Fern Creek Elementary

2014-15 School Improvement Plan

Fern Creek Elementary

1121 N FERNCREEK AVE, Orlando, FL 32803

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	100%

Alternative/ESE Center	Charter School	Minority
No	No	76%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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

To achieve our vision, we will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning. This will require creating a learning environment which is centered around students, directed by teachers, and supported by home and community.

Provide the school's vision statement

Fern Creek Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere.

School Environment

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

We are a school family. Our school functions as a school family with the practice of Conscious Discipline strategies and BLTA (Behavior Leadership Team Academy) procedures. The students and teachers all share a connection of being an important member of the school family. Teachers model what it looks like and sounds like to accept all cultures and nationalities by speaking to all students in a positive and respectful manner and allowing students to dress in their cultural attire while still abiding by the OCPS dress code. Students and teachers strengthen their relationships regularly as they celebrate the diversity in the school family by allowing students to explain their cultural practices at appropriate times (class/staff meetings, before /after school events).

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

"It is our job to keep you safe so you can learn. It is your job to help keep it that way." Students constantly hear this phrase from all staff members and are reassured throughout the day that they are safe. School officials are always visible around campus and students are comfortable approaching them for assistance or general conversation. All students are taught to use their words to tell a peer if they don't like something that is being said or done. Students feel empowered when the adults encourage and praise the use of helpful words. Students are also reminded to get an adult immediately if they see something that is not safe.

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

The school wide behavioral system in place is preventative and proactive for all students in all settings. Conscious Discipline practices and structures are consistently and routinely implemented in all classrooms/settings:
Composure - safe keeper, safe place, STAR – Stop, Take a deep breath and Relax, and other breathing techniques. Encouragement - jobs, friends and family board. Assertiveness - time machine, immediate response "I didn't like it when…" Choices – picture rules cards, visuals of procedures, verbal options, "You may _____ or _____, which would you like?"

Positive intent – Celebration center, morning meeting or weekly class meeting.
Empathy – we care center, wish well.
Consequences – accepting responsibility, problem solving, and positive plan.
BLTA procedures are also implemented in all common areas of the school campus. Routines and procedures are taught and practiced on a regular basis. Classroom rules are explicit (words and visuals) and posted in each room. Teachers use a "buddy teacher" to whom a student may be sent for a short time out of the classroom environment. This is where the student is expected to work quietly on independent academic assignments. Parents are notified via phone call/note each time a student is sent to a buddy classroom. If a student refuses to go to a buddy classroom or the student's behaviors are classified as a Level 2 or higher based on the OCPS Student Code of Conduct, an administrative staff member is called for assistance. When a student is removed from class and placed in the alternative room, he/she completes a reflection sheet which allows the student to describe their feelings, explain their mistakes, and create a plan of action to fix the problem and return to class. The student reviews the reflection sheet with an adult and the administrator determines if the student is able to return to class. Interventions are implemented for students who are repeatedly removed from class and consistently disruptive to the learning environment. Interventions may include: Connections program, reinforcement point sheet, behavior contract, work/ break schedule, breakfast club, time-out pass, breakfast club, positive use of alternative room, star center, social skills group, mentoring, and individual counseling.

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

School personnel meets with administrative members weekly to review behavior expectations and provide support and training when necessary to ensure the system is fairly and consistently implemented. Each student is given the opportunity to have a mentor which is someone who visits them weekly to provide a positive support both emotionally and academically. Students are also given access to counseling services on campus with parent permission as well as access to the school's social worker when needed. Students and their families can also make an appointment to visit the clothing closet and food pantry.

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

Fern Creek uses indicators such as attendance, suspensions, failing grades, and scores on standardized assessments for Early Warning System support. By analyzing data from these indicators we can intervene and provide the support necessary to assist students in overcoming these barriers. Support is provided through our dean, Lakeside counseling, school psychologist, social worker, and clinic personnel.

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
	K	1	2	3	4	5	
Attendance below 90 percent	11	24	13	9	11	8	76
One or more suspensions	1	0	0	0	2	0	3
Course failure in ELA or Math	0	0	5	6	11	11	33
Level 1 on statewide assessment	0	0	0	21	13	15	49

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	3	9	10	10	32

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

Fern Creek provides various intervention strategies to improve academic performance of students identified by the early warning system. Fern Creek provides social services for students with attendance issues. These issues can include tardiness, absences, and any other issues related to attendance. Fern Creek also provides tutors, volunteers, and mentors to students during the school day including intervention and enrichment on a daily basis. Fern Creek also has a dean on campus who incorporates Conscious Discipline into the daily routines of students who may have difficulties with behavior. The dean provides behavior interventions and guidance to students when needed.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Fern Creek works at building positive relationships with families to increase involvement by providing buses to transport families to and from the Parramore community for all school events. Snacks are provided for families at each of the school functions. Free meals are provided twice a year at Meet Your Teacher and at the Carnival. For outreach, Fern Creek also has a Family Night at the Callahan Center in the Parramore area.

Communication with Fern Creek families includes regular messages through Connect Ed. Fliers are sent out for Open House, Family Nights, Parent/Teacher conferences, and other school functions. A bi-monthly newsletter is provided keeping parents informed of current and upcoming events. Student planners are provided for each student and goes home daily. A weekly communication folder goes home every Friday. The school marquee is also utilized as a means of communication. Staff members are available for translations in Spanish, Vietnamese, and Mandarin.

Parents are informed of their child's progress through use of Progress Book, mid-term progress

report, report cards and report card conferment nights. Conferences are available by parent or teacher request. Telephone, email, and notes in the daily planner are also employed to meet the varying needs of the families.
.

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

Fern Creek provides a staff member for community support and partners with the Fern Creek Foundation to chronologically reach out and request from the community appropriate needs at appropriate times; i.e. summer – backpacks and school supplies; fall – food for weekends and holidays; winter – coats and books to give away to students. The school also provides an extensive mentoring program for one-third of our 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
Fritz, Jason	Principal
Jacobson, Kimberly	Guidance Counselor
Adam, Mariam	Dean
Swinderman, Jacqueline	Instructional Coach
Duckworth, Kelly	Instructional Media
Romo, Jeanne	Other
Conner, Glenn	Instructional Coach

Duties

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

Each member of the leadership team is responsible for leading a grade level PLC. In addition, each member of the leadership team attends all MTSS meetings scheduled with their assigned grade level. The leadership team members also monitor for implementation with fidelity of the SIP goals and strategies by observing classroom lessons, coaching teachers, problem-solving during grade level PLC time and monitoring lesson plans.

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

Data is reviewed weekly during grade level PLC time and during leadership team meetings to ensure effectiveness of core instruction. MTSS procedures are clearly defined to all staff members during pre-planning staff meetings. The MTSS coordinator facilitates all MTSS academic and behavior

meetings for student concerns. Interventions are developed during MTSS meetings, intervention curriculum materials are adjusted according to student need, and staff schedules are adjusted if necessary to accommodate student intervention group needs.

Title I funds are utilized to purchase personnel, purchase equipment for students, provide student learning materials and provide transportation for families to school events.

Fern Creek supports families who are homeless by providing transportation to and from school, providing school supplies, funds for field trips.

Breakfast and lunch are provided free to all students through the Universal meal program. Fern Creek receives federal funding to provide fresh fruits and vegetables to students three times a week to promote healthy eating habits.

Lakeside services provides a full time counselor to selected students in need of the services. Another mental health provider is Kinder Konsulting. Fern Creek has a large mentoring program maintained by the Fern Creek Foundation and utilizing community members to assist struggling students. Fern Creek implements character education and bullying prevention via monthly school assemblies, morning announcements., in class lessons and posters around campus.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Chrisine Welch	Parent
Mariam Adam	Teacher
Jason Fritz	Principal
Kyle Steele	Business/Community
Holly Vanture	Education Support Employee

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

The SAC served as an advisory board to the school principal. Monthly meetings included review of school academic data and discussions on how findings could be improved.

Development of this school improvement plan

Members of the SAC participated in the development of the School Improvement Plan. A draft was emailed prior to the SAC meeting. Discussion about the SIP was conducted during the SAC meeting and recommendations for any needed changes or additions were noted. The School Advisory Council will meet monthly to review progress toward meeting current school improvement goals as well as develop the following year's school improvement plan.

Preparation of the school's annual budget and plan

The SAC served as an advisory board to the school principal. Monthly meetings included review of the school's annual budget and discussions on how findings could be improved.

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

Materials to create parent resources will be funded by school improvement funds totaling $1000.00.

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
Fritz, Jason	Principal
Duckworth, Kelly	Instructional Media
Swinderman, Jacqueline	Instructional Coach
Rodriguez, Tiffany	Teacher, K-12
McQuady, Kelly	Teacher, K-12
Vasisht, Rekha	Teacher, K-12
Zummo, Renee	Teacher, K-12
Preshong, Shannon	Teacher, K-12
Watson, Kayla	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT meets the second Friday of each month. The LLT plans and implements literacy initiatives at the school. The team also discusses literacy concerns from grade level PLC meetings.
The LLT promotes the following activities:
Family Literacy Night
Implementation of the Journeys Reading Core Program through classroom training
Support for classroom teachers on ELA Common Core State Standards
The LLT also promotes and implements the following programs at Fern Creek supporting student achievement:
Book Fair, MyOn Reader, Accelerated Reader, istation, and Reading Plus

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

Teachers at Fern Creek have common planning time to meet in their Professional Learning Communities (PLC's). During these meetings teachers discuss instruction, planning, improvement ideas, and collaborate on other items that lead to student achievement. Each grade level has a common planning time to plan for other items as well and to build working relationships.

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

Fern Creek provides support from the leadership team to help retain high quality teachers, including curriculum support from Jacqueline Swinderman, Curriculum Resource Teacher, positive behavior

support from Mariam Adam, Dean, and Exceptional Student Education compliance through Kimberly Jacobson, Staffing Specialist. Teachers are also supported via grade level team Professional Learning Communities on a weekly basis to share best practices in delivering instruction through the Marzano model, as well as sharing data to make appropriate instructional decisions. In addition, Fern Creek has extensive community partnerships, facilitated by Jeanne Romo, which enhance the teaching and learning experience afforded to students. Fern Creek also has a non-profit organization, The Fern Creek Foundation, which directly supports student and teacher needs in a variety of ways.

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

Fern Creek pairs new teachers with experienced teachers in order to facilitate understanding of the school culture, implementation of district expectations for student learning, and the development of quality and meaningful lessons. In addition, mentor teachers are readily available for mentee questions on a regular basis. Pairings are enacted based on similar grade level teaching assignment. The overall goal of the mentoring program is to empower new teachers with the tools necessary to ensure student achievement.

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

Fern Creek follows the OCPS guidelines, scope and sequence, and MTPs to ensure our core instructional programs are aligned to Florida's standards. Lesson plans are checked by each grade level support team member bi-weekly. The support team members also visit classrooms to verify lesson plans and instructional programs are aligned.

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

The school conducts biweekly data chats that focus on problem-solving through the MTSS process. Data is shared between teachers, coaches, and administrative personnel. The data is used to determine needs of students and to provide guidance and support for student intervention and enrichment groups. Intervention curriculum materials and instruction are adjusted according to data analysis.
Students who are having difficulty attaining proficient levels of performance receive Tier II instruction using research-based materials. Progress-monitoring data is analyzed to adjust instructional materials as needed and to move students through and within tiers.

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: 1,800

Fern Creek has a mandated extra hour of ELA/Reading block at the end of each day. The extended time is from 2:30-3:30 pm and encompasses all students K-5.

Strategy Rationale

By having the extra hour Fern Creek is able to provide extra enrichment/intervention strategies and skills practice to all of our students in kindergarten through 5th grade. The teachers group students according to needs and can provide extra support and instruction. There are also extra teachers available for small group instruction to support to the classroom teachers.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fritz, Jason, jason.fritz@ocps.net

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

Data is collected through teacher assessments, Benchmark Reading and Math assessments, and STAR Reading and Math assessments. Collected data is then discussed by the leadership team and grade level Professional Learning Communities to determine if progress has been made, or if adjustments to assigned tutoring groups need to be made to support student achievement.

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

Fern Creek invites local Head Start programs to tour the Kindergarten classrooms and receive a school tour in order to familiarize preschool students with an elementary school setting. We also have Fern Creek students visit our feeder middle schools. When Fern Creek students cannot visit a middle school, we invite the middle school to Fern Creek to share ideas about the culture, classes offered, and transition into middle school.

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

Fern Creek Elementary is part of the AVID program (Advancement Via Individualized Determination). Our school focuses on colleges in our students' futures as well as helping students become organized to learn. Currently we are only using AVID in 4th and 5th Grades. Our current 5th grade teachers have been through the AVID Summer Institute. Our 4th grade teachers are new but have has some in school training on effective use of the binders (organization SIP tool).
Fern Creek is also part of Orange County's College and Career Readiness program. Our resource teacher attends the regular training and information sessions. Toward the end of the school year our

students a go through an interest inventor to help them focus on areas of strengths and interest in career areas. We also have Junior Achievement Day where professionals come to all of our classrooms and discuss careers and answer questions.
Finally Fern Creek has weekly College Shirt days so that our students can see the wide range of educational institutions that make up our school and community.

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

n/a

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

n/a

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

n/a

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.   Increase the percentage of students who are reading proficiently as measured by the Florida Standards Assessment (FSA) English Language Arts proficiency rate.

G2.   Increase percentage of AA students scoring proficient on the Florida Standards Assessment (FSA) in Math.

G3.   Increase number of students in 5th grade scoring proficiently on Florida Standards Assessment (FSA) in Science.

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. Increase the percentage of students who are reading proficiently as measured by the Florida Standards Assessment (FSA) English Language Arts proficiency rate. `1a`

🔍 G043620

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	51.0
AMO Reading - African American	67.0
AMO Reading - Hispanic	75.0
AMO Reading - SWD	60.0

Resources Available to Support the Goal `2`

- Highly proficient teachers
- Tutors
- Grade Level Support Teachers (GLST)
- Voyager Passport, Reading Plus, and Istation
- Extra hour of ELA instruction at the end of the day
- District ELA coach

Targeted Barriers to Achieving the Goal `3`

- Implementing effective small group instruction; meaningful and direct instruction
- New teachers in 4th Grade

Plan to Monitor Progress Toward G1. `8`

To determine teacher growth we will use feedback from observation data, mentor notes, and assessment data.

Person Responsible
Jacqueline Swinderman

Schedule
Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion
Observation feedback will be collected and analyzed to determine if teacher growth is taking place.

G2. Increase percentage of AA students scoring proficient on the Florida Standards Assessment (FSA) in Math. 1a

🔍 G043619

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	66.0
AMO Math - Hispanic	77.0
AMO Math - ELL	77.0
AMO Math - SWD	47.0

Resources Available to Support the Goal 2

- Highly qualified teachers

- Tutors

- Number Talks strategy curriculum

- Go Math curriculum

- Bank of high quality non-routine word problems

Targeted Barriers to Achieving the Goal 3

- Lack of training and support for small group Math instruction/intervention

Plan to Monitor Progress Toward G2. 8

Progress toward the goal of improving student's ability to analyze and solve mathematical problems will be determined by analyzing student growth on Performance Matters Benchmark and mini-assessments in grades 3-5. In grades K-2 rubrics will be used in the students' problem solving notebooks and teachers will track rubric scores to determine student growth. In addition student scores on Curriculum Based Measures will be graphed.

Person Responsible
Kimberly Jacobson

Schedule
Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion
Student data from Performance Matters assessments, student graphs of curriculum based measure probes (focused on number sense and computation strategies) and rubrics from student problem solving notebooks will be analyzed to determine student growth in mathematical problem solving.

G3. Increase number of students in 5th grade scoring proficiently on Florida Standards Assessment (FSA) in Science. `1a`

🔍 G043670

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0

Resources Available to Support the Goal `2`

- Science Lab teacher for 5th Grade

- 5th grade Science curriculum training

Targeted Barriers to Achieving the Goal `3`

- Lack of time for rigorous Science instruction

Plan to Monitor Progress Toward G3. `8`

We will collect data from Science unit assessments, mini assessments, and benchmark assessments to monitor progress toward meeting our selected target.

Person Responsible

Kelly Duckworth

Schedule

Biweekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

FSA Science for 5th grade, unit assessments data, and benchmark data will be collected and used to demonstrate the goal is being monitored and progress is being made toward meeting our selected target.

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. Increase the percentage of students who are reading proficiently as measured by the Florida Standards Assessment (FSA) English Language Arts proficiency rate. `1`

🔍 G043620

G1.B1 Implementing effective small group instruction; meaningful and direct instruction `2`

🔍 B106891

G1.B1.S1 Share effective research-based strategies for small group reading instruction with classroom teachers and tutors. Fern Creek also has OCPS district coaches that visit once per week to observe classrooms and provide feedback to teachers on a weekly basis. Coaches also meet with individual teachers as needed to share strategies and ideas to use for small group instruction. `4`

🔍 S118227

Strategy Rationale

By providing professional development to teachers on small group instruction we can increase the effectiveness of small groups and student achievement.

Action Step 1 `5`

Share effective research-based strategies for small group reading instruction with classroom teachers and tutors. Strategies will be shared based on need as determined by classroom walk-throughs by the Principal, School-based Reading Coach and District Coaches.

Person Responsible

Jacqueline Swinderman

Schedule

On 6/3/2015

Evidence of Completion

Sign-in sheets and agendas from professional development sessions, PLC notes

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

Monitor the implementation of research based grade appropriate strategies for daily small group instruction by observing classroom instruction and by reviewing lesson plans.

Person Responsible

Jacqueline Swinderman

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Grade level support team member will keep an observation and lesson plan review log detailing evidences.

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

Monitor the implementation of research based grade appropriate strategies for daily small group instruction by observing classroom instruction and by reviewing lesson plans.

Person Responsible

Jacqueline Swinderman

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Data will be used from unit assessments, mini-assessments, exit slips, and other teacher created assessments to determine effectiveness at reducing the barrier.

G1.B2 New teachers in 4th Grade 2

🔑 B107020

G1.B2.S1 Provide support for new teachers by assigning mentors and coaches to work directly with new teachers. 4

🔑 S119489

Strategy Rationale

By providing mentors and coaches to new teachers they will have someone specific to turn to for support and ideas.

Action Step 1 5

Schedule meetings with beginning teachers, mentors, and instructional coach to provide support and answer questions and concerns.

Person Responsible

Jacqueline Swinderman

Schedule

Biweekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Meeting notes and agendas from mentor/coach meetings.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Meeting notes and agendas will be reviewed after the completion of each meeting.

Person Responsible

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Observation of lesson plans, unit assessment data, meeting notes, agendas, and classroom walkthroughs will be collected to demonstrate that the action plan has been monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Principal and Reading Coach will conduct classroom walkthroughs to observe the use of strategies that were discussed during the meetings with mentors and coaches.

Person Responsible

Schedule

Biweekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Meeting notes, agendas, assessment data, and observation feedback will be used to demonstrate the action plan was monitored and implemented with effectiveness.

G2. Increase percentage of AA students scoring proficient on the Florida Standards Assessment (FSA) in Math. `1`

🔑 G043619

G2.B3 Lack of training and support for small group Math instruction/intervention `2`

🔑 B107934

G2.B3.S1 Teachers have not had sufficient training in Go Math curriculum to fully implement effective small group instruction. `4`

🔑 S119383

Strategy Rationale

By increasing support and opportunities for training teachers will be able to fully implement effective small group instruction in Math.

Action Step 1 `5`

Teachers will be trained and support will be provided to ensure effective small group instruction during the Math block is implemented.

Person Responsible

Kimberly Jacobson

Schedule

Biweekly, from 9/16/2014 to 6/3/2015

Evidence of Completion

Progress to the targeted goal of improving student's ability to analyze and solve mathematical problems will be determined by analyzing student growth on Performance Matters Benchmark and mini assessments in grades 3-5. In grades K-5 rubrics and interactive math notebooks will be used to track student growth.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Progress to the targeted goal of improving student's ability to analyze and solve mathematical problems will be determined by analyzing student growth on Performance Matters Benchmark and mini assessments in grades 3-5. In grades K-5 rubrics and interactive math notebooks will be used to track student growth.

Person Responsible

Kimberly Jacobson

Schedule

Biweekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Student data form performance matters benchmark and mini assessments. Documented observations of small group math instruction/intervention. Rubrics and student samples from interactive notebook that focuses on problem solving through number sense and computation.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Progress to the targeted goal of improving student's ability to analyze and solve mathematical problems will be determined by analyzing student growth on Performance Matters Benchmark and mini assessments in grades 3-5. In grades K-5 rubrics and interactive math notebooks will be used to track student growth.

Person Responsible

Kimberly Jacobson

Schedule

Biweekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Administration will monitor the implementation of small group math instruction/intervention and provide specific and timely feedback. Teachers will submit unit lesson plans with included small group activities/ centers.

G3. Increase number of students in 5th grade scoring proficiently on Florida Standards Assessment (FSA) in Science. 1

🔑 G043670

G3.B1 Lack of time for rigorous Science instruction 2

🔑 B107073

G3.B1.S1 5th grade students will attend the Science Lab once a week. 4

🔑 S118455

Strategy Rationale

Increasing time students have access to Science curriculum and strategies will increase proficiency on the Science FSA.

Action Step 1 5

Classroom teachers will implement weekly Interactive science journals, Science journals in classrooms, meaningful and direct Science lessons, and weekly science labs.

Person Responsible

Kelly Duckworth

Schedule

Biweekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Student data from FSA, student graphs of curriculum based measure probes, and rubrics from student interactive notebooks will be analyzed to determine student growth.

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

Teachers will monitor the effectiveness of Science instruction by tracking student progress on rubrics used to assess entries in student interactive journals.

Person Responsible

Kelly Duckworth

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Student interactive Science notebooks will be collected. Scores from FSA in Science will also be collected and analyzed.

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

Teachers will monitor the effectiveness of Science instruction by tracking student progress on rubrics used to assess entries in student interactive journals.

Person Responsible

Kelly Duckworth

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

FSA Science scores for 5th grade.

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.B1.S1.A1	Share effective research-based strategies for small group reading instruction with classroom teachers and tutors. Strategies will be shared based on need as determined by classroom walk-throughs by the Principal, School-based Reading Coach and District Coaches.	Swinderman, Jacqueline	9/15/2014	Sign-in sheets and agendas from professional development sessions, PLC notes	6/3/2015 one-time
G2.B3.S1.A1	Teachers will be trained and support will be provided to ensure effective small group instruction during the Math block is implemented.	Jacobson, Kimberly	9/16/2014	Progress to the targeted goal of improving student's ability to analyze and solve mathematical problems will be determined by analyzing student growth on Performance Matters Benchmark and mini assessments in grades 3-5. In grades K-5 rubrics and interactive math notebooks will be used to track student growth.	6/3/2015 biweekly
G3.B1.S1.A1	Classroom teachers will implement weekly Interactive science journals, Science journals in classrooms, meaningful and direct Science lessons, and weekly science labs.	Duckworth, Kelly	9/15/2014	Student data from FSA, student graphs of curriculum based measure probes, and rubrics from student interactive notebooks will be analyzed to determine student growth.	6/3/2015 biweekly
G1.B2.S1.A1	Schedule meetings with beginning teachers, mentors, and instructional coach to provide support and answer questions and concerns.	Swinderman, Jacqueline	9/15/2014	Meeting notes and agendas from mentor/coach meetings.	6/3/2015 biweekly
G1.MA1	To determine teacher growth we will use feedback from observation data, mentor notes, and assessment data.	Swinderman, Jacqueline	9/15/2014	Observation feedback will be collected and analyzed to determine if teacher growth is taking place.	6/3/2015 monthly
G1.B1.S1.MA1	Monitor the implementation of research based grade appropriate strategies for daily small group instruction by observing classroom instruction and by reviewing lesson plans.	Swinderman, Jacqueline	9/2/2014	Data will be used from unit assessments, mini-assessments, exit slips, and other teacher created assessments to determine effectiveness at reducing the barrier.	6/3/2015 weekly
G1.B1.S1.MA1	Monitor the implementation of research based grade appropriate strategies for daily small group instruction by	Swinderman, Jacqueline	9/2/2014	Grade level support team member will keep an observation and lesson plan review log detailing evidences.	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	observing classroom instruction and by reviewing lesson plans.				
G1.B2.S1.MA1	Principal and Reading Coach will conduct classroom walkthroughs to observe the use of strategies that were discussed during the meetings with mentors and coaches.		9/15/2014	Meeting notes, agendas, assessment data, and observation feedback will be used to demonstrate the action plan was monitored and implemented with effectiveness.	6/3/2015 biweekly
G1.B2.S1.MA1	Meeting notes and agendas will be reviewed after the completion of each meeting.		9/15/2014	Observation of lesson plans, unit assessment data, meeting notes, agendas, and classroom walkthroughs will be collected to demonstrate that the action plan has been monitored and implemented with fidelity.	6/3/2015 monthly
G2.MA1	Progress toward the goal of improving student's ability to analyze and solve mathematical problems will be determined by analyzing student growth on Performance Matters Benchmark and mini-assessments in grades 3-5. In grades K-2 rubrics will be used in the students' problem solving notebooks and teachers will track rubric scores to determine student growth. In addition student scores on Curriculum Based Measures will be graphed.	Jacobson, Kimberly	9/15/2014	Student data from Performance Matters assessments, student graphs of curriculum based measure probes (focused on number sense and computation strategies) and rubrics from student problem solving notebooks will be analyzed to determine student growth in mathematical problem solving.	6/3/2015 monthly
G2.B3.S1.MA1	Progress to the targeted goal of improving student's ability to analyze and solve mathematical problems will be determined by analyzing student growth on Performance Matters Benchmark and mini assessments in grades 3-5. In grades K-5 rubrics and interactive math notebooks will be used to track student growth.	Jacobson, Kimberly	9/15/2014	Administration will monitor the implementation of small group math instruction/intervention and provide specific and timely feedback. Teachers will submit unit lesson plans with included small group activities/ centers.	6/3/2015 biweekly
G2.B3.S1.MA1	Progress to the targeted goal of improving student's ability to analyze and solve mathematical problems will be determined by analyzing student growth on Performance Matters Benchmark and mini assessments in grades 3-5. In grades K-5 rubrics and interactive math notebooks will be used to track student growth.	Jacobson, Kimberly	9/15/2014	Student data form performance matters benchmark and mini assessments. Documented observations of small group math instruction/intervention. Rubrics and student samples from interactive notebook that focuses on problem solving through number sense and computation.	6/3/2015 biweekly
G3.MA1	We will collect data from Science unit assessments, mini assessments, and benchmark assessments to monitor progress toward meeting our selected target.	Duckworth, Kelly	9/15/2014	FSA Science for 5th grade, unit assessments data, and benchmark data will be collected and used to demonstrate the goal is being monitored and progress is being made toward meeting our selected target.	6/3/2015 biweekly
G3.B1.S1.MA1	Teachers will monitor the effectiveness of Science instruction by tracking student progress on rubrics used to assess entries in student interactive journals.	Duckworth, Kelly	9/15/2014	FSA Science scores for 5th grade.	6/3/2015 monthly
G3.B1.S1.MA1	Teachers will monitor the effectiveness of Science instruction by tracking student progress on rubrics used to assess entries in student interactive journals.	Duckworth, Kelly	9/15/2014	Student interactive Science notebooks will be collected. Scores from FSA in Science will also be collected and analyzed.	6/3/2015 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 Opportuntities

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**