

No

Minority

90%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | C | C | B | A |

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We exist to achieve high levels of learning for ALL students!

Provide the school's vision statement

We believe all children can learn and we will establish high standards of learning that we expect all students to attain. As educators, we strive to create an environment that engages students in challenging curricula that results in a high level of achievement. As a school, we work collaboratively with colleagues, students, parents and the community to achieve this shared educational purpose.

School Environment

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

To learn about students' cultures and build relationships, Fellsmere hosts several family nights. Title one parents nights include Orientation at the beginning of the school year, Open House to learn the expectations we hold for our students and the school wide expectations, and several other nights (such as nights focused on grades: K-1, 2-3, 4-5, the new FSA, and Science Night). The Parent Involvement Plan (PIP) explains all that we do to help parents and students feel comfortable with their school environment. The PTA is involved in our school and holds many family nights throughout the year (ex. movie nights bi-weekly). Awards assemblies take place every nine weeks to celebrate the success of our students, related to academic, effort and attendance.

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

Safety is a primary concern for all of the students at Fellsmere. There is a police presence at our school as we work in collaboration with the Fellsmere Police, especially during arrival and dismissal of our students. Teachers are trained in safety procedures such as locking all doors, and the students practice fire drills monthly, and Code Red and Code Yellow drills twice a year. To keep students feeling emotionally safe, the children participate in a school wide behavior program, known as STAR (Safety, Teamwork, Act Responsibly, and Respect), and work with the student support specialist on an anti-bullying program. For certain at-risk students, their emotional well is a concern and therefore they work with a check in and check out system daily with our student support specialist, or social worker.

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

All staff and students had a school-wide assembly to address the STAR program and the student support specialist is checking to see if the program is being used efficiently. With the STAR program, there are clear behavioral expectations associated with this program, and students have behavioral sheets to track their progress. Students are praised for making good choices, and classes earn points to receive a STAR party, for exhibiting good behavior and teamwork. In the next month, there is a plan in place to get a quick survey of random students to see how they feel the program is working.

This will be used as one way to gauge if the program is working. Input from teachers will also occur, in several ways (i.e. discussions at faculty meetings, survey monkey, etc.). With the data from these, an action plan will be put in place as necessary, which is evidence based. At Fellsmere, we not only have the Tier 1 behavioral system for all students we also have Tier 2 and Tier 3 strategies in place that the teacher uses in conjunction with the student support specialist for at-risk pupils. It may be in the form of push-in support, pull-out support, or individualized behavior plans to name a few.

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

The Fellsmere staff pride themselves at finding success for each child, success being defined differently for each student. The classrooms teacher, student support specialist and social worker collaborate together to ensure the social-emotional needs of all students are being met. IF the teacher is having concerns for a child, he/she refers that child to the social worker or student support specialist. They have a Behavioral Health Resource Guide which tied into social emotional behaviors, and they decide which resource is needed for the family. Community resources are often used, such as Castle's High Hopes for children of divorce or broken families, and Legacy for behavioral issues. The social worker also works with the Title One Homeless population and provides several resources for them.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

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

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182513>.

Description

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

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

Fellsmere Elementary works closely with several members of the community to help our families. The local Fellsmere police is a presence at our school, and the Chief is a member of the SAC Committee to stay abreast of all that is going on. For our families in need, we reach out to several local agencies, such as Castle: High Hopes for children of divorced families, Legacy to help with behavior, and the local food bank. The Behavioral Health Resource guide used by the student support specialist and social worker links the services to families in need. In addition, The Learning Alliance provides support in the area of reading for our primary students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

| Name | Title |
|-------------------|---------------------|
| Echeverria, Ramon | Principal |
| Garcia, Kimberly | Assistant Principal |
| Shaw, Patricia | Instructional Coach |
| houston, jody | Other |
| lecher, samantha | Instructional Coach |
| Alvey, Diane | Teacher, K-12 |
| Carlsen, Tiffany | Teacher, K-12 |
| bangert, ashley | Teacher, K-12 |
| Cummings, Chris | Teacher, K-12 |
| Sultaire, Gina | Teacher, K-12 |
| victoria, therese | Teacher, K-12 |

Duties

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

The Leadership Team oversees the development and implementation of the school improvement plan which is tied directly to data and achievement. The team determines the next steps in standards based instruction, based on data, and students' strengths and weaknesses. This team then formulates the needs assessment for the school improvement plan and classroom interventions. The

team then develops methods to achieve the goals to strengthen the areas of concern. These plans are shared and reviewed with grade level personnel. A procedure has been developed on how the improvement plan will be implemented to foster academic growth with all students throughout the 2014-2015 school year. The Leadership Team meets weekly to discuss best practices, events occurring at school, standards based instruction, and other relevant topics to help with student achievement.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based MTSS Leadership Team is made up the Assistant Principal, Reading Coach, Math Coach, Title 1 Resource, Resource Specialist, School Psychologist, Speech Language Pathologist, Student Support Specialist and Bilingual specialist.

Fellsmere ElementarySchool coordinates and intergrates all federal, state, and local programs that impact the school:

Title I, Part A

Fellsmere Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities. Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title I Part C Migrant, and English Language Learner programs
- Partnerships are established outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, Learning Alliance, Big Brothers Big Sisters)
- Coordination and scheduling of instructional programs (i.e. MTSS)
- Implementation of parent information/training programs (i.e. Parent/ Family Nights, Parent Academies)
- Brochures and referrals for parent and student support services

Fellsmere Elementary School coordinates with the Indian River County School District office on all matters involving Title I. This Title I, Part D ---N/A

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings are funded with Title II funds as they relate to the strategies in the School Improvement Plan.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development

is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone, and Earobics.

Title X- Homeless

Fellsmere Elementary School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program

to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless.

School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

Title involves both formal, scheduled meetings and informal day-to-day contacts to ensure the smooth coordination of all efforts.

Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, ESOL, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher, and Math coach who serve as resources to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading, math and writing. Students are also provided extended learning opportunities to attend before/after school instruction and summer school for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials, and instructional software. The Comprehensive Needs Assessment considers student

academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Vindiana Gamez | Parent |
| Keith Touchberry | Business/Community |
| Patty Rodriguez | Parent |
| Yaquelin Andrade | Parent |
| Maria Perez | Parent |
| Cynthia Zamora | Parent |
| Veronica Marceleno | Education Support Employee |
| Jose Blanco | Education Support Employee |
| Kim Garcia | Teacher |
| Ramon Echeverria | Principal |
| Sam Lecher | Teacher |
| Amanda Stevens | Teacher |

Duties

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

Evaluation of last year's school improvement plan

At the October meeting, last year's school improvement plan will be discussed and reviewed. At that time, changes that were made based on last year's plan and the targets met, will be deliberated.

Development of this school improvement plan

Members of the School Advisory Council have contributed to the development of the School Improvement Plan. The School Advisory Council will analyze data throughout the year and review the effectiveness of educational programs. Members of the council identified school wide student achievement goals for the 2014-2015 school year, brainstormed how we will achieve goals through professional development, implementation of evidence based strategies and instruction, and utilizing evidence based resources. The Student Advisory Council will approve the School Improvement Plan and update it as needed.

Preparation of the school's annual budget and plan

The SAC will give assistance to the principal in the planning of the year's budget, as necessary. It is to the principal's advantage to have the assistance of representatives from all areas of the school community in developing this budget.

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

School improvement funds were used to support our parent nights, by purchasing materials for the teachers presentations. The funds were also used to purchase books that the students can take home. Furthermore, funds were used to reward students who attended school everyday. The school improvement funds were used in conjunction to Title I funds, to provide after school extended learning opportunities.

Amount \$45,000

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|----------------|---------------------|
| Shaw, Patricia | Instructional Coach |
| Barnes, Debra | Teacher, K-12 |
| Condit, Linda | Other |
| Coppola, Carol | Other |
| cundiff, carla | Teacher, K-12 |
| newkirk, karen | Instructional Media |

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for the Literacy Team this year are to continue to participate in the "Moonshot Moment"-District 90% goal by 2018, and to ensure rigorous standards based instruction in literacy daily. Teachers continue to have professional learning sessions on a variety of topics, such as how to check lexile levels, how to implement differentiated instruction, and how to set reading levels that are appropriate, yet challenging for all students. The team continues to monitor teaching and ensure that 4 blocks of literacy throughout the day, which includes an extra hour of opportunity focusing on literacy. Data chats will happen every month to create rigorous standards based lessons, that fit the needs of our students. In addition, they work to increase the number of students who participate in the Accelerated Reader Program, Million Word Reader Club and Pizza Hut Book It Reward Program.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

To encourage positive working relationships, teachers are given shared planning time daily, to discuss instruction, data, center ideas, etc. The literacy coach and/or title one resource teachers are meeting with teachers weekly to discuss plans and implementation of standards based instruction with rigor. There is professional development that occurs at least monthly, and some are voluntary, while others are mandatory. To ensure communication amongst the staff, a weekly newsletter from administration, that includes a curriculum corner, is electronically distributed. Teachers are also afforded planning time with the use of subs 1/2 day, to help with their Extra Hour of Opportunity. As a positive relationship builder, we carve out a time at faculty meetings when staff members let others know "I Like What you Did" to boost the morale. Lastly, at weekly grade level meetings, each grade level leader has a voice and say in the school wide decisions that are made. They have a time and forum to express concerns their grade level is feeling and when appropriate, a solution is accomplished.

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

We recruit by first posting the position on the district website. Principal and Assistant Principal evaluate potential candidates by reviewing resumes, credentials, and references. They then hold interviews with

narrowed down selection of candidate with a team of teacher leaders. Collaboratively a decision is made as to who fits our school best.

We retain highly qualified teachers by providing teachers with assistance from coaches, mentor teachers, and ESOL assistants. These teachers also remain at the school, because we promote a positive climate and camaraderie amongst the staff.

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

We have a new teacher/mentor coordinator who assigns first year and Category 1 teachers to an experienced mentor teacher on the same grade level (if possible). This mentor will give personalized support through the year. Teachers meet to plan, ask questions, share ideas and techniques to support curriculum implementation in the classroom. There will be a fidelity check monthly to check progress.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

To ensure our core curriculum is tied to Florida's standards, all teachers have a copy of the LAFS and MAFS book to help guide instruction. The textbooks we are using in the core curriculum are somewhat aligned to the standards and are purchased by the district. At Fellsmere, we know they are a resource and don't drive our instruction; instead the standards should. Learning goals are posted and must be in direct correlation to the state standard they are teaching. Lesson Plans include the standards being taught daily. Fellsmere is utilizing a balanced literacy approach with whole group, small group, and one on one instruction throughout the day. Consistency across the grade levels is evident as seen in administration walkthroughs, informal observations, etc. Professional Development will occur to refresh teachers on standards, goals, and rubrics in the upcoming months. The weekly newsletter from administration has reviewed what a learning goal is and faculty meetings have been devoted to standards based instruction with clear learning goals rather than activities.

Instructional Strategies

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

To meet the diverse needs of our students, there is a tiered based instruction, which is differentiated, based on the intensity of needs of our students. All students receive 90 minutes of core balanced literacy instruction which includes as needed (phonemic awareness, phonics, fluency, vocabulary and comprehension). The Tier 2 instruction is based on the needs of our students, and may be in the form of enrichment, remediation, or more practice. Throughout the day, assignments are differentiated during small group and center time.

Tier 3 is the most intensive form of intervention and occurs on an as needed basis. Monitoring occurs biweekly and groups are fluid, based on the data. Meeting with coaches and administration at least monthly to ensure accountability and rigorous standards based instruction

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Instruction in the core academic area will be small group instruction, computer based instruction, and test taking strategies will be implemented throughout the day to increase student achievement.

Research based materials will be used, such as, but not limited to:

Focus

Rewards

Zoom In

Rav-O

Sonday

Foundations

Read Naturally-peer fluency

Also used are:

Chapter Books

Leveled Readers

National Geographic for Kids

Story Works

Reading A-Z

Strategy Rationale

Based on data received from student assessments (benchmarks, DIBELS, Foundations Unit tests, etc.) we have a variety of materials that are used to meet the diverse needs of all of our students. Instructional practices varies from grade to grade based on our students' needs. Some examples include using thinking maps to organize thoughts, QAR, to be able to think out loud and disseminate information in a book, or small group instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Garcia, Kimberly, kimberly.garcia@indianriverschools.org

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

- Data will be analyzed by benchmark and progress monitoring (ex. Aimsweb).
- Students will be grouped homogenously according to their individual needs.
- Groups will be fluid.
- Formative and summative assessments will be used to provide information and drive instruction. Data from Tier groups will be reviewed periodically as well to drive instruction.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Fellsmere Elementary School is home to two pre-school classes. Students are introduced to elementary school by being immersed in the educational environment at Orientation or before school

visits. Pre-school students participate in many of the same activities as those students in K-5th grades. They play on the same playgrounds and eat in the same cafeteria. Parents attend back to school night and parent/teacher conferences and many other activities throughout the school year. Students enrolled in our Pre-K program experience a smooth and successful transition into Kindergarten.

In 5th grade, students transitioning to middle school have a grade level assembly with middle school personnel. They also visit the middle school to learn more about their next educational step.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Implement effective standards based instruction daily with fidelity.

Strategic Goals Detail

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

G1. Implement effective standards based instruction daily with fidelity. 1a

G051268

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 50.0 |
| FCAT 2.0 Science Proficiency | 50.0 |
| AMO Math - All Students | 71.0 |

Resources Available to Support the Goal 2

- Leadership Team: Grade Level Leaders, Title One Teachers, Coaches
- ESOL Teacher Assistants
- Title One Budget to buy supplemental materials
- Time for Collaborative planning built into the master schedule
- District Personnel
- Florida Department of Education support

Targeted Barriers to Achieving the Goal 3

- Teachers depth of knowledge of the standards

Plan to Monitor Progress Toward G1. 8

Modeling and Coaching

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Coaching logs Increase in scores in local tests, HOO assessments, and state tests

Plan to Monitor Progress Toward G1. 8

Professional Development based on standards and effective teaching methodology
PD includes: Shifts in LAFS, CPalms Lessons and how they tie with the Standards, Goals vs. Activities, Viewing Standards Based Lessons on Teaching Channel, Digging Deeper into the Math Standards, IRI and Running Records, Balanced Literacy, Differentiated Instruction, Science Standards and STEM Activities, Reading Articles and having discussions about Standards Based Instruction, Text Talk, Best Practices

Person Responsible

Kimberly Garcia

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Classroom walkthroughs that observes standards based instruction Collaborative Planning with student data chats Increase in scores Differentiated Instruction as seen in walkthroughs, planning, etc.

Plan to Monitor Progress Toward G1. 8

Local and State test data will be collected and reviewed throughout the year to determine if we are progressing toward our school-wide goal.

Person Responsible

Ramon Echeverria

Schedule

Every 2 Months, from 10/1/2014 to 6/5/2015

Evidence of Completion

Students becoming proficient in the areas they were previously weak in. Showing proficiency in the standards being taught through formative and summative assessments, benchmark assessments, state and local tests. Tier 1 2, and 3 instruction will be both prescriptive and strategic based on the data received from various assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Implement effective standards based instruction daily with fidelity. **1**

 G051268

G1.B3 Teachers depth of knowledge of the standards **2**

 B128817

G1.B3.S1 Coaching and Professional Development **4**

 S140938

Strategy Rationale

As teachers work for the common goal of student achievement, they need to be trained on to how to effectively implement these strategies

Action Step 1 **5**

Provide teachers planning time in addition to daily 45 minute planning time.

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Agendas from meetings, and sign in sheets

Action Step 2 5

Develop and provide clear expectations on design and implementation of standards based instruction during Core Tier 1 time with teacher input.

Person Responsible

Kimberly Garcia

Schedule

On 9/25/2014

Evidence of Completion

Meeting agenda from 9/25, minutes from the meeting and then administration walk throughs/evaluations

Action Step 3 5

Provide support to coaches through observations in district schools that are implementing standards based instruction effectively.

Person Responsible

Patricia Shaw

Schedule

On 10/31/2014

Evidence of Completion

Differentiated Accountability (CWT) Tool to identify trends, and create a plan for the coaches to implement a coaching model at Fellsmere Elementary School.

Action Step 4 5

Provide standards based instruction PD as it relates to Tier 1 for all grades K-5.

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Agenda, minutes, power points, CWT Tool, Reflection piece of the PD two weeks after the PD occurs to revisit the PD and see what has been implemented and what still needs work,

Action Step 5 5

Provide Mentoring for all Category 1 teachers

Person Responsible

samantha lecher

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Logs of meetings between individual mentor/mentees, agendas from mentor/mentee team meetings,

Action Step 6 5

Create a survey for students in regards to student engagement and classroom instruction to see if the professional development is perceived to be working by out students.

Person Responsible

jody houston

Schedule

On 12/5/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Written reflection and discussion of outcomes based on the action steps as seen in faculty meetings, professional development, coaching sessions, mentoring sessions, and classroom walkthroughs

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

- Use of knowledge used during instruction as evidenced in lesson plans or observed by coaches and administrators.
- A written reflective piece after the PD where teachers reflect how they implemented the strategies taught in the classroom.
- Discussion of outcomes, teacher collaboration
- Sign in sheets. Student scores on assessments (both formative and summative) will increase as teachers become more familiar and are trained in the standards.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom walkthrough data

Person Responsible

Ramon Echeverria

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

CWT tool, collected student work, review of data, and evaluations will reflect what is being done for the students to meet success while receiving standards based instruction.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------|--|-------------------|-------------------------------|--|---------------------|
| G1.B3.S1.A1 | Provide teachers planning time in addition to daily 45 minute planning time. | Echeverria, Ramon | 9/22/2014 | Agendas from meetings, and sign in sheets | 6/5/2015 monthly |
| G1.B3.S1.A2 | Develop and provide clear expectations on design and implementation of standards based instruction during Core Tier 1 time with teacher input. | Garcia, Kimberly | 9/23/2014 | Meeting agenda from 9/25, minutes from the meeting and then administration walk throughs/ evaluations | 9/25/2014 one-time |
| G1.B3.S1.A3 | Provide support to coaches through observations in district schools that are implementing standards based instruction effectively. | Shaw, Patricia | 9/22/2014 | Differentiated Accountability (CWT) Tool to identify trends, and create a plan for the coaches to implement a coaching model at Fellsmere Elementary School. | 10/31/2014 one-time |
| G1.B3.S1.A4 | Provide standards based instruction PD as it relates to Tier 1 for all grades K-5. | Echeverria, Ramon | 10/1/2014 | Agenda, minutes, power points, CWT Tool, Reflection piece of the PD two weeks after the PD occurs to revisit the PD and see what has been implemented and what still needs work, | 6/5/2015 monthly |
| G1.B3.S1.A5 | Provide Mentoring for all Category 1 teachers | lecher, samantha | 10/1/2014 | Logs of meetings between individual mentor/mentees, agendas from mentor/mentee team meetings, | 6/1/2015 monthly |
| G1.B3.S1.A6 | Create a survey for students in regards to student engagement and classroom instruction to see if the professional development is perceived to be working by out students. | houston, jody | 11/3/2014 | | 12/5/2014 one-time |
| G1.MA1 | Modeling and Coaching | Echeverria, Ramon | 10/1/2014 | Coaching logs Increase in scores in local tests, HOO assessments, and state tests | 5/29/2015 monthly |
| G1.MA2 | Professional Development based on standards and effective teaching methodology PD includes: Shifts in LAFS, CPalms Lessons and how they tie with the Standards, Goals vs. | Garcia, Kimberly | 10/1/2014 | Classroom walkthroughs that observes standards based instruction Collaborative Planning with student data chats Increase in scores | 5/29/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--|-------------------|-------------------------------|---|-------------------------|
| | Activities, Viewing Standards Based Lessons on Teaching Channel, Digging Deeper into the Math Standards, IRI and Running Records, Balanced Literacy, Differentiated Instruction, Science Standards and STEM Activities, Reading Articles and having discussions about Standards Based Instruction, Text Talk, Best Practices | | | Differentiated Instruction as seen in walkthroughs, planning, etc. | |
| G1.MA3 | Local and State test data will be collected and reviewed throughout the year to determine if we are progressing toward our school-wide goal. | Echeverria, Ramon | 10/1/2014 | Students becoming proficient in the areas they were previously weak in. Showing proficiency in the standards being taught through formative and summative assessments, benchmark assessments, state and local tests. Tier 1 2, and 3 instruction will be both prescriptive and strategic based on the data received from various assessments. | 6/5/2015 every-2-months |
| G1.B3.S1.MA1 | Classroom walkthrough data | Echeverria, Ramon | 10/1/2014 | CWT tool, collected student work, review of data, and evaluations will reflect what is being done for the students to meet success while receiving standards based instruction. | 6/5/2015 monthly |
| G1.B3.S1.MA1 | Written reflection and discussion of outcomes based on the action steps as seen in faculty meetings, professional development, coaching sessions, mentoring sessions, and classroom walkthroughs | Echeverria, Ramon | 10/1/2014 | <ul style="list-style-type: none"> • Use of knowledge used during instruction as evidenced in lesson plans or observed by coaches and administrators. • A written reflective piece after the PD where teachers reflect how they implemented the strategies taught in the classroom. • Discussion of outcomes, teacher collaboration • Sign in sheets. Student scores on assessments (both formative and summative) will increase as teachers become more familiar and are trained in the standards. | 6/5/2015 monthly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Implement effective standards based instruction daily with fidelity.

G1.B3 Teachers depth of knowledge of the standards

G1.B3.S1 Coaching and Professional Development

PD Opportunity 1

Provide teachers planning time in addition to daily 45 minute planning time.

Facilitator

Job Roles as Assigned based on the PD

Participants

Teachers

Schedule

Monthly, from 9/22/2014 to 6/5/2015

PD Opportunity 2

Provide standards based instruction PD as it relates to Tier 1 for all grades K-5.

Facilitator

District and School Personnel

Participants

All Teachers at Fellsmere Elementary School

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

| Summary | |
|--|---------------|
| Description | Total |
| Goal 1: Implement effective standards based instruction daily with fidelity. | 13,000 |
| Grand Total | 13,000 |

| Goal 1: Implement effective standards based instruction daily with fidelity. | | |
|---|----------------|---------------|
| Description | Source | Total |
| B3.S1.A1 - Subs needed: 6 subs needed 2 days a month 8 subs needed one 1/2 day, 7 the other 1/2 | Title I Part A | 13,000 |
| Total Goal 1 | | 13,000 |