2013-2014 SCHOOL IMPROVEMENT PLAN

Fleming Island Elementary School

4425 LAKESHORE DR

Orange Park, FL 32003

904-278-2020

http://fie.oneclay.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	No	12%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	20%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

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

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

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Fleming Island Elementary School

Principal
Jackie Cory

School Advisory Council chair
Karri VonEbers

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

Name	Title
Jackie Cory	Principal
Laurie Burke	Assistant Principal
Faye Nussbaum	Psychologist
Kathleen Cargill	Guidance Counselor/ITF
Linda Kupfer	Guidance Counselor
Lacey Worsdell	Literacy Coach

District-Level Information

District
Clay

Superintendent
Mr. Charles E Vanzant, Jr

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

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

Membership of the SAC

Principal, Assistant principal, 3 classroom teachers, 1 classroom assistant, 16 parents and community members representative of the ethnic, racial and economic makeup of the community.
Karri VonEbers, sixth grade math teacher is the SAC chairperson
Sarah, classroom assistant is the secretary

Involvement of the SAC in the development of the SIP

A subcommittee of teachers and administration will collect and disaggregate school data and present to the SAC as a whole. The subcommittee will develop specific goals to raise student achievement and which align with state and district goals. An action plan and strategies will be created to implement the school's goals. The plan will evaluate curriculum development to meet the needs of the school and

identify specific school needs for training and resources. The SAC will meet as a whole to review and approve the plan before submittal to the distict.

Activities of the SAC for the upcoming school year

Review and approve the School Improvement Plan prior to its submission.
Assist with planning goals for the school and evaluation of existing programs.
Review tentative School Improvement budget in the spring for the following year.
Approve school expenditures for School Improvement.

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

School improvement funds will be used for purchasing non-fiction texts to build students' knowledge on informational text and improve their ability to comprehend and respond effectively. $1548.00 was used for Time for Kids for grades 2, 3, 4, 5, and 6. In addition, funds will be used for purchasing materials that are needed for professional development and teacher materials for our Professional Learning Community improvement and for improving student engagement. Amounts needed for this are to be determined and will be on a needs basis.

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

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

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

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jackie Cory		
Principal	Years as Administrator: 9	Years at Current School: 1

Credentials	BA in Elementary Education from UNF ME in Guidance and Counseling from UNF Certification in Educational Leadership from UNF
Performance Record	2012-13 Principal at Fleming Island Elementary (FCAT 2.0) Grade A Reading Mastery: 83%, Math Mastery: 75%, Science Mastery: 81%, Writing Mastery: 71% 2011-12 Principal at Lake Asbury Elementary (FCAT 2.0) Grade A Reading Mastery: 72%, Math Mastery: 69%, Science Mastery: 66%, Writing Mastery: 90% 2010-11 Principal at Lake Asbury Elementary Grade B Reading Mastery: 88%, Math Mastery: 80%, Science Mastery: 70%, Writing Mastery:80%, 47% of lower quartile made gains in reading which dropped grade to a "B" 2009-10 Principal at Lake Asbury Elementary Grade A Reading Mastery: 86%, Math Mastery: 79%, Science Mastery: 78%, Writing Mastery: 83 2008-09 Principal at Lake Asbury Elementary Grade: A Reading Mastery: 87%, Math Mastery: 77%, Science Mastery :56%, Writing Mastery: 80%, AYP: 97%, SWD did not make AYP in Math 2007-08 Vice Principal at Oakleaf School K-8 Grade: A Reading Mastery: 80%, Math Mastery: 80 %, Science Mastery: 50%, AYP: 97%, SWD did not make AYP in Math 2006-07 Vice Principal at Oakleaf School K-8 Grade: A Reading Mastery: 75%, Math Mastery: 75%, Science Mastery: 49% AYP: 97%, SWD did not make AYP in Math 2005-06 Assistant Principal at Keystone Heights Jr/Sr High School Grade: A Reading Mastery: 55%, Math Mastery: 71% AYP: 85%, ED did not make AYP in Reading or Math, SWD did not make AYP in Reading or Math 2004-05 Assistant Principal at Keystone Heights Jr/Sr High Grade: D Reading Mastery: 53%, Math Mastery: 73% AYP:87%, ED did not make AYP in Reading, SWD did not make AYP in Reading or Math 2003-04 Assistant Principal at Keystone Heights Jr/Sr High School Grade: B Reading Mastery: 51%, Math Mastery: 72% AYP: 87%, SWD did not make AYP in Reading and Math

Laurie Burke		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	BS in Physical Education and Health from Valdosta State University MA in Educational Leadership
Performance Record	2012-13 Assistant Principal at Fleming Island Elementary (FCAT 2.0) Grade A Reading Mastery: 83%, Math Mastery: 75%, Science Mastery: 81%, Writing Mastery: 71%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lacey Worsdell		
Part-time / District-based	Years as Coach: 4	Years at Current School: 3
Areas	Reading/Literacy	

Credentials	BA in Mass Communications, Jacksonville University MA in Educational Leadership, University of North Florida Certification in Ed Leadership from State of Florida
Performance Record	As a classroom teacher in a Title 1 school 2002-2009 with ESE inclusion and bottom quartile students success ranged from: Math- 82%-91% of my students scoring a level 3 or higher Reading- 78-84% of my students scoring a level 3 or higher There was only one year when I didn't have 100% of my students make growth on the FCAT (2006-2007) . I had one child not make growth.

Classroom Teachers

# of classroom teachers

64

 # receiving effective rating or higher

61, 95%

 # Highly Qualified Teachers

95%

 # certified in-field

63, 98%

 # ESOL endorsed

16, 25%

 # reading endorsed

1, 2%

 # with advanced degrees

18, 28%

 # National Board Certified

9, 14%

 # first-year teachers

2, 3%

 # with 1-5 years of experience

7, 11%

 # with 6-14 years of experience

24, 38%

 # with 15 or more years of experience

31, 48%

Education Paraprofessionals

# of paraprofessionals

32

 # Highly Qualified

32, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Administration participates in the annual Clay County Recruitment Fair in May. We stay in contact with successful interns should an opening become available. Teacher candidates are interviewed if they are highly qualified for a posted position.

Fleming Island Elementary provides a warm, nurturing environment for the faculty and staff. We recognize that for teachers to be most effective they must have the proper training and appropriate instructional materials to enable them to best meet the needs of their students. Adequate instructional materials and supplies are provided to teachers as funding permits. Teachers may participate in professional development activities to increase their skills and knowledge. Staff development opportunities are offered to increase teachers' knowledge of and use of technological applications in the classroom. Reliable technology is provided to assist teachers with instruction and record keeping.

Teachers are encouraged to become involved in the school based decision making process. Special acts of teacher appreciation and recognition are provided throughout the year. A supportive and encouraging administrative staff is in place. Flex time is offered to assist teachers with outside obligations without penalty of leave time. Administration is responsible for making sure these strategies are implemented.

Teacher Mentoring Program/Plan

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

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

Beginning teachers are given a certified, experienced teacher as a mentor. They meet throughout the first year to prepare a portfolio for submission to the county. Several observations are conducted and meaningful feedback is given.

Grade levels have a common planning period for the purpose of consulting and collaborating throughout the year. One morning meeting a month is a designated data meeting for the discussion of struggling students and brainstorming strategies for the success of the student and teacher.

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

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

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in

identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

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

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

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

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 32

Before/after school tutoring program is available for struggling learners. Students are selected by grade level to participate in the program. They attend for 8 week sessions at 2 sessions per week. Teachers will determine the area of need for each student and match the student to an appropriate form of supplemental materials. The tutoring sessions will consist of instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Mid year data is collected through Performance Matters, teacher made assessments and Fair testing to review for student improvement. Daily assessments during tutoring times are administered to check for understanding and to develop interventions.

Who is responsible for monitoring implementation of this strategy?

The classroom teacher and tutor will communicate to assure that interventions provided during this time are focused specifically on student needs..

Literacy Leadership Team (LLT)

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

Name	Title
Jackie Cory	Principal
Laurie Burke	Assistant Principal
Lacey Worsdell	Instructional Coach
Kristen Tully	K Teacher
Kim Harrell	1st Gr. Teacher
Jennifer White	2nd Gr. Teacher
Cheryl Larson	3rd Gr. Teacher
Ginger Leinecker	4th Gr. Teacher
Angela Wolfe	5th Gr. Teacher
Joan Brackin	6th Gr. Teacher

How the school-based LLT functions

The Literacy Leadership Team will meet at least quarterly to review student progress monitoring data in order to identify instructional strategies, professional development and resource needs to fully implement the reading goals of the School Improvement Plan and the District K-12 Reading Plan. The Literacy Leadership Team will collaborate, problem solve, share effective practices, evaluate implementation and make instructional decisions.

Major initiatives of the LLT

The major initiatives this year will be a focus on Close Reading, strategies that engage students and writing across all content areas. The Literacy Leadership Team will work to effectively implement the RtI process to ensure that students most "at risk" in reading receive appropriate intensive and immediate intervention services and will plan and provide enrichment activities for students, including a school-wide "Get Caught Reading Day". The Literacy Leadership Team will also discuss the methods to manage differentiated reading instruction, including small groups and literacy centers..

Every Teacher Contributes to Reading Instruction

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

Fleming Island Elementary teachers will continue to provide core instruction using the previously adopted MacMillan Treasures program. (Alignment to the Common Core State Standards has been provided by MacMillan.) Teachers will also use additional research-based instructional materials to meet specific academic needs of students as determined by baseline and progress monitoring data. Administration will continue to train teachers in implementing instructional strategies that support CCSS for ELA. As a result of these on-going training opportunities, teachers will meet the CCSS for ELA by selecting well-chosen complex texts for read-alouds and/or shared readings and engaging students in rich discussion that promotes a deeper understanding of the text. Whether through read alouds or shared reading experiences, teachers will employ close reading strategies during multiple reads of a selected text. Writing will also be incorporated in the 120-minute literacy block as a means for students to demonstrate evidence-based comprehension.
Students will be identified for tier 2 and tier 3 intervention using data analysis of screening and progress monitoring tools, as well as classroom performance and mastery of concepts taught. Teachers will monitor students' progress in grades K through 5 on a regular basis using running records, in-program assessments, and/or other formal and informal assessments. Students will be grouped for instruction based upon the need for like strategies. Groups will be flexible, consisting of no more than 7 students.All students will receive appropriate levels of differentiated instruction/intervention in designated small groups during the 120-minute literacy block as determined by available assessment data. Students will also have an opportunity to practice previously taught skills during the small group/center portion of the 120-minute literacy block. In addition to the focused, differentiated instruction all students will receive during the 120-minute literacy block, those K-5 students scoring in the red success zone will also receive iii within the 120-minute reading block on a daily basis.Within the iii groups, students will receive intentional small group instruction that is designed and implemented to meet the specific academic needs of students, as well as more frequent progress monitoring to assure student learning is taking place and that the gap between student performance and the expected benchmark is closing at an acceptable rate..We will continue to provide additional intervention outside of the normal school day through tutoring opportunities.

Preschool Transition

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

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

Fleming Island Elementary has 5 Pre-K classes. Students are eligible to enter at the age of 3. Classes include students with ESE special needs, regular education role model students and VPK students. There is articulation between the Pre-K teachers and the kindergarten teachers for those studnets who will attend Kindergarten either at Fleming Island Elementary or back at their home schools elsewhere in the district. Fleming Island Elementary Pre-K teachers have also participated in meetings with other Pre-K teachers in the district to share ideas to strengthen the Pre-K program

College and Career Readiness

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	83%	No	90%
American Indian				
Asian	100%	82%	No	100%
Black/African American	86%		No	87%
Hispanic	96%	81%	No	96%
White	87%	82%	No	88%
English language learners				
Students with disabilities	75%	54%	No	78%
Economically disadvantaged	77%	64%	No	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	19%	24%
Students scoring at or above Achievement Level 4	180	59%	64%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		1%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	134	44%	49%
Students in lowest 25% making learning gains (FCAT 2.0)	53	17%	22%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	71	72%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		1%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	84%	75%	No	86%
American Indian				
Asian	96%	82%	No	96%
Black/African American	86%		No	87%
Hispanic	84%	69%	No	86%
White	83%	76%	No	85%
English language learners				
Students with disabilities	70%	49%	No	73%
Economically disadvantaged	77%	61%	No	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	208	68%	73%
Students scoring at or above Achievement Level 4	115	38%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		1%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	136	44%	49%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	61	20%	25%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

High School Mathematics

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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

All Levels

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

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	48	18%	13%
Students retained, pursuant to s. 1008.25, F.S.	8	0%	0%
Students who are not proficient in reading by third grade	19	21%	16%
Students who receive two or more behavior referrals	7	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Strengthen Professional Development across all grade levels and subject areas to support teachers in lesson development, intervention strategies, and analyzing student data to improve instruction.

G2.   Increase student engagement by using strategic activities to facilitate student participation and conversation.

G3.   To increase writing across the curriculum in all grade levels to improve reading and writing skills.

Goals Detail

G1. Strengthen Professional Development across all grade levels and subject areas to support teachers in lesson development, intervention strategies, and analyzing student data to improve instruction.

Targets Supported

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

- Writing

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

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Professional Learning Community agenda and meeting notes forms.

- Sample Close Reading lessons and online classroom videos

- Scheduled professional lesson demonstrations and observations

- Administrative feedback

- Fiction and non-fiction texts ideal for Close Reading lessons

- Teacher data notebooks

Targeted Barriers to Achieving the Goal

- Time

- Teacher participation and conflicts

Plan to Monitor Progress Toward the Goal

The effectiveness of professional development

Person or Persons Responsible
Jackie Cory (principal) & Laurie Burke (Assistant Principal)

Target Dates or Schedule:
Throughout the 2013-2014 school year

Evidence of Completion:
Classroom Walk-throughs, formal observations, lesson plans, student assessments - FCAT Reading, FCAT Writing, FCAT Math, and FCAT Science, FAIR, and Performance Matters

G2. Increase student engagement by using strategic activities to facilitate student participation and conversation.

Targets Supported

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

- Writing

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

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Professional Development

- Online resources; PD 360, Reading and Writing Project, and etc.

- Classroom Materials: Bookmarks, Anchor Charts, Conversation prompts, student responsibilities and etc.

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal

Effective us of student engagement strategies.

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
During classroom observations.

Evidence of Completion:
Evidence will be reflected during the teachers evaluations.

G3. To increase writing across the curriculum in all grade levels to improve reading and writing skills.

Targets Supported

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

- Writing

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

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Being a Writer teacher and student materials

- Step Up to Writing curriculum materials

- Student journals

Targeted Barriers to Achieving the Goal

- Time for Professional Development

Plan to Monitor Progress Toward the Goal

Writing across the curriculum using Step Up to Writing and Being a Writer

Person or Persons Responsible

Jackie Cory & Laurie Burke

Target Dates or Schedule:

Throughout the 2013-2014 school year

Evidence of Completion:

lesson plans, formal and informal observations, student work samples, student portfolios

Action Plan for Improvement

Problem Solving Key

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

G1. Strengthen Professional Development across all grade levels and subject areas to support teachers in lesson development, intervention strategies, and analyzing student data to improve instruction.

G1.B1 Time

G1.B1.S1 Designate already scheduled weekly team meetings for PLC

Action Step 1

Teachers will meet twice monthly with grade levels and/or subject areas to discuss, plan, and develop activities according to the needs of their students. After implementing determined activities/interventions, the teachers will reconvene to analyze data to determine the effectiveness and discuss necessary changes.

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

Professional Development Calendar: September 9th - What Does Close Reading Look Like?, October 9th - Sharing Effective Engagement Strategies, November 13th - Anchor Charts, December 11th - Reflection Day for Close Reading Lessons, January 7th - Make and Take Share Day, February 12th - TBD, March 12th - TBD and April 9th - TBD. Also, Professional Learning Communities groups will be held two Wednesdays a month.

Evidence of Completion

Classroom walk-throughs, formal observations, teacher Feedback, student portfolios, other student work samples, and assessments (FAIR, Performance Matters, FCAT Reading, FCAT Writes, and FCAT Math)

Facilitator:

Laurie Burke

Participants:

Fleming Island Elementary School Teachers

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

To monitor the implementation of the strategy, formal and informal observations will take place. Also, training follow-up forms with documentation and meeting logs are required for certification points to be earned by teachers. These provide the documentation for the new strategies being implemented in the classroom. Jackie Cory and Laurie Burke will provide feedback for the documented notes from the Professional Learning Community groups of teachers.

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

We will perform monthly Classroom Walk-throughs and one formal observation for Professional Service Contract teachers and two formal observations for Annual Contract teachers during the months of November through February. Also, Follow-up forms and documentation of the use of strategies will be completed 30 days following each scheduled Professional Development training. For Professional Learning Communities, meeting logs will be completed and turned in after each scheduled meeting

Evidence of Completion

Follow-up forms and documentation from each training, Professional Learning Community logs, Classroom Walk-through data, formal Observation data, lesson plans, and assessments (FAIR, FCAT Math, FCAT Reading, and FCAT Writes)

Plan to Monitor Effectiveness of G1.B1.S1

To monitor the effectiveness of the professional development

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

On-going

Evidence of Completion

Formal and informal classroom observations, student performance data, and lesson plans

G1.B1.S2 Streamline Professional Development agenda

Action Step 1

Professional Development meetings will stick to a set schedule and topic agenda.

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

During scheduled PD meetings

Evidence of Completion

Agenda from the PD meeting

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitor the implementation of Streamlining the Professional Development Agenda

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

During PD meetings

Evidence of Completion

Copies of the minutes and notes from the meetings.

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Designate sacred day in which no other meetings can be scheduled

Action Step 1

Monitor the meeting schedule to keep the designated day meeting free.

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

The meeting calendar will be monitored regularly.

Evidence of Completion

View/print meeting calendar.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monitor the meeting calendar

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

Monitor calendar on a regular basis.

Evidence of Completion

View/print meeting calendar.

Plan to Monitor Effectiveness of G1.B1.S3

Monitor the effectiveness of the meeting schedule

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

On an on-going basis

Evidence of Completion

Attendance at PD meetings/sign in sheets.

G1.B2 Teacher participation and conflicts

G1.B2.S1 Designate sacred day in which no other meetings will be scheduled

Action Step 1

Keep the calendar clear on designated meeting days.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

On designated meeting days.

Evidence of Completion

View/print meeting calendar

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

Make sure that all faculty is aware of the designated meeting day so that no meetings will be scheduled.

Person or Persons Responsible

All faculty

Target Dates or Schedule

On an on-going basis

Evidence of Completion

View/print meeting calendar

Plan to Monitor Effectiveness of G1.B2.S1

Monitor the effectiveness of a designated day.

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

During PD meetings

Evidence of Completion

PD follow-up forms and attendance sign in sheets.

G2. Increase student engagement by using strategic activities to facilitate student participation and conversation.

G2.B1 Time

G2.B1.S1 Designate Wednesdays as a day for not scheduling any meetings other than trainings and meetings for planning and researching student engagement strategies.

Action Step 1

Encourage teachers to meet and collaborate during the PD to share ideas that they have used in their classroom for effective student engagement.

Person or Persons Responsible

All FIE faculty

Target Dates or Schedule

Wednesdays after school

Evidence of Completion

Meeting sign in sheet and follow up forms for in-service points.

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

Monitoring Wednesday meetings for teacher participation

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

During Wednesday PD meetings

Evidence of Completion

PD follow-up forms and sign-in sheets

Plan to Monitor Effectiveness of G2.B1.S1

Monitor for effectiveness of designated meeting dates

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

During Wednesday PD meetings

Evidence of Completion

Meeting minutes and follow-up forms.

G3. To increase writing across the curriculum in all grade levels to improve reading and writing skills.

G3.B1 Time for Professional Development

G3.B1.S1 Utilize Early Dismissal Days already scheduled county-wide.

Action Step 1

Schedule Professional Development for Early Dismissal Days

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

Early Dismissal Days

Evidence of Completion

PD follow-up forms and sign-in sheets

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

Monitor use of Early Dismissal Days for Professional Development

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

Early Dismissal Days

Evidence of Completion

Meeting agenda/minutes, PD follow-up forms and sign-in sheets.

Plan to Monitor Effectiveness of G3.B1.S1

Writing across the curriculum using Step Up to Writing and Being a Writer in combination

Person or Persons Responsible

Jackie Cory & Laurie Burke

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans, student work samples, student portfolios, formal and informal observations

G3.B1.S2 Utilize Planning Days which are scheduled county-wide.

Action Step 1

Schedule Professional Development on Planning Days

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

Planning Days

Evidence of Completion

PD follow-up forms and sign-in sheet

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Scheduling Professional Development on Planning Days

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

Planning Days

Evidence of Completion

PD follow-up forms and sign-in sheet

Plan to Monitor Effectiveness of G3.B1.S2

Writing across the curriculum using Step Up to Writing and Being a Writer in combination

Person or Persons Responsible

Jackie Cory & Laurie Burke

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Student work samples, lesson plans, student portfolios, classroom walk-throughs, formal observations

G3.B1.S4 Utilize Team and Data meetings for Professional Learning Communities.

Action Step 1

Encourage and inform team leaders and teachers on the use of Professional Learning Communities during team and data meetings.

Person or Persons Responsible

All FIE teachers

Target Dates or Schedule

During team/data meetings

Evidence of Completion

Team/data meeting minutes and PLC follow-up forms.

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Use of team/data meetings for Professional Learning Communities.

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

On an on-going basis.

Evidence of Completion

Team/data meeting minutes. Professional Learning Community follow-up forms

Plan to Monitor Effectiveness of G3.B1.S4

Use of team/data meetings for Professional Learning Communities

Person or Persons Responsible

Jackie Cory (Principal) and Laurie Burke (Assistant Principal)

Target Dates or Schedule

On going basis

Evidence of Completion

Follow-up forms from Professional Learning Community.

Coordination and Integration

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Strengthen Professional Development across all grade levels and subject areas to support teachers in lesson development, intervention strategies, and analyzing student data to improve instruction.

G1.B1 Time

G1.B1.S1 Designate already scheduled weekly team meetings for PLC

PD Opportunity 1

Teachers will meet twice monthly with grade levels and/or subject areas to discuss, plan, and develop activities according to the needs of their students. After implementing determined activities/ interventions, the teachers will reconvene to analyze data to determine the effectiveness and discuss necessary changes.

Facilitator

Laurie Burke

Participants

Fleming Island Elementary School Teachers

Target Dates or Schedule

Professional Development Calendar: September 9th - What Does Close Reading Look Like?, October 9th - Sharing Effective Engagement Strategies, November 13th - Anchor Charts, December 11th - Reflection Day for Close Reading Lessons, January 7th - Make and Take Share Day, February 12th - TBD, March 12th - TBD and April 9th - TBD. Also, Professional Learning Communities groups will be held two Wednesdays a month.

Evidence of Completion

Classroom walk-throughs, formal observations, teacher Feedback, student portfolios, other student work samples, and assessments (FAIR, Performance Matters, FCAT Reading, FCAT Writes, and FCAT Math)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Strengthen Professional Development across all grade levels and subject areas to support teachers in lesson development, intervention strategies, and analyzing student data to improve instruction.	$500
G2.	Increase student engagement by using strategic activities to facilitate student participation and conversation.	$200
G3.	To increase writing across the curriculum in all grade levels to improve reading and writing skills.	$2,900
	Total	$3,600

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
School Improvement Funds 0100.5100.0510.0521.1184	$2,900	$0	$2,900
School Improvement 0100.5100.0510.0521.1184	$200	$500	$700
None	$0	$0	$0
Total	$3,100	$500	$3,600

Budget Details

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

G1. Strengthen Professional Development across all grade levels and subject areas to support teachers in lesson development, intervention strategies, and analyzing student data to improve instruction.

G1.B1 Time

G1.B1.S1 Designate already scheduled weekly team meetings for PLC

Action Step 1

Teachers will meet twice monthly with grade levels and/or subject areas to discuss, plan, and develop activities according to the needs of their students. After implementing determined activities/interventions, the teachers will reconvene to analyze data to determine the effectiveness and discuss necessary changes.

Resource Type

Professional Development

Resource

Professional Literature

Funding Source

School Improvement 0100.5100.0510.0521.1184

Amount Needed

$500

G2. Increase student engagement by using strategic activities to facilitate student participation and conversation.

G2.B1 Time

G2.B1.S1 Designate Wednesdays as a day for not scheduling any meetings other than trainings and meetings for planning and researching student engagement strategies.

Action Step 1

Encourage teachers to meet and collaborate during the PD to share ideas that they have used in their classroom for effective student engagement.

Resource Type

Other

Resource

Positive Post Cards for student reward for good work habits

Funding Source

School Improvement 0100.5100.0510.0521.1184

Amount Needed

$200

G3. To increase writing across the curriculum in all grade levels to improve reading and writing skills.

G3.B1 Time for Professional Development

G3.B1.S1 Utilize Early Dismissal Days already scheduled county-wide.

Action Step 1

Schedule Professional Development for Early Dismissal Days

Resource Type

Other

Resource

End of the year recognition awards/trophies for reading and math, leveled readers for classroom libraries, science supplies, and math manipulatives

Funding Source

School Improvement Funds 0100.5100.0510.0521.1184

Amount Needed

$2,900

G3.B1.S2 Utilize Planning Days which are scheduled county-wide.

Action Step 1

Schedule Professional Development on Planning Days

Resource Type

Professional Development

Resource

FDLRS Crown professional development to assist teachers in combining Step Up to Writing strategies with the Being a Writer program.

Funding Source

None

Amount Needed

$0