Fleming Island Elementary School

2014-15 School Improvement Plan

Fleming Island Elementary School

4425 LAKESHORE DR, Orange Park, FL 32003

http://fie.oneclay.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	12%

Alternative/ESE Center	Charter School	Minority
No	No	20%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Children are the future. We are dedicated to academic excellence and their success!

Provide the school's vision statement

To achieve our vision 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.

School Environment

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

CHAMPS
Character Ed.
Principal's Lunch Bunch
Respectful Rays
Student 2 Student
Family book Fair
MM & BAW curriculum builds in Social & emotional aspects
Guidance Counselor & Military Counselor
Open House & Curriculum nights for each grade level
Grade level musical programs

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

Stingray Way lessons
Visitor ID & sign in & out procedures
Teacher's duty in the classrooms for 20 min prior to school
Faculty & staff duty stations before and after school

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

Stingray Way Lessons & behavioral expectations
Voice Level System
Stingray Pride
Cafeteria Cup System
Student Handbook and Code of Conduct
Focus - Referrals
Respectful Rays
Grade level behavioral communication and reward systems
Individual student behavioral plan & reward system

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

Guidance Counselor
Military Counselor
Social Worker
Student Leaders
Student Council
Behavior Coach

Early Warning Systems

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

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

Attendance Committee
Intensive Reading Class
Inclusion Math Class

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

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

Indicator	Grade Level 6	Total
Attendance below 90 percent	0	
One or more suspensions	0	
Course failure in ELA or Math	0	
Level 1 on statewide assessment	6	6
	0	

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

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	1	1

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

Counseling
Academics in a small group setting
After school tutoring

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

Focus Parent Portal
The Barb
FIE Website
Teacher Websites
Book Fair Family Night
Facebook
Parent and Student Handbook
School Improvement Plan
School Advisory Council
PFA

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

Business Partner Handbook
PFA
Student Council
Spirit Nights

Effective Leadership

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

School Leadership Team

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

Name	Title
Archibald, Dana	Principal
Burke, Laurie	Assistant Principal
Von Ebers, Karri	Teacher, K-12
Aschinger-Lee, Pat	Teacher, K-12
Harbison, Roseanne	Teacher, K-12
Harrell, Kim	Teacher, K-12
Larson, Cheryl	Teacher, K-12
McCarthy, Karen	Teacher, K-12
McIntyre, Myra	Teacher, K-12
Shodd, Cheryl	Teacher, K-12
Tully, Kristen	Teacher, K-12
White, Jennifer	Teacher, K-12

Duties

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

The 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.

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

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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Dana Archibald	Principal
Laurie Burke	Principal
Karri Von Ebers	Teacher
Gina Cummings	Teacher
Cheryl Larson	Teacher
Hope Diamantis	Teacher
Arleen Sahni	Parent
Arlene Manalo	Parent
Carmen Queen	Parent
Carlos Blount	Parent
Elizabeth Toney	Parent
Dan Webb	Parent
Penny Turner	Teacher
Helen Clark	Education Support Employee
	Student

Duties

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

Evaluation of last year's school improvement plan

Our SAC committee reviews student data that is collected through the previous year and the FCAT scores that come in at the beginning of the summer to determine if our SIP goals have been attained. We then discuss areas of weaknesses that need to be addressed school-wide.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

Once the amount of School Recognition Funds are determined by the state, Fleming Island Elementary teachers will vote to determine the use of the funds. Then our SAC committee will vote for approval or disapproval of the use of funds that was determined by the teachers.

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

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Baker, Lisa	Teacher, K-12
Wells, Natalie	Teacher, K-12
Burt, Stephanie	Teacher, K-12
Luke, Jami	Teacher, K-12
Karkkainen, Kris	Teacher, ESE
Wolfe, Angela	Teacher, K-12
Michaels, Mary	Teacher, K-12
Oswald, Melanie	Instructional Technology
Breast, Tricia	Instructional Media
Burke, Laurie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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..

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

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

Weekly PLCs
Teacher Mentoring
Peer Teaching

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

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.

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Use of district approved curriculum BAW & MM
Lesson plans
Curriculum maps
Classroom walk-throughs
Administrative feedback
Student work samples
Use of Websites - CPALMS, FSA,
PLC & PLC logs

Instructional Strategies

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

IDR
Literacy block
Differentiated instruction
Teacher-student conferencing
Student portfolios

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

Strategy: 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 Rationale

The struggling learner will have their specific need identified, and will be taught at their own level. The extra practice and repetition will allow students to reach mastery.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Burke, Laurie, loburke@oneclay.net

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

Strategy: After School Program

Minutes added to school year:

Chorus, chess, drama, Pryme Time

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Strengthen the use of the Framework for Intentional and Targeted Teaching in lessons throughout all content areas.

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

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

Strategic Goals Detail

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

G1. Strengthen the use of the Framework for Intentional and Targeted Teaching in lessons throughout all content areas. `1a`

G045959

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	70.0

Resources Available to Support the Goal `2`

- Professional Learning Community logs.

- Being a Writer and Making Meaning Curriculum

- Administrative feedback

- Exemplars

- Teacher data notebooks

- Reading Eggs

Targeted Barriers to Achieving the Goal `3`

- Time

- Teacher knowledge and implementation of The Framework for Intentional and Targeted Teaching

Plan to Monitor Progress Toward G1. `8`

Data from PLC logs, student assessment results, PD360 feedback, informal and formal observations will be collected throughout the school year.

Person Responsible
Dana Archibald

Schedule
Daily, from 8/12/2014 to 5/27/2015

Evidence of Completion
PLC logs, classroom walk-throughs, formal observations, lesson plans, student assessments

G2. Increase student engagement by using strategic activities to facilitate student participation and conversation to increase content learning. 1a

G045960

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- 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 3

- Time

Plan to Monitor Progress Toward G2. 8

Effective us of student engagement strategies.

Person Responsible
Dana Archibald

Schedule
Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion
Evidence will be reflected through administrative walk-throughs and observations.

G3. To increase writing across the curriculum in all grade levels to improve reading and writing skills. `1a`

G045961

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal `2`

- Being a Writer curriculum materials
- Making Meaning curriculum materials
- Student journals
- OneClay Writes

Targeted Barriers to Achieving the Goal `3`

- Time for teacher collaboration to develop rubrics, assessments, analyze student work, and create meaningful effective lessons.

Plan to Monitor Progress Toward G3. `8`

Using Making Meaning, Being a Writer, and Making Vocabulary in combination

Person Responsible

Laurie Burke

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

G1. Strengthen the use of the Framework for Intentional and Targeted Teaching in lessons throughout all content areas. `1`

🔍 G045959

G1.B1 Time `2`

🔍 B113628

G1.B1.S1 Designate already scheduled weekly team meetings for PLC `4`

🔍 S125054

Strategy Rationale

Teachers will have prior knowledge to a designated date to have uninterrupted time to work collaboratively.

Action Step 1 `5`

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

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/20/2014 to 5/27/2015

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)

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

To monitor the implementation of the strategy, formal and informal observations will take place. Also, PLC logs will document collaboration and attendance. These provide the documentation for the new strategies being discussed and implemented in the classroom. Dana Archibald and Laurie Burke will provide feedback for the teachers using the logs that will be emailed to them each week from all groups.

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PLC logs from each week, Classroom Walk-through data, formal Observation data, lesson plans, and assessments.

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

To monitor the effectiveness of the professional development

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

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

G1.B1.S2 PLC logs for guided direction of collaboration to save time on planning for meeting. 4

S125055

Strategy Rationale

PLC logs provide a already established agenda.

Action Step 1 5

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

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PLC meeting logs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor the implementation of the use of the Framework for Intentional and Targeted Teaching.

Person Responsible

Dana Archibald

Schedule

Daily, from 8/20/2014 to 6/4/2015

Evidence of Completion

Lesson plans, formal and informal observations, PLC logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor effectiveness of the Framework for Intentional and Targeted Teaching

Person Responsible

Dana Archibald

Schedule

Daily, from 8/20/2014 to 6/2/2015

Evidence of Completion

Teacher feedback and formal and informal student assessment results

G1.B1.S3 Designate a day each week in which no other meetings can be scheduled 4

S125056

Strategy Rationale

Teachers can plan around this time to allow for quality.

Action Step 1 5

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

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

View/print meeting calendar.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monitor the meeting calendar

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

View/print meeting calendar.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Monitor the effectiveness of the meeting schedule

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Attendance at PLC meetings/sign in sheets.

G1.B2 Teacher knowledge and implementation of The Framework for Intentional and Targeted Teaching `2`

🔑 B113629

G1.B2.S1 Administrators present the Framework to teachers during pre-planning. `4`

🔑 S125057

Strategy Rationale

Provide information prior to teaching

Action Step 1 `5`

Presented a PowerPoint with the Framework information.

Person Responsible

Dana Archibald

Schedule

On 9/18/2014

Evidence of Completion

Flash drive with PowerPoint and logs

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

Logs from PLCs.

Person Responsible

Dana Archibald

Schedule

On 8/7/2014

Evidence of Completion

PLC Logs

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

Formal and informal walk-throughs

Person Responsible

Dana Archibald

Schedule

Daily, from 8/12/2014 to 5/27/2015

Evidence of Completion

PD360 documentation and feedback

G2. Increase student engagement by using strategic activities to facilitate student participation and conversation to increase content learning. `1`

`G045960`

G2.B1 Time `2`

`B113630`

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. `4`

`S125060`

Strategy Rationale

To encourage maximum participation in teacher collaboration.

Action Step 1 `5`

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

Person Responsible

Schedule

Weekly, from 8/20/2014 to 5/27/2015

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 `6`

Monitoring Wednesday meetings for teacher participation

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PLC completed logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor for effectiveness of designated meeting dates

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PLC completed logs

G3. To increase writing across the curriculum in all grade levels to improve reading and writing skills. 1

G045961

G3.B1 Time for teacher collaboration to develop rubrics, assessments, analyze student work, and create meaningful effective lessons. 2

B113631

G3.B1.S1 Utilize Early Dismissal Days already scheduled county-wide. 4

S125061

Strategy Rationale

Allows for additional planning time

Action Step 1 5

Teachers can use Early Dismissal days for additional planning time.

Person Responsible

Dana Archibald

Schedule

Every 6 Weeks, from 9/17/2014 to 6/3/2015

Evidence of Completion

Lesson plans

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

Monitor use of curriculum materials

Person Responsible

Laurie Burke

Schedule

Daily, from 8/12/2014 to 6/4/2015

Evidence of Completion

Lesson plans, formal and informal observations

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

Writing across the curriculum using Making Meaning, Being a Writer, Making Vocabulary in combination

Person Responsible

Dana Archibald

Schedule

Daily, from 8/19/2014 to 5/29/2015

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. 4

S125062

Strategy Rationale

Allows for additional planning time

Action Step 1 5

Use Planning Days for additional planning time

Person Responsible

Dana Archibald

Schedule

Quarterly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Student grades, lesson plans, formal and informal observations

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Additional planning time on Planning Days

Person Responsible

Dana Archibald

Schedule

Quarterly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Lesson plans, formal and informal observations, student grades

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Additional planning time on Planning Days

Person Responsible

Laurie Burke

Schedule

Quarterly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Lesson plans, formal and informal observations, student grades

G3.B1.S3 Not scheduling meetings, other than PLC on a designated day each week. 4

🔑 S125063

Strategy Rationale

To reduce absences at collaboration meetings to maximize quality and consistency among teachers.

Action Step 1 5

Utilize PLC time each Wednesday from 2:30-3:30

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PLC logs

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Effectiveness of PLC

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PLC logs, lesson plans, formal and informal observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Feedback from Administration to monitor the effectiveness and answer questions and concerns discussed in PLCs

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PLC logs

G3.B1.S4 Utilize Team and Data meetings for Professional Learning Communities. 4

🔧 S125064

Strategy Rationale

To develop quality instruction

Action Step 1 5

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

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

PLC logs, lesson plans, data notebooks

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Use of team/data meetings for Professional Learning Communities.

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

PLC logs, lesson plans, and data notebooks

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Use of team/data meetings for Professional Learning Communities

Person Responsible

Laurie Burke

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

PLC logs, Data notebooks, and lesson plans

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will meet weekly with grade levels and/or subject areas to discuss, plan, evaluate student work and develop activities according to the needs of their students. After implementing activities/interventions, the teachers will reconvene to analyze data to determine the effectiveness and discuss necessary changes.	Archibald, Dana	8/20/2014	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)	5/27/2015 weekly
G1.B1.S2.A1	Professional Development meetings will stick to a set schedule and topic agenda.	Archibald, Dana	8/20/2014	PLC meeting logs	5/27/2015 weekly
G1.B1.S3.A1	Monitor the meeting schedule to keep the designated day meeting free.	Burke, Laurie	8/20/2014	View/print meeting calendar.	5/27/2015 weekly
G1.B2.S1.A1	Presented a PowerPoint with the Framework information.	Archibald, Dana	8/7/2014	Flash drive with PowerPoint and logs	9/18/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Encourage teachers to meet and collaborate during the PD to share ideas that they have used in their classroom for effective student engagement.		8/20/2014	Meeting sign in sheet and follow up forms for in-service points.	5/27/2015 weekly
G3.B1.S1.A1	Teachers can use Early Dismissal days for additional planning time.	Archibald, Dana	9/17/2014	Lesson plans	6/3/2015 every-6-weeks
G3.B1.S2.A1	Use Planning Days for additional planning time	Archibald, Dana	10/10/2014	Student grades, lesson plans, formal and informal observations	6/4/2015 quarterly
G3.B1.S4.A1	Encourage and inform team leaders and teachers on the use of Professional Learning Communities during team and data meetings.	Archibald, Dana	8/20/2014	PLC logs, lesson plans, data notebooks	6/3/2015 weekly
G3.B1.S3.A1	Utilize PLC time each Wednesday from 2:30-3:30	Archibald, Dana	8/20/2014	PLC logs	5/27/2015 weekly
G1.MA1	Data from PLC logs, student assessment results, PD360 feedback, informal and formal observations will be collected throughout the school year.	Archibald, Dana	8/12/2014	PLC logs, classroom walk-throughs, formal observations, lesson plans, student assessments	5/27/2015 daily
G1.B1.S1.MA1	To monitor the effectiveness of the professional development	Archibald, Dana	8/20/2014	PLC logs, Formal and informal classroom observations, student performance data, and lesson plans	5/27/2015 weekly
G1.B1.S1.MA1	To monitor the implementation of the strategy, formal and informal observations will take place. Also, PLC logs will document collaboration and attendance. These provide the documentation for the new strategies being discussed and implemented in the classroom. Dana Archibald and Laurie Burke will provide feedback for the teachers using the logs that will be emailed to them each week from all groups.	Archibald, Dana	8/20/2014	PLC logs from each week, Classroom Walk-through data, formal Observation data, lesson plans, and assessments.	5/27/2015 weekly
G1.B2.S1.MA1	Formal and informal walk-throughs	Archibald, Dana	8/12/2014	PD360 documentation and feedback	5/27/2015 daily
G1.B2.S1.MA1	Logs from PLCs.	Archibald, Dana	8/7/2014	PLC Logs	8/7/2014 one-time
G1.B1.S2.MA1	Monitor effectiveness of the Framework for Intentional and Targeted Teaching	Archibald, Dana	8/20/2014	Teacher feedback and formal and informal student assessment results	6/2/2015 daily
G1.B1.S2.MA1	Monitor the implementation of the use of the Framework for Intentional and Targeted Teaching.	Archibald, Dana	8/20/2014	Lesson plans, formal and informal observations, PLC logs	6/4/2015 daily
G1.B1.S3.MA1	Monitor the effectiveness of the meeting schedule	Burke, Laurie	8/20/2014	Attendance at PLC meetings/sign in sheets.	5/27/2015 weekly
G1.B1.S3.MA1	Monitor the meeting calendar	Burke, Laurie	8/20/2014	View/print meeting calendar.	5/27/2015 weekly
G2.MA1	Effective us of student engagement strategies.	Archibald, Dana	9/15/2014	Evidence will be reflected through administrative walk-throughs and observations.	5/29/2015 monthly
G2.B1.S1.MA1	Monitor for effectiveness of designated meeting dates	Burke, Laurie	8/20/2014	PLC completed logs	5/27/2015 weekly
G2.B1.S1.MA1	Monitoring Wednesday meetings for teacher participation	Burke, Laurie	8/20/2014	PLC completed logs	5/27/2015 weekly
G3.MA1	Using Making Meaning, Being a Writer, and Making Vocabulary in combination	Burke, Laurie	8/18/2014	Lesson plans, formal and informal observations, student work samples, student portfolios	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Writing across the curriculum using Making Meaning, Being a Writer, Making Vocabulary in combination	Archibald, Dana	8/19/2014	Lesson Plans, student work samples, student portfolios, formal and informal observations	5/29/2015 daily
G3.B1.S1.MA1	Monitor use of curriculum materials	Burke, Laurie	8/12/2014	Lesson plans, formal and informal observations	6/4/2015 daily
G3.B1.S2.MA1	Additional planning time on Planning Days	Burke, Laurie	10/10/2014	Lesson plans, formal and informal observations, student grades	6/4/2015 quarterly
G3.B1.S2.MA1	Additional planning time on Planning Days	Archibald, Dana	10/10/2014	Lesson plans, formal and informal observations, student grades	6/4/2015 quarterly
G3.B1.S3.MA1	Feedback from Administration to monitor the effectiveness and answer questions and concerns discussed in PLCs	Burke, Laurie	8/20/2014	PLC logs	5/27/2015 weekly
G3.B1.S3.MA1	Effectiveness of PLC	Archibald, Dana	8/20/2014	PLC logs, lesson plans, formal and informal observations	5/27/2015 weekly
G3.B1.S4.MA1	Use of team/data meetings for Professional Learning Communities	Burke, Laurie	8/20/2014	PLC logs, Data notebooks, and lesson plans	6/3/2015 weekly
G3.B1.S4.MA1	Use of team/data meetings for Professional Learning Communities.	Burke, Laurie	8/20/2014	PLC logs, lesson plans, and data notebooks	6/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Strengthen the use of the Framework for Intentional and Targeted Teaching in lessons throughout all content areas.

G1.B1 Time

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

PD Opportunity 1

Teachers will meet weekly with grade levels and/or subject areas to discuss, plan, evaluate student work and develop activities according to the needs of their students. After implementing 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

Schedule

Weekly, from 8/20/2014 to 5/27/2015

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

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.

PD Opportunity 1

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

Facilitator

Laurie Burke

Participants

All Certified Teachers

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

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