School District of Clay County
2012-2013 School Improvement Plan

SCHOOL NAME: Fleming Island Elementary School						
School Based Leadership Team						
Response to Instruction/Intervention (RtI)						
Identify the school-based RtI Leadership Team.						
Indicate who is on the team and their position. Also explain why they have been included on the team.						

Administrator (Jackie Cory, Principal, and/or Assistant Principal, Laurie Burke): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. School Psychologist (Faye Nussbaum): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Technology Coach/Specialist (Mimi Harris): Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. RtI Coach (Lacey Wordsdell): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.						

• Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/ functions). How does it work with other school teams to organize / coordinate RtI efforts? The Leadership Team will focus meetings around one question: "How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?" The team will meet monthly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify needed professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.						
Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The SBLT provides data on Tier 1, 2, and 3 targets and academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns RtI processes and procedures. This data is used to develop School Improvement Plan goals. The teaching strategies developed and stressed in the RtI model are incorporated as Action Steps in the School Improvement Plan						

RtI Implementation						
Describe the data source(s) and the data management systems(s) used to summarize data at each tier for reading, mathematics, science writing, and behavior.						
Baseline data: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District Benchmark Test(s) from Performance Matters, Clay Writes Midyear data: Florida Assessments for Instruction in Reading (FAIR), District Benchmark Test(s) from Performance Matters, Clay Writes End-of-year data: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District Benchmark Test(s) from Performance Matters, Clay Writes Frequency of Data Days: The SBLT team will formally meet monthly to analyze/disaggregate data. The team will communicate on an ongoing basis and will schedule additional meetings as needed. Grade level teams will have weekly meetings to review student data from grade level assessments and to plan for instructional strategies based upon the student data.						
Describe the plan to train staff on RtI.						

Professional development will occur throughout the year. The RtI Coach will meet with grade levels and individual teachers to collaborate on effective teaching interventions, progress monitoring tools, and learning activities and strategies based upon data. Other members of the RtI Leadership Team will participate in these collaborative activities on an as needed basis. Members of the RtI Leadership Team each have a copy of the books, RTI in the Classroom: Guidelines and Recipes for Success and The RTI Daily Planning Book K-6. The RtI Coach will also share with the RtI Leadership Team information gained from the district level RtI Coaches meetings.						
Literacy Leadership						
Identify the school-based Literacy Leadership Team (LLT).						

Administrators (Jackie Cory/Principal & Laurie Burke/Assistant Principal): Provide a common vision for the use of data-based decision making, ensure that the district K-12 Reading Plan and the reading goals in the School Improvement Plan are being implemented, ensure that assessments are conducted as required, ensure implementation of reading intervention support and documentation and reading enrichment, and ensure adequate professional development (PLCs) to support effective reading implementation, communicate with parents regarding reading plans and activities. General Education Teachers(Patty Toole, Kim Harrell, Janis Ramirez, Stacey Johnson, Ginger Leinecker, Kari Hooks, Joan Brackin, Alice Coats, Trisha Breast) : Provide information about core and supplemental reading instruction, participate in student data collection, deliver instruction/ intervention/enrichment, and collaborate with other staff to implement the District K-12 Reading Plan and the reading goals in the School Improvement Plan, and participate in PLCs. Exceptional Student Education (ESE) Teachers(Rose Ann Cataldi, Barbara DeLong, Kris Karkkainen) : Provide information about reading instruction, participate in student data collection, deliver instruction/intervention, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through activities such as co-teaching to implement the District K-12 Reading Plan and the reading goals in the School Improvement Plan, and participate in PLCs. Reading Resource Teacher(Anne Carmichael) :						

Provide information about supplemental reading instruction, deliver instruction/enrichment, and collaborate with other staff to implement the District K-12 Reading Plan and the reading goals in the School Improvement Plan, and participate in PLCs.						
• Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).						
The LLT 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 LLT will collaborate, problem solve, share effective practices, evaluate implementation, and make instructional decisions.						
What will be the major initiatives of the LLT this year?						
The LLT 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 LLT will also discuss methods to manage differentiated reading instruction, including small groups and literacy centers.						
NCLB Public School Choice (If Applicable)						
Notification of School in Need of Improvement (SINI) Status						
Attach a copy of the Notification of SINI Status to Parents						
Public School Choice with Transportation (CWT) Notification						

Attach a copy of the CWT Notification to Parents						
Supplemental Educational Services (SES) Notification						
Attach a copy of the SES Notification to Parents						
Elementary Schools Only: Pre-School Transition						
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.						
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 students 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 been in meetings with other Pre-K teachers in the district to share ideas to strengthen the Pre-K program.						
Grades 6-12 Only Sec. 1003.413(b) F.S.						
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher. Fleming Island Elementary is a K-6 elementary school (with Pre-K ESE classes). The entire 6th grade team of teachers, both regular education and ESE, meet to discuss progress of students and to make instructional decisions based upon data. Reading strategies are embedded into Math, Science and Social Studies instruction. The resource teachers (media specialist, reading resource, and technology teacher) are working with the Science teachers to help students to use appropriate research and writing skills to prepare a science project.						

High Schools Only Note: Required for High School – Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.						
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?						
Additional information: Dropout Prevention						
Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan) When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result.						
4 Elements/15 Strategies:						
The Basic Core Strategies						
Mentoring/Tutoring						
Service Learning						
Alternative Schooling						
After School Opportunities						
Early Interventions						
Early Childhood Education						
Family Engagement						
Early Literacy Development						
Making the Most of Instruction						
Professional Development						
Active Learning						
Educational Technology						
Individualized Instruction						

Making the Most of the Wider Community						
Systemic Renewal						
School-Community Collaboration						
Career and Technical Education						
Safe Schools						
Postsecondary Transition Note: Required for High School – Sec. 1008.37(4), F.S.						
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.						
Smart Goals						
Smart = Specific Measurable Attainable Realistic Timely						
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing						
Goal 4: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.						
Goal 1: By 2013, the percent of students in grades K-2 meeting the Just Read Florida end-of-year recommended READING goals will increase by 10 percent. The number of non-proficient readers scoring Level 1 or 2 on Reading FCAT 2.0 in grades 3-6 will decrease by 10%. The percent of students in grades 3-6 scoring at or above proficient on Reading FCAT 2.0 (Level 3) will increase by at least 1%.						
Strategies, Indicators and Progress Measures						

I. Strategy 1.1: Implement and develop the use of higher order questioning techniques by utilizing a variety of instructional strategies and resources, including appropriate technology, which requires students to demonstrate a variety of relevant skills and competencies.						
	Baseline Measure	**Progress Measure**	**Progress Measure**	**Progress Measure**	**Progress Measure**	
	August	August	August	August	August	
	2012	2013	2014	2015	2016	
	*Perceptual Data					
II. **Adult Implementation Indicator (s): 100% of teachers will implement and develop the use of higher order questioning techniques by utilizing a variety of instructional strategies and resources, including appropriate technology, which requires students to demonstrate a variety of relevant skills and competencies.**	**Grades PK - 3 80% Grades 4 - 6 85%**	Grades PK - 3 85% Grades 4 - 6 89%	Grades PK - 3 90% Grades 4 - 6 93%	Grades PK - 3 95% Grades 4 - 6 97%	Grades PK - 3 100% Grades 4 - 6 100%	
		August	August	August	August	
	New FCAT	2013	2014	2015	2016	
	Data from					
	2011-2012					
III. **Student Performance Indicator (s): Students will consistently increase FCAT Reading scores so there is a reduction in % of students who are non-proficient by at least 50% by 2016**	3-78% (22%) 4-76%(24%) 5-87%(13%) 6-92%(8%)	3-80.75% (19.3%) 4-79% (21%) 5-88.6% (11.4%) 6-93%(7.0%)	3-83.5%(16.6%) 4-82%(18.0%) 5-90%(9.8%) 6-94%(6.0%)	3-86.25 %(13.7%) 4-85% (15.0%) 5-91.6%(8.2%) 6-95%(5.0%)	3-89% (11%) 4-88 %(12%) 5-93.5% (6.5%) 6-96%(4%)	

IMPLEMENTATION DETAILS						
Action Steps	**Evidence/Data Sources**	**Person(s) Responsible/ Group(s)**	**Implementation Timeline**	**Resources Needed: Material/ Technology/ Trainer**	**Related PD**	**Funding/ Funding Source**
1.1 Teachers will utilize enhanced classroom technology. **Task 1**: Teachers will receive training (as needed) on using the components of the enhanced classroom. **Task 2**: Teachers will incorporate the use of the enhanced classroom technology into their classroom instruction.	*Sign in sheets*	*Principal and Assistant Principal*	*2012-2013 School year*	*Appropriate functioning technology; Training on the use of the enhanced classroom technology components*	*IS Dept. or school-based technology teacher will provide needed training.*	*No funding needed.*
	feedback					
	lesson plans					
1.2 Teachers will use data to make instructional decisions. **Task 1**: Teachers will collect data from student assessments, will discuss/analyze this data in weekly grade level data meetings, and will collaborate to develop appropriate instructional strategies to address	*Grade level meeting minutes Lesson plans*	*Classroom teachers, Assistant Principal, Principal*	*2012-2013 School year*	*PMRN Performance Matters RtI Coach*	*Training, as needed, from the RtI Coach, per the CCSS Implementation Plan.*	*No funding needed.*

1.3 Students are organized into groups to practice skills, strategies or processes. **Task 1**: Teachers will provide systematic interventions for students at risk of academic failure.	*PMPs, RtI documentation, Lesson plans*	*Classroom teachers, RtI Coach, Assistant Principal, Principal*	*Beginning with the interims of the 1st grading period and throughout the 2012-13 school year*	*PMP Training & access to the on-line forms, training on RtI procedures, data on lower 25% students from Performance Matters and 2012 FCAT*	*Training on the use of PMPs. Training on progress monitoring procedures. Differentiated Instruction, Small group instruction*	*No funding needed.*

1.4 Students will use a variety of materials to substantiate thoughts, based on information from the text. **Task 1:** Daily journal writing; incorporating Step Up to Writing techniques.	*Grade level meeting minutesLesson plans data*	*Classroom teachers, RtI Coach, Assistant Principal,Principal*	*Beginning with the interims of the 1st grading period and throughout the 2012-13 school year*	*PMP Training & access to the on-line forms, training on RtI procedures, data on lower 25% students from Performance Matters and 2012 FCAT*	*Further training in Step-Up-to-Writing and CCSS.*	*PD/ Textbooks/ESE*
1.5 Students will be given opportunities to collaborate in an effort to navigate through complex text. **Task 1:** Create new assessments with higher order questions.	*Grade level meeting minutes Lesson plans data*	*Classroom teachers, RtI Coach, Assistant Principal, Principal*	*Beginning with the interims of the 1st grading period and throughout the 2012-13 school year*	*CCSS Training*	*CCSD Training*	*No funding needed.*

Smart = Specific Measurable Attainable Realistic Timely						
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing						
Goal 4: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.						
Goal 2: By 2013, 90% of students will achieve proficiency (Level 3 or higher) on FCAT 2.0 MATH and 80% of students will make learning gains compared to 2012 FCAT 2.0 data.						
Strategies, Indicators and Progress Measures						
I. **Strategy 2.1***: **Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students to problem solve in Math.**						
	Baseline Measure	**Progress Measure**	**Progress Measure**	**Progress Measure**	**Progress Measure**	
	August	August	August	August	August	
	2012	2013	2014	2015	2016	
	*Perceptual Data					
II. **Adult Implementation Indicator (s): 100% of teachers will implement the research-based strategy of using higher order questioning techniques in order to increase higher order thinking of students in Math.**	**Grades PK-3 75% Grade 4 - 6 80%**	Grades PK - 3 80% Grades 4-6 85%	Grades PK - 3 85% Grades 4-6 90%	Grades PK - 3 90% Grades 4-6 95%	Grades PK - 3 100% Grades 4-6 100%	
		August	August	August	August	

	New FCAT	2013	2014	2015	2016	
	Data from					
	2011-2012					
III. **Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016**	3-75%(25%) 4-71%(29%) 5-83%(17%) 6-91%(9%)	3-78.13%(21.88%) 4-74.63%(25.4%) 5-85.13%(14.87%) 6-92.13%(6.74%)	3-81.26%(18.75%) 4-78.26%(21.8%) 5-87.26%(12.74%) 6-93.26%(6.74%)	3-84.4%(15.63%) 4-81.89%(13.2%) 5-89.39%(5.61%) 6-94.39%(10.61%)	3-87.53%(12.5%) 4-85.52%(14.5%) 5-91.52%(8.5%) 6-95.52%(4.5%)	
IMPLEMENTATION DETAILS						
Action Steps	**Evidence/Data Sources**	**Person(s) Responsible/ Group(s)**	**Implementation Timeline**	**Resources Needed: Material/ Technology/ Trainer**	**Related PD**	**Funding/ Funding Source**

2.1 : Teachers will integrate the use of higher order questioning into their math instruction and students will demonstrate modeling of concepts. **Task 1**: Teachers will utilize professional sources (Teaching Student Centered Mathematics and Classroom Discussions: Using Math Talk to Help Students Learn and PD360) to develop math lessons that incorporate higher order questioning.	*Lesson plans; Professional Learning Community forms.*	*Assistant Principal, Principal*	*2012-13 school year*	*Teaching Student Centered Mathematics and Classroom Discussions books; training in the use of PD360 and computer access to PD360.*	*Classroom Discussions: Using Math Talk to Help Students Learn Step-Up-to-Writing*	*PD/ Textbooks/ESE*
2.2 Teachers will implement learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology. **Task 1**: Teachers will incorporate hands-on strategies and the use of appropriate technology in their instruction and student practice activities in their math classes.	*Lesson plans*	*Assistant Principal, Principal*	*2012-13 school year*	*Access to on-line resources for the adopted math curriculum; training in the use of the on-line resources; training in the use of Understanding Math and other available math resources.*	Learning Community for K-1 teachers—Math Work Stations	*No funding needed.*

2.3: Teachers will focus on incorporating the 8 standards for Mathematical practice into all areas of math instruction. **Task 1**: Teachers will use manipulatives to foster the hands-on approach to learning in geometry and algebra.	*Lesson plans*	*Assistant Principal, Principal*	*2012-2013 School year*	*Access to on-line resources for the adopted math curriculum; training in the use of manipulatives, and training in the use of Understanding Math and other available math resources.*	*PD 360, and www.achievethecore.org .*	*No funding needed.*
Smart Goals						
Smart = Specific Measurable Attainable Realistic Timely						
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing						
Goal 4: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.						

Goal 3: By 2013, the percentage of students in Grade 4 who achieve proficiency (score 3.0 or above) on FCAT Writing will increase by 2%.						
Strategies, Indicators and Progress Measures						
I. **Strategy 3.1***: **Implement the research-based strategy of relating and integrating the subject matter (WRITING) with other disciplines during instruction.***						
	Baseline Measure	**Progress Measure**	**Progress Measure**	**Progress Measure**	**Progress Measure**	
	August	August	August	August	August	
	2012	2013	2014	2015	2016	
	*Perceptual Data					
II. **Adult Implementation Indicator (s):**	**Grades PK - 3 80% Grades 4-6 85%**	Grades PK - 3 85% Grades 4-6 89%	Grades PK - 3 90% Grades 4-6 93%	Grades PK - 3 95% Grades 4-6 97%	Grades PK - 3 100% Grades 4-6 100%	
100% of teachers will implement the research-based strategy of relating and integrating the subject matter (Writing) with other disciplines during instruction.						
		August	August	August	August	
	New FCAT	2013	2014	2015	2016	
	Data from					
	2011 - 2012					
III. **Student Performance Indicator (s):**	4th grade 84%(16%)	4th grade 86%(14%)	4th grade 88%(12%)	4th grade 90%(10%)	4th grade 92%(8%)	
Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016						
IMPLEMENTATION DETAILS						

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Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source
3.1 Teachers will demonstrate the research-based practice of incorporating writing across content areas. **Task 1:** The Science Vertical Team will be trained in the use of journals by students in grade K-6 science classes and then will train the teachers on their grade levels. **Task 2**: Teachers will incorporate the use of writing into reading instruction as a way to increase the comprehension and vocabulary skills of their students.	*Vertical team and grade level team meeting minutes Sign in sheets Lesson plans*	*District Science Curriculum Specialist Assistant Principal Principal*	*Beginning in September throughout the 2012-13 School year.*	*Adopted curriculum materials, including on-line resources*	*Training in integrating writing into other curriculum areas, such as the use of journals in science. District Science Curriculum Specialist will provide training in the use of Science journals. Training at the K-3 level in ways to develop writing skills in primary students. Step up to Writing training.*	*PD/ Textbooks/ESE*

Smart Goals						
Smart = Specific Measurable Attainable Realistic Timely						
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing						
Goal 4: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.						
Goal 4: By 2013, 91% of 5th grade students will achieve proficiency (Level 3 or higher) on FCAT 2.0 Science.						

Strategies, Indicators and Progress Measures						
I. **Strategy 4.1***: Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area (Science) and to advance student learning while addressing while addressing preconceptions or misconceptions.*						
	Baseline Measure	**Progress Measure**	**Progress Measure**	**Progress Measure**	**Progress Measure**	
	August	August	August	August	August	
	2012	2013	2014	2015	2016	
	*Perceptual Data					
II. **Adult Implementation Indicator (s):Adult Implementation Indicator (s): 100% of teachers will implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and to advance student learning while addressing preconceptions or misconceptions.**	**Grades PK - 3 80% Grades 4-6 80%**	Grades PK - 3 85% Grades 4-6 85%	Grades PK - 3 90% Grades 4-6 90%	Grades PK - 3 95% Grades 4-6 95%	-15.75%	
		August	August	August	August	
	New FCAT	2013	2014	2015	2016	
	Data from					
	2011-2012					

III. **Student Performance Indicator (s): Students will consistently increase their FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.**	5th grade 82%(18%)	5th grade 84.25%(15.75%)	5th grade 86.5%(13.5%)	5th grade 88.75%(11.25%)	5th grade 91%(9.25%)	
IMPLEMENTATION DETAILS						
Action Steps	**Evidence/Data Sources**	**Person(s) Responsible/ Group(s)**	**Implementation Timeline**	**Resources Needed: Material/ Technology/ Trainer**	**Related PD**	**Funding/ Funding Source**
4.1 Teachers will ask students to explain their thinking to determine misconceptions. **Task 1**: Students in Grades K-6 will utilize journals in science/math to organize information and to develop a resource for inquiry activities.	*Review of student science/ math journals*	*Science/Math teachers* *Assistant Principal* *Principal*	*September and on-going*	*Journals for students,* *Resources for teachers to refer to for appropriately addressing misconceptions.*	*Training in the use of journals in science classes;* *Training in how to address misconceptions.* *Step-Up-to-Writing*	*PD/ Textbooks/ESE*

Smart = Specific Measurable Attainable Realistic Timely						
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing						
Goal 4: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.						
Goal 5: By 2013, communication to inform parents/ guardians of school procedures and events will show improvement as measured by the SAC Climate Surveys.						
Strategies, Indicators and Progress Measures						
I. **Strategy 5.1**: ***Implement the research-based strategy of fostering two-way home/ school communication with all stakeholders to support student learning.***						

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	Baseline Measure	**Progress Measure**	**Progress Measure**	**Progress Measure**	**Progress Measure**	
	August	August	August	August	August	
	2012	2013	2014	2015	2016	
	*Perceptual Data					
II. **Adult Implementation Indicator (s):100% of teachers will implement the research based strategy of fostering two-way home/ school communication with all stakeholders to support student learning.**	**Grades PK - 3 80% Grades 4-6 85%**	Grades PK - 3 85% Grades 4-6 88%	Grades PK - 3 90% Grades 4-6 90%	Grades PK - 3 95% Grades 4-6 95%	Grades PK - 3 100% Grades 4-6 100%	
		August	August	August	August	
	New FCAT	2013	2014	2015	2016	
	Data from					
	2011-2012					
III. **Student Performance Indicator (s):The percent of parents who feel that home/school communication is satisfactory will continue to increase until 100% or parents completing the SAC Climate Survey in 2015 express satisfaction with communication.**	81% of responding parents	85% of responding parents	89% of responding parents	95% of responding parents	100% of responding parents	
IMPLEMENTATION DETAILS						

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source
5.1 Teachers will solicit and consider parental input and use it to support student learning. **Task 1:** Teachers will conference once per semester or as needed with parents/guardians of all students in their classes.	*Conference forms,* *Phone logs*	*Classroom teachers*	*2012-13 school year*	*None*	*None*	*No funding needed*
5.2 Teachers will send informational materials home on a timely basis. **Task 1:** Teachers will identify a volunteer contact person (homeroom parent) who will be responsible for communicating with parents/guardians of students in the class information about school/class events. **Task 2**: School folders will go home each Tuesday with information and/or student graded work for parents to review.	*PFA list of homeroom parents*	*Classroom teachers*	*2012-13 school year*	*Contact information of classroom parents,*	None	No funding needed

Smart = Specific Measurable Attainable Realistic Timely						
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing						
Goal 4: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.						
Goal 6:						
Strategies, Indicators and Progress Measures						
I. **Strategy 6.1***:*						
	Baseline Measure	**Progress Measure**	**Progress Measure**	**Progress Measure**	**Progress Measure**	
	August	August	August	August	August	
	2011	2012	2013	2014	2015	
	*Perceptual Data					
II. **Adult Implementation Indicator (s):**						
		August	August	August	August	
	New FCAT	2012	2013	2014	2015	

	Data from					
	2010-2011					
III. **Student Performance Indicator (s):**						
IMPLEMENTATION DETAILS						
Action Steps	**Evidence/Data Sources**	**Person(s) Responsible/ Group(s)**	**Implementation Timeline**	**Resources Needed: Material/ Technology/ Trainer**	**Related PD**	**Funding/ Funding Source**

Internal Checklist – Training Provided by School

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	**Professional Development Details** **Goal the Activity is Supporting (1) Reading (6) Other**			
Technology	• Action Step # 1, 1.1,5 • Name of Activity: Technology Training • Dates of Activity: 2012-12 School year • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials: None			**We will be using a variety of trainings in technology to improve teacher usage to communicate with parents, instructional activities, and use of technology for teaching instruments.**
	Budget Items Required			
	• Action Step # • Name of Activity • Funding Source • Cost of Consultant • Cost of Materials • Cost of Substitutes (if applicable)			
Learning Community	**Professional Development Details** **Goal the Activity is Supporting (1)Reading&(3) Writing**			
Common Core/Best Practices/Step Up to Writing	• Action Step # 1,1.4,3, 3.1 • Name of Activity: FIE 2012-13 Common Core/Best Practices/Step Up to Writing • Dates of Activity: Monthly 2012-13 School year • Title of Book or Focus: Common Core/Best Practices/Step Up to Writing			**We will meet once a month using researched ideas to support/improve classroom instruction across all content areas.**
	Budget Items Required			
	• Action Step # • Cost of Book/Teacher Materials			
Lesson Study/Action Research	**Professional Development Details** **Goal the Activity is Supporting _____**			

(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. -must use Lesson Study form)	• Action Step # • Name of Activity • Dates of Activity • Teaching strategy or method to be researched			
	Budget Items Required			
	• Action Step # • Cost of Teacher Materials (If applicable)			
Timelines				
Start Date: August 1, 2012	August 1 & 2nd – Step Up to Writing at FIE by Susan Law FDLRS/Crown September 19th – Step Up to Writing in Math at FIE Henry FDLRS/Crown			**Strategies from Step Up to Writing & Step Up to Writing in Math will be used school-wide to provide continuity across all grade levels and content areas to improve learning.**
End date: May 31, 2013				
Budget				
Local FTE (function 6400-no project) Project - 0100.5100.0520.0521.2013 Project - 0100.6400.0590.0521.1182 Project -	Training was at no cost Materials Total Cost: $5,732.04			**No funds were used for trainings as they were provided at no costs. However, materials were purchased for the teachers to be able to implement the program school-wide. The materials were used for both the trainings held here at FIE which were presented by FDLRS/ Crown representatives.**
Total Internal PD Budget (no project & project funds)				

Approvals: (Signature's required)

Principal:	**_____**	**Date: ___/___/____**
SAC Chair:	**_____**	**Date: ___/___/____**
Hilda Manning:	**_____**	**Date: ___/___/____**
Shannah Kosek:	**_____**	**Date: ___/___/____**

External Checklist
Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

Approval: ___ Yes ___ No (For office use only)

Background			

Background: Step Up to Writing is a proven school-wide strategy to aid in learning proper writing techniques and comprehension across all content areas.	Professional Development is an integral part of the School Improvement Plan. Teachers need proven		

	, current instructional strategies to improve the performance of the students assigned to them.		
Objectives			

To incorporate a school-wide writing plan to be used across all content areas.	**Yes**	**No**	**Comments**
How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.			Step Up to Writing uses writing to show comprehension across all content areas and provides commonality in writing throughout all grade levels.
Training Details - Consultants			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			Susan Law & Henry Schmitges/ FDLRS/Crown
Who will be trained?			Entire staff
Date(s), Time(s), Location			8/1 &2/2012 & 9/19/2012
Total Cost: $5732.04			Teacher materials
Needs School Board approval			
Complete budget line for expenses			0100.6400.0590.0521.1182 0100.5100.0520.0521.2013 0100.5200.0510.0521.1630
Name of facilitator/person responsible			Laurie Burke
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**

Name of educational organization providing the training.			FDLRS/Crown
Who will be trained?			FIE Staff
Date(s), Location			Schultz Center & FIE (Math)
Total Cost			(Teacher materials)
Complete budget line for expenses			$5,732.04
Name of facilitator/person responsible			Jeanee Jones/Laurie Burke
Timelines			
	Yes	**No**	**Comments**
Start Date August 1, 2012			Step Up to Writing & Step Up to Writing in Math
End Date September19, 2012			
Budget			
Local FTE (function 6400-no project)			$1547.53
Project - 0100.5200.0510.0521.1630			$1698.22
Project – 0100.5100.0520.0521.2013			$2486.29
Project -			
Total External PD Budget (no project & project funds)			$5732.04

Approvals: (Signature's required)

Principal: _____ **Date:** ___/___/____

School District of Clay County
2012-2013 School Improvement Plan

SAC Chair: _____ **Date:** ___/___/____

Hilda Manning: _____ **Date:** ___/___/____

Shannah Kosek: _____ **Date:** ___/___/____

2012/2013 School Improvement Plan Professional Development and School Improvement Budget

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s)3,3.1,4,4.1 Title : Step Up to Writing Location: FIE Dates: 8/1/2012 & 8/2/2012 Sponsoring Educational Institution: FDLRS/Crown	Mileage Meals Room Registration Substitute(s) Teacher Materials: Step Up to Writing Primary & Intermediate Notebook & Tools	Budget Strip 0100.6400.0590.0521.1182 0100.5100.0520.0521.2013 0100.5200.0510.0521.1630	 $5,732.04
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Step Up to Writing in Math Goal and Action Step #(s) 2,2.1 Navigator Plus Activity Title: FIE 2012-13 Step Up to Writing	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: $0.00 Substitutes: Stipends:	Budget Strip	 $0.00
Subtotal:			

Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal:			
Grand Total: $5,732.04			