

Clay County Schools

Fleming Island Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Fleming Island Elementary School

4425 LAKESHORE DR, Orange Park, FL 32003

<http://fie.oneclay.net>

Demographics

Principal: Jennifer Collins

Start Date for this Principal: 7/3/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (70%) 2018-19: A (76%) 2017-18: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Fleming Island Elementary School

4425 LAKESHORE DR, Orange Park, FL 32003

<http://fie.oneclay.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-6</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>22%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>32%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We will prepare our students to be independent life-long learners. We will provide a learning environment that is centered on our students, directed by our teachers, and supported by our homes and community.

Provide the school's vision statement.

Fleming Island Elementary is a supportive and inclusive environment which engages and inspires students by promoting a growth mindset and belief that all students are capable of learning. We want our students to be problem solvers utilizing critical thinking skills to make a greater impact on the world.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Collins, Jennifer	Principal	Oversees the school's operations and academics. Responsible for the
Barnard, Robin	Teacher, K-12	5th Grade Team Leader
Doane, Lana	Teacher, K-12	1st Grade Teacher
Geiger, Kristen	Teacher, K-12	4th Grade Team Leader
Dover, Julie	Assistant Principal	Assists the Principal with all of the duties that are associated with running the school, including instructional and managerial responsibilities.
Johnson, Stacey	Teacher, K-12	6th Grade Team Leader
Vanley, Sarah	Teacher, K-12	Kindergarten Team Leader
McCarthy, Karen	Teacher, ESE	ESE Co-Team Leader
Hale, Phyllis	Teacher, K-12	2nd Grade Team Leader
Snyder, Leigh	Teacher, ESE	Co-Team Leader for ESE
Ervin, Megan	Teacher, K-12	3rd Grade Team Leader

Demographic Information

Principal start date

Monday 7/3/2017, Jennifer Collins

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

730

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	89	87	80	114	96	97	114	0	0	0	0	0	0	677
Attendance below 90 percent	0	15	9	11	14	16	19	0	0	0	0	0	0	84
One or more suspensions	0	0	1	2	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	3	2	0	2	0	0	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	6	5	8	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	5	7	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	4	7	10	16	12	10	5	0	0	0	0	0	0	64
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 9/21/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	88	110	90	95	116	95	0	0	0	0	0	0	683
Attendance below 90 percent	31	19	30	28	31	44	36	0	0	0	0	0	0	219
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	3	4	0	4	0	1	0	0	0	0	0	0	0	12
Course failure in Math	3	4	0	0	0	1	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	9	5	12	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	8	7	6	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	88	110	90	95	116	95	0	0	0	0	0	0	683
Attendance below 90 percent	31	19	30	28	31	44	36	0	0	0	0	0	0	219
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	3	4	0	4	0	1	0	0	0	0	0	0	0	12
Course failure in Math	3	4	0	0	0	1	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	9	5	12	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	8	7	6	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	79%	63%	56%				82%	65%	57%
ELA Learning Gains	70%						68%	62%	58%
ELA Lowest 25th Percentile	53%						63%	54%	53%
Math Achievement	85%	51%	50%				86%	70%	63%
Math Learning Gains	73%						81%	66%	62%
Math Lowest 25th Percentile	66%						69%	56%	51%
Science Achievement	63%	69%	59%				85%	65%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	80%	68%	12%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019	78%	64%	14%	58%	20%
Cohort Comparison		-80%				
05	2022					
	2019	90%	62%	28%	56%	34%
Cohort Comparison		-78%				
06	2022					
	2019	75%	64%	11%	54%	21%
Cohort Comparison		-90%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	81%	71%	10%	62%	19%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2022					
	2019	83%	69%	14%	64%	19%
Cohort Comparison		-81%				
05	2022					
	2019	91%	64%	27%	60%	31%
Cohort Comparison		-83%				
06	2022					
	2019	88%	70%	18%	55%	33%
Cohort Comparison		-91%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	82%	63%	19%	53%	29%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-82%				

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	58	59	44	63	62	52	32				
ASN	92			100							
BLK	56	67		81	58						
HSP	77	68		72	68		63				
MUL	67	67		89	81		60				
WHT	82	70	60	87	73	70	63				
FRL	75	76	63	74	73	63	62				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	49	50	32	67	62	41	50				
BLK	63			75							
HSP	76	69		84	53		79				
MUL	67			86							
WHT	81	73	42	87	82	50	72				
FRL	73	70		80	77	50	62				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	55	53	50	64	65	60	60				
BLK	69			77							
HSP	80	46		67	69						
MUL	90	64		76	64						
WHT	81	70	65	89	83	76	88				
FRL	75	71	60	68	56	33	90				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	96
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Our biggest focus over the past few years has been on gains in the lowest 25% in both areas of reading and math. This work has yielded improvement in both the reading (+8%) and math (+6%) lowest 25% gains this past school year. Math proficiency over 3rd, 4th, 5th, and 6th is consistently a high proficiency level. Subgroups in Math are all close to the overall proficiency level of the school with the largest gap existing with Students with Disabilities. There is also a large discrepancy in data between the whole school proficiency and gains in the students with disabilities subgroup.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Looking at data, the greatest need for improvement is in our ESE subgroup as well as overall Science achievement.

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

The contributing factors to this need for improvement is the lack of tier 2 and 3 reading and math intervention materials that were evidence based. In addition, new B.E.S.T. standards and new curriculum materials for the core and tier 2 and 3 were being implemented by teachers. New actions include an alignment of tier 1, 2, and 3 materials that will be used for students who need interventions in specified deficient areas. Increased monitoring of small group instruction time and intervention/enrichment blocks are needed to ensure that students are making progress. Intervention team meetings will be conducted monthly to track student progress and monitor interventions.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The areas that showed the most improvement were the growth in the lowest 25% of students in both reading and math. In 2020-2021, 45% of students in the lowest 25% made gains in reading. In 2022-2023, 53% of students in the lowest 25% made gains in reading, which is an improvement of 8%. In 2021-2022, 52% of students in the lowest 25% made gains in math. In 2022-2023, 66% of students in the lowest 25% made gains in math, which is an improvement of 14%.

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

At the beginning of the year, students in the lowest 25% were identified immediately. Data chats were held with teachers around students in the lowest 25% and how they would be helped from the very beginning. Teachers utilized evidence-based resources including I-Ready, Lexia, Achieve, Savvas, From Phonics to Reading, and Heggerty to build upon these students' skills. The use of intervention and enrichment blocks helped students to receive the differentiated instruction that they needed. Throughout the year, the progress of the lowest 25% was tracked to ensure that they were making growth. Administration also met with several groups of students in the lowest 25% each month to celebrate their growth.

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

Students will be provided an intervention block of time in ELA and Math where students will utilize evidenced based materials. Use of Lexia (Reading) and Penda (Science) will help students on the

foundational skills in these subject areas. In 6th grade Math, students will utilize the ALEKS program and in K-5 Math, students will use the I-Ready Math program. Both of these online programs will meet students where they are and provide a differentiated learning path.

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

The implementation of professional learning communities by subject and grade as well as the whole group will help teachers grow as professionals. Teachers meet in grade levels and subject areas at least two times a month. During these PLC meetings, teachers work on creating SMART goals that help them to analyze data and determine if students are learning what they intended them to learn. If not, they plan for how they can modify their instruction. Teachers work together to analyze data, look at B.E.S.T. standards, and plan whole group and small group instruction to meet the varying needs of students in their class. Teachers meet in whole group and small group PLC meetings twice a month to learn best practices and strategies to improve their instructional practices. By both whole group professional development sessions and small group book studies, teachers are provided a variety of opportunities to grow as teachers.

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

In addition to the above mentioned strategies and services, we will use ESSIR funds to provide tutoring support to those students who may be struggling in reading and math. We will also have a before school computer lab to address those students who need extra reading time on Lexia. We will also meet every three weeks as an intervention team to determine supports that are needed for tier 2 and 3 students in both Reading and Math. This year, we will also have mentor teachers assigned to students who meet one or more of the early warning signs. These mentor teachers will provide support and help monitor students' progress.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Positive Behavior Interventions and Support

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data from the school climate survey in 2021, 71.7 percent of students in grades K-2 strongly agreed that they received positive recognition from adults. 30.9 percent of students in grades 3-6 strongly agreed that they received positive recognition from adults. 89.2 percent of the staff strongly agreed that students received positive recognition from adults. This was an area of the largest discrepancy between student s responses and staff responses.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the 2022 school climate survey, 80 percent of students in all grade levels will indicate that they strongly agree they receive positive recognition from adults. 95 percent of adults will indicate that they strongly agree that students receive positive recognition from adults.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

School wide expectations will be developed, taught, and posted in different locations around campus. School wide reward system will be implemented. PBIS team will analyze data and implement interventions to address concerns.

Person responsible for monitoring outcome:

Julie Dover (julie.dover@myoneclay.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The school will utilize a reward system aligned to the school wide expectations as well as resources from 7 Mindsets. Common language will be utilized, school wide based on the 7 mindsets and school expectations.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

School wide expectations is part of PBIS Tier 1. The 7 Mindsets are the district adopted resources for implementation of character trait and life skills lesson.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School wide behavior expectations are defined and posted throughout the school.

Person Responsible Julie Dover (julie.dover@myoneclay.net)

A school wide positive reward system, "Stingray Bucks" are given students based on the school-wide guidelines of safe, responsible, respectful, and kind. A school store is set up for students to spend these Stingray Bucks.

Person Responsible Julie Dover (julie.dover@myoneclay.net)

Positive Behavioral Interventions and Support team meets monthly to analyze data and problem solve.

Person Responsible Julie Dover (julie.dover@myoneclay.net)

The Connection Crew will be established to provide ongoing support to our most fragile students (those with multiple early warning signs).

Person Responsible Jennifer Collins (jennifer.collins@myoneclay.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing data, it is evident that our Students with Disabilities subgroup is significantly below in every one of the accountability areas.
 ELA Achievement: 58% for SWD compared to 79% overall
 ELA Learning Gains: 59% for SWD compared to 70% overall
 ELA Learning Gains Lowest 25%: 44% for SWD compared to 53% overall
 Math Achievement: 63% for SWD compared to 85% overall
 Math Learning Gains: 62% for SWD compared to 73% overall
 Math Learning Gains Lowest 25%: 52% SWD compared to 66% overall
 Science Achievement: 32% for SWD compared to 63% overall

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

55% of SWD students who are in the lowest 25% will make gains in ELA and Math as measured by the final Florida Assessment for Student Thinking progress monitoring assessment. This will be an increase of 11% points in reading and 3% in Math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will track student progress (Achieve, Lexia, I-Ready) in data profile sheets to determine student progress. In addition, administration will meet with teachers each quarter to review informal and formal data to determine if students are making gains.

Person responsible for monitoring outcome:

Jennifer Collins (jennifer.collins@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will utilize small group, differentiated instruction to meet the needs of students in the SWD subgroup. Teachers will utilize evidence-based materials and resources such as From Phonics to Reading, Wilson Reading, and Lexia.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing differentiated instruction using evidence-based materials and resources, students are met where they are and are able to fill in learning gaps.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will meet with small groups of students daily that include those in the SWD subgroup.

Person Responsible [no one identified]

Teachers will utilize Lexia, From Phonics to Reading, and Wilson with identified students in the SWD subgroup.

Person Responsible Julie Dover (julie.dover@myoneclay.net)

Teachers will include time in the daily schedule for a remediation block in which all teachers will utilize evidence-based remediation as they meet with these daily small groups.

Person Responsible Jennifer Collins (jennifer.collins@myoneclay.net)

Leadership team will monitor the progress of students in the SWD subgroup through student and teacher data sheets, as well as profile sheets.

Person Responsible Jennifer Collins (jennifer.collins@myoneclay.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed. Students who are proficient in Science as measured by the state-wide assessment has decreased over the past three years. In the 2021-2022 school year, 69% of students were proficient as measured by this assessment. This was a decrease of 8% over the previous year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. 78% of students will be proficiency (level 3 or above) as measured by the end of the year state-wide science assessment. This will be a 9% gain from the 21-22 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. The Principal and Assistant Principal will track data of 5th grade students in science throughout the year. Through profile sheets, beginning and mid-year science county science assessment data analysis, and teacher/student data chats, the administration will ensure that 5th grade students are making progress in Science.

Person responsible for monitoring outcome: Julie Dover (julie.dover@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Teachers will utilize the HMH series, resources, and materials that are aligned to state Science standards.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. By providing solid Tier 1 instruction in Science, students will have exposure to the fifth grade Science standards. Teachers will also fill in the gaps by addressing 3rd and 4th grade power standards in Science.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will utilize data from the beginning of the year assessment to analyze student areas of need.

Person Responsible Jennifer Collins (jennifer.collins@myoneclay.net)

Teachers will collaborate with each other weekly about Science data.

Person Responsible Penny Turner (penny.turner@myoneclay.net)

Administration will meet with teachers quarterly to review data and determine next steps.

Person Responsible Jennifer Collins (jennifer.collins@myoneclay.net)

Teachers will re-teach skills in small groups to address deficiencies.

Person Responsible Penny Turner (pturner@oneclay.net)

Students will participate in hands on labs and activities in order to acquire knowledge.

Person Responsible Julie Dover (julie.dover@myoneclay.net)

Positive Culture & Environment

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

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

Fleming Island Elementary strives to build a positive school culture and environment in several ways and by engaging many stakeholders. Students are provided life skills and character trait learning by using the 7 Mindsets curriculum. 7 Mindsets teaches and engages students in success strategies which enable them to live the life of their dreams. There is a set time, daily, for all students in the school to be engaged in a 7 Mindsets lesson. There is common language utilized throughout the school aligned to the 7 Mindsets, as well as a Student of the Month program highlighted students who display the Mindset of the Month. Additionally, Fleming Island Elementary utilizes a Positive Behavioral Interventions and Support (PBIS) model in order to take a positive, proactive approach to behavior. Common, school-wide expectations and guidelines for success are established, posted, taught and revisited throughout the school year. Students earn "Stingray Bucks" for following the school wide expectations in all locations around campus. Students are recognized often for positive behavior as well as academic growth. Students, teachers and staff are celebrated for their successes and accomplishments via social media, staff newsletters, awards ceremonies, etc..

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

Fleming Island Elementary solicited input from various stakeholders including, but not limited to, teachers, staff, students, parents, business partners and community members to develop a vision statement to guide the everyday working of the school. The 7 Mindsets are promoted via social media and newsletters to both family and community members so that these stakeholders can partner with our students and staff to support positive thinking and happiness. The Positive Behavioral Interventions and Support (PBIS) team meets monthly to develop plans to engage the school and community in activities to promote positive culture and environment as well as analyzing discipline data to determine the need of increasing, decreasing or changing positive interventions and supports school wide. Administrators select weekly "employees of the week" for both support and instructional staff. Pictures are taken in classrooms and put in the weekly newsletter by administrators to celebrate the work being done in the building. Community business partners provide incentives for teachers and students for meeting goals. FIE has a Military and Family Life Counselor on campus daily who holds lunch bunches, deployment groups, and yellow ribbon ceremonies for our military connected students. The Parent Faculty Association (PFA) provides lunch, celebrations, dances, food trucks, etc. for students, staff, and community members. Additionally, the PFA designs and sells a school tshirt for students, staff, parents and more to wear to school and in the community to promote the school. Volunteers visit classrooms weekly to assist teachers and students with a multitude of tasks. Parent volunteers run the school store for a full week, once a month.