

Volusia County Schools

Manatee Cove Elementary School



2015-16 School Improvement Plan

Manatee Cove Elementary School

734 W OHIO AVE, Orange City, FL 32763

<http://myvolusiaschools.org/school/manateecove/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	34%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

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

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

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

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Each one of us in the Manatee Cove family will work together to create a safe haven for learning where all can reach their personal best.

Provide the school's vision statement

We at Manatee Cove Elementary believe:

- in committing to high expectations which embrace progress and change while providing the opportunities for continuous physical, emotional, social and intellectual development.
- it is the responsibility of the school community to create a safe haven physically and emotionally for all.
- developing a love for learning and the discovery of new concepts will set the stage for all future educational endeavors.
- that a school community should embrace cultural diversity, a spirit of learning, mutual caring and respect.
- that all success and achievement should be recognized and celebrated.
- open communication and the involvement of students staff, families and community are vital to the school.

School Environment

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

The following process is how Manatee Cove builds relationships between teachers and students:

- *Each new student's parent that enters Manatee Cove Elementary completes a "Tell Me About Your Child" survey. This survey is then given to the child's teacher to begin to build a relationship with that child.
- *Teachers provide a Meet the Teacher day prior to school starting, this gives the students and teachers an opportunity to build rapport.
- *In May an orientation is scheduled for the upcoming kindergarten students and parents. Families are given the opportunity to tour the school and kindergarten classrooms prior to entering the following year.
- *Open House is an opportunity for parents and students to come into the classrooms and view the learning first hand.
- *Individual family conferences are done periodically throughout the school year.

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

Each year the school-based leadership team reviews the schools policies and procedures intended for all students and staff and makes adjustments as needed to promote positive behavior and build a school community based upon safety and responsibility.

All teachers and student safety patrols are expected to provide effective monitoring of campus throughout the day.

Certain teachers are given supervisory duties around the campus to ensure a safe and secure entry and dismissal of students.

School Advisory Council (SAC) provides opportunity at each meeting for parent input and for updates on safety and security.

The school counselor addresses bullying prevention with staff and students during the school year.

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

School wide behavioral expectations and life skills are presented every morning through the schools AM news program. Each classroom reviews these expectations and provides a visual of the poster in their classroom. At the beginning of each school year administration visits kindergarten and 1st grade classrooms and has assemblies for grades 2-5 to review these expectations. The mission statement is then stated by all students and staff at the end of these assemblies and daily on the news.

Instructional time is a priority and protected by administration. The importance of being on time and daily school attendance is addressed regularly with parents through parent/teacher conferences and the problem solving team as needed. Students misconduct is being handled immediately and with minimal interruption to instruction.

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

Manatee Cove offers the following:

- *Student Mentoring Program
- *Crisis Training Program
- *Suicide Prevention Program
- *Bullying Program
- *Small Guidance Groups on various socio-emotional needs

Administration and the guidance counselor meet quarterly with the school psychologist to review discipline referrals and the personal development section of report cards for each teacher to determine those students needing further assistance. The school's School Improvement Leadership Team also reviews the quarterly discipline referrals and personal development status for students on first quarter report card and then provides findings and suggestions for improvement at a following faculty meeting for teachers to address within each team's PLC.

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

The school regularly accesses the early warning system, which is a specialized report issued to all schools. The indicators are as follows:

- *unweighted GPA (at risk if below 2.0)
- *over age for grade
- *office discipline Referrals (at risk of 2 or more)
- *attendance below 90%, regardless of whether absence is excused
- *Year to date suspensions (at risk if 1 or more)
- *Number of prior retentions (at risk if 1 or more)
- *level one score on the statewide standardized tests

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System Report.

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated, become the focus of the school-wide intervention efforts. These areas are addressed through Professional Learning Communities (PLC) in which group data are considered and evidenced-based interventions through differentiated instruction are developed. Quarterly review of the Early Warning System report and report cards developmental growth section enables the school team to determine if interventions are successful in addressing areas of concern.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188171>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Manatee Cove Elementary builds and sustains partnerships with the local community through such programs/ events as, which may include but not limited to the following: Business Partners Program, Career and Vehicle Day, Family Nights for various subjects, PTA functions, Publix family night, and FLP educational programs. In addition donations of educational and clinic supplies are provided by Fish Memorial Hospital, The Jewish Federation and the Manatee Festival.

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:

Name	Title
Lassiter, Karen	SAC Member
Gonzalez, Alice	Principal
Abbey, William	Instructional Coach
Crane, Katherine	SAC Member
Benson-Culver, Michele	Teacher, K-12
Fratus, Melissa	Teacher, K-12
Werblo, Cija	Teacher, K-12
Cook-Grant, Tiffanee	Assistant Principal

Duties

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

The school-based school improvement leadership (SILT) team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used for all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, the school- based school improvement leadership team(SILT) is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The SILT framework follows the district’s four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of the SILT results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Alice Gonzalez	Principal
Karen Lassiter	Teacher
Katherine Crane	Teacher
Donna Sizemore	Teacher
Rupal Talati	Parent
Ann Axon	Parent
Dannah Niverson	Business/Community
Jessica Morton	Education Support Employee
Tiffanee Cook Grant	Principal
Karri Coffman	Education Support Employee
Vicki Scheetz	Education Support Employee
Jennifer Coleman	Parent
Jackie DeSousa	Student
Diem Morgan	Parent
Terri Hargreaves	Parent
Stephanie Mullins	Parent
Mary Ann Opperud	Business/Community
Dallas Reagan	Parent
Jim Roushey	Parent

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

In order to evaluate the effectiveness of last year's Manatee Cove Elementary's school improvement plan, our school improvement leadership (SILT) team met to engage in Step Zero. Members of SILT then shared results with the faculty. The principal, a member of SILT, then provided an update of the SILT findings to the School Advisory Council for further input.

Development of this school improvement plan

- * Reviewed available district assessments and 2015 FCAT Science, attendance data, suspension data, last year's SIP strategies, changes in SIP format and data of parent, teachers, and staff surveys for the previous school year;
- * Provided Title I
- * Provided input for the development of the School Improvement Plan (SIP) strategies;
- * Reviewed compliance of SAC membership; and
- * Developed SAC budget allocations for this school year.

Preparation of the school's annual budget and plan

Manatee Cove Elementary's annual budget and plan are shared for input and discussion at one of the first meetings of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC meetings.

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

These are approximate allocated amounts for projected use of school improvement funds:

*Substitutes for staff to support SIP activities, such as professional development, attendance at workshops, trainings, & PLC planning \$ __1,635.03__

*Fees for conferences for professional development to support SIP \$ __ 350.00__

*Materials and supplies, including software and software licenses, to support SIP \$ __1,463.69__

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:

Name	Title
Abbey, William	Instructional Coach
Benson-Culver, Michele	Teacher, K-12
Fratus, Melissa	Teacher, K-12
Gonzalez, Alice	Principal
Werblo, Cija	Teacher, K-12
Crane, Katherine	SAC Member
McCoy, Michelle	Instructional Media
Cook-Grant, Tiffanee	Assistant Principal
Lassiter, Karen	SAC Member
Adams, Michele	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT, having reviewed the literacy activities embedded in the 2014-15 SIP will monitor the literacy activities of the 2015-16 SIP goals. The LLT will focus on implementation of SIP to more effectively enable increasing literacy achievement within all subject areas, on professional development to support implementation of standards-based instruction, and of assisting students and families to understand how student grades reflect achievement of FS, as well as how to provide family support with student attainment of grade-level FS.

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

Common planning, Professional Learning Communities (PLC's), and academic coaching are critical practices to help build positive, collaborative relationships among our teachers at Manatee Cove Elementary.

*Common planning allows for teachers to participate in regular planning and adjusting instruction accordingly.

*PLC's allow teachers to work together to review formative assessment data and prepare for students academically. Teachers make recommendations for students to be reviewed and assisted by our school's

Problem-Solving Team. During PLC time teachers are supported and encouraged to work together on common clear objects. This time also allows teachers to engage in reflective dialogue to deepen language and understanding of instructional practices.

*Our academic coach is used to assist with teacher collaboration and professional development. The Academic coach plays a significant part in supporting delivery of instruction to meet student needs and encouraging the collaborative process.

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

* Peer Assistance and Review (PAR) teachers and administration will assist novice teachers with the VSET evaluation process and the E3 new teacher program

* Administration will assign a highly qualified teacher mentor to each new teacher and second year teacher to assist with various school and district expectations for teachers and/ or will arrange peer classroom visits, other site visits as needed

* Administration will have scheduled school-based professional learning community(PLC) for teachers to provide collaboration and planning time on effective instructional strategies, instructional resources, etc.

* Administration will encourage local colleges and universities to place junior and senior interns at Manatee Cove Elementary as a way to recruit new teachers.

* Administration will provide access to professional development to all teachers to enhance each teacher's performance on implementation of effective instructional strategies and of the Florida's Educator Accomplished Practices (FEAP), such as new district programs, Florida Standards, standards-based instruction, high effect instructional strategies, differentiated instruction, integration of subjects with use of technology, electronic grading, etc.

* Administration will encourage leadership opportunities for teachers.

* Administration will participate in District Job Fair and Recruitment Activities.

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

* Peer Assistance and Review teachers and administration will assist novice teachers with the VSET evaluation process and the Empowering Educator Excellence Program (E3) the new teacher program through coaching, observations and collaborative lesson planning.

* Administration will assign a highly qualified teacher mentor who has a similar job-like role to each new teacher and second year teachers to assist with various school and district expectations for teachers.

* Administration will arrange peer classroom visits, and other site visits as needed.

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

Manatee Cove Elementary implements the Volusia County Curriculum Maps, which includes afforded lesson modules and multiple research-based resources, in all grades which are aligned to the Florida Standards.

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

Common Planning allows teachers to participate in PLC's regularly (twice monthly) to review formative and summative assessment data and adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, academic coach and intervention teacher create intervention lessons. Students requiring intensive intervention receive additional support from classroom teacher, intervention teacher and/or certified teacher tutors. Additional PLC grade/department level meetings are held to review student data and address specific instructional strategies across content areas. Students with behavioral concerns are also addressed at PLC meetings and are provided interventions referring those as needed to our problem solving team, as well as to the school's Attendance/Behavior Team.

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

Strategy: Extended School Day

Minutes added to school year: 1,800

To increase the amount and quality of learning time, Manatee Cove provides Title 1 funded STAR after school reading and/or math instruction supplemental program for at least two 60 minute sessions of instruction a week for at least 15 sessions to target students in grades 3-5 who scored a possible level one on the FSA. Title 1 school funds for tutoring will be used for those students in grades 1-5 who need additional assistance. These program afford those teachers providing the after school instructional program the time to collaborate, plan, and/or engage in professional development dialogue. Data is collected and analyzed and monthly progress reports are provided to the parents.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Adams, Michele, mmadams@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.

Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step

S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers provide differentiated instruction for students working below, at, or above proficiency levels, then student achievement will increase in all areas.

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. If all teachers provide differentiated instruction for students working below, at, or above proficiency levels, then student achievement will increase in all areas. **1a**

G068837

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	50.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal **2**

- Funding sources for supplemental professional development opportunities to provide effective differentiated instruction of Florida Standards, such as Title I, Extended Day Enrichment Program (EDEP) school funds, Title II funds, Title III (ESOL) funds, district school funds, School Advisory Council (SAC) funds &/or district's Supplemental Academic Instruction (SAI) funds, if available.
- Funding sources for additional intervention and/or tutoring opportunities, such as SAI funds, School Advisory Council (SAC) funds, & any other available funds for ongoing professional development as determined by the results of student achievement data
- Funding sources for additional supplemental research-based instructional materials, equipment and/or programs as determined to be needed to effectively provide differentiated instruction, such as Extended Day Enrichment Program (EDEP) school funds, Title II funds, Title III (ESOL) funds, district school funds, School Advisory Council (SAC) funds &/or district's Supplemental Academic Instruction (SAI) funds, if available.
- Title I funding sources, if available, to provide additional instructional and family liaison personnel to assist families with various ways to support students to increase student achievement.
- Title I funding sources, if available, to assist classroom teachers with coaching opportunities on analyzing student achievement data and on providing effective differentiated instruction.
- Funding sources for additional intervention and/or tutoring opportunities, such as SAI funds, School Advisory Council (SAC) funds for students working below proficiency of Florida standards.
- Title I funding sources, if available, for additional intervention teacher and before/after school tutoring opportunities for students working below proficiency of Florida standards.

Targeted Barriers to Achieving the Goal **3**

- The number of students who are working below proficiency.
- The number of students who have attendance and/or behavior issues. and/or who may be having difficulties in academic areas.
- Implementing differentiated instruction using research-based instructional resources, including technology, in all areas
- Time for teachers to plan differentiated instruction in all areas based on Florida Standards

Plan to Monitor Progress Toward G1. 8

Ongoing monitoring of district and/or state assessments, report cards, and Problem-Solving Team (PST) reports.

Person Responsible

William Abbey

Schedule

Quarterly, from 10/2/2015 to 10/7/2016

Evidence of Completion

District assessments, quarterly report cards, SIPPS reports, FAIR (3rd-5th), Title I STAR reports, Title I Waterford reports, DRA level reports, PST reports, and /or state assessments

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. If all teachers provide differentiated instruction for students working below, at, or above proficiency levels, then student achievement will increase in all areas. **1**

 G068837

G1.B1 The number of students who are working below proficiency. **2**

 B178936

G1.B1.S1 Provide students who are below 70% proficiency mastery of Florida standards with additional intervention opportunities during the school day. **4**

 S190286

Strategy Rationale

If students who are below 70% proficiency mastery of Florida standards are provided additional intervention opportunities during the school by the classroom teacher and/or an intervention teacher, then academic achievement of those students who are identified below proficiency will increase.

Action Step 1 **5**

Students who are below 70% proficiency mastery of Florida standards on district assessments will provided additional intervention opportunities during the school day by the classroom teacher and/or an intervention teacher.

Person Responsible

Alice Gonzalez

Schedule

Daily, from 10/2/2015 to 10/7/2016

Evidence of Completion

District assessment student data, teacher lesson plans, administrative observations, and /or intervention teacher assessments

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

Administrative observations of interventions and review of student data for those receiving interventions.

Person Responsible

Alice Gonzalez

Schedule

Quarterly, from 10/2/2015 to 10/7/2016

Evidence of Completion

Comparisons of list of students being provided additional intervention opportunities and district assessment student data for those identified students.

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

Comparison of list of students receiving interventions with district assessment data of students receiving data to note academic progress and/or need for further instructional intervention assistance

Person Responsible

William Abbey

Schedule

Quarterly, from 10/23/2015 to 10/28/2016

Evidence of Completion

List of students receiving interventions and district and state assessment data

G1.B1.S2 Provide students who are achieving below 70% proficiency mastery of Florida standards with additional intervention opportunities before and/or after the school day, 4

S190287

Strategy Rationale

If students who are below 70% proficiency mastery of Florida standards are provided additional intervention opportunities through tutoring by certified teachers before and/or after the school day, then academic achievement of those students who are identified below proficiency will increase.

Action Step 1 5

Provide interventions to students who are achieving below 70% proficiency mastery of Florida standards with before and/or after school tutoring provided by certified teacher tutors.

Person Responsible

Michele Adams

Schedule

Biweekly, from 9/28/2015 to 5/20/2016

Evidence of Completion

List of identified students being tutored, payroll reports for tutors, iReady, Imagine, and other tutoring reports, student sign-in logs of attendance

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

Provide identified students who are working below proficiency mastery of Florida Standards with before or after school tutoring by a certified teacher tutor as are available

Person Responsible

Michele Adams

Schedule

Biweekly, from 1/11/2016 to 5/20/2016

Evidence of Completion

List of identified students provided tutoring, payroll reports for tutors for identified students, student sign-in sheets for tutoring sessions

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

Comparison of district assessments, such as VLT/ VMT/SIPPS /and/or DRA assessment scores from start of tutoring sessions to end of tutoring sessions

Person Responsible

William Abbey

Schedule

Biweekly, from 1/11/2016 to 5/27/2016

Evidence of Completion

District assessments /SIPPS/ and/or DRA assessment scores for identified students receiving tutoring from start of tutoring sessions to end of tutoring sessions.

G1.B2 The number of students who have attendance and/or behavior issues. and/or who may be having difficulties in academic areas. 2

 B178937

G1.B2.S1 Teachers in each grade level will meet regularly in Professional Learning Communities (PLC) with assistance from the academic coach, intervention teacher, guidance, and/or administration to identify students who are working below and/or above level, have attendance and/or behavior issues in each class, and to develop effective differentiated instruction for those identified students. 4

 S190288

Strategy Rationale

If teachers meet to determine those students instructions in Florida Standards are differentiated the instructional strategies used to facilitate students mastering the new Florida Standards and by addressing ways to decrease attendance and behavior issues, then the number of students who are working below and/or above level will improve in academic achievement.

Action Step 1 5

Professional Learning Communities (PLC) for each grade level and departments will meet at least twice a month during the school day to discuss achievement data of Florida Standards data on all students, discuss students whose achievement progress may be affected by attendance, tardy and/or behavior issues and may need Problem-Solving Team (PST) interventions, and/or develop differentiated instruction to increase mastery of the Florida Standards for all students.

Person Responsible

William Abbey

Schedule

Biweekly, from 10/2/2015 to 10/7/2016

Evidence of Completion

PLC minutes, district assessments, PST reports

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

Administrative observations of PLC's and differentiated instruction.

Person Responsible

Alice Gonzalez

Schedule

Quarterly, from 10/14/2015 to 10/14/2016

Evidence of Completion

PLC minutes, report card grades, district assessments, quarterly attendance and discipline referral reports

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

Comparison of students working below 70% proficiency mastery of quarterly district assessments, SIPPS/ report card grades and/or of DRA reports

Person Responsible

Alice Gonzalez

Schedule

Biweekly, from 10/14/2015 to 10/14/2016

Evidence of Completion

PLC minutes, report card grades, reports of district assessments, SIPPS, Waterford, Ready Reading/Writing, and/or DRA reports

G1.B2.S2 The Attendance and Behavior Leadership Team will meet quarterly to review those students who have attendance, tardy and/or behavior issues and/or who may be working below level and to determine ways to assist those identified students and their families. 4

S190289

Strategy Rationale

If the families of students who have attendance and/ or behavior issues and who may also be working below proficiency in academic areas are provided ways to assist children to be more successful with academic achievement, then student academic achievement will improve.

Action Step 1 5

The Attendance and Behavior Leadership Team will meet quarterly to review those students who have attendance, tardy, work and study habit problems, and/or behavior issues and/or who may be working below level and to determine ways to assist those identified students (with Early Warning factors), their teachers, and their families.

Person Responsible

Charlene Durrance

Schedule

Quarterly, from 10/2/2015 to 10/7/2016

Evidence of Completion

Minutes for quarterly Attendance and Behavior Leadership Team, attendance and behavior discipline referral reports for identified students

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration and guidance will meet monthly to discuss attendance, discipline referrals and grades for identified students

Person Responsible

Charlene Durrance

Schedule

Monthly, from 10/5/2015 to 10/7/2016

Evidence of Completion

Quarterly attendance, report card grades, and discipline reports for identified students, guidance logs of meetings with identified students, professional development agendas, and/or parent contacts for identified students, quarterly report cards for identified students

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Comparison of reports for attendance, discipline referrals and grades for identified students having attendance, discipline, and/or academic concerns

Person Responsible

Charlene Durrance


Schedule

Quarterly, from 10/2/2015 to 10/7/2016

Evidence of Completion

Reports for attendance, discipline referrals, grades, and Problem Solving Team (PST) referrals for identified students having attendance, discipline, and/or academic concerns

G1.B2.S3 Provide opportunities for families to learn effective ways to assist own children to be more successful in school. 4

 S190290

Strategy Rationale

If a variety of opportunities are available to families on ways to assist own children at home with being more successful in school, academic achievement, student school attendance will increase, along with decrease in behavior issues at school.

Action Step 1 5

Through Family Center paraprofessional liaison and/or guidance, families will have a variety of opportunities (parent information newsletters, literacy and/or parenting workshops, family math and /or science night) to learn ways to assist own children to be more successful in school.

Person Responsible

Alice Gonzalez

Schedule

Monthly, from 10/5/2015 to 10/7/2016

Evidence of Completion

parent information flyers, Connect Ed telephone messages, even sign-in and comment sheets,

Action Step 2 5

The Title I Parent Involvement specialist with administration and guidance counselor will present annual training to the faculty and staff on ways to provide a family / community friendly school environment.

Person Responsible

Alice Gonzalez

Schedule

Semiannually, from 11/3/2015 to 10/7/2016

Evidence of Completion

faculty/staff training agenda and minutes, power points used, sign-in and comment sheets
https://www.floridacims.org/assets/guidance_pull-9d208d3e1932aab118e1471a82d09c31.png

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administration will monitor the ways that families will receive information that will assist children to be more successful in school.

Person Responsible

Alice Gonzalez

Schedule

Monthly, from 10/5/2015 to 10/7/2016

Evidence of Completion

Monthly family newsletters, flyers for family workshop and/or family nights, sign-in and comment sheets.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Comparison of attendance, behavior referrals and grade reports of students of families who attend family events on ways to assist own children to be more successful at school throughout the school year.

Person Responsible

Alice Gonzalez

Schedule

Monthly, from 10/5/2015 to 10/7/2016


Evidence of Completion

Attendance, behavior referrals and grade reports for students of families who attend family events on ways to assist own children to be more successful at school

G1.B3 Implementing differentiated instruction using research-based instructional resources, including technology, in all areas 2

 B178938

G1.B3.S1 There is a need for implementing differentiating instruction in subject areas through research-based instructional resources, including technology, 4

 S190291

Strategy Rationale

If research-based resources, including technology ones, are used effectively to differentiate instruction, then student achievement will increase.

Action Step 1 5

Provide opportunities to teachers to learn how to use a variety of research-based instructional materials, including technology equipment and programs to provide differentiated instruction in all subjects.

Person Responsible

William Abbey

Schedule

Quarterly, from 10/5/2015 to 10/7/2016

Evidence of Completion

Administrative observations of teachers, academic coaching logs, teacher sign-out sheets for instructional materials, generated reports for various instructional materials

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Ongoing monitoring of district assessments, FAIR, DRA reports and/or generated reports of various instructional materials,

Person Responsible

William Abbey

Schedule

Quarterly, from 10/5/2015 to 10/7/2016

Evidence of Completion

reports of district and/or state assessments, FAIR, DRA, Waterford, Ready Reading/Writing and/or of various instructional materials,

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Comparison of district assessments, FAIR, DRA reports and/or generated reports of various instructional materials and programs,

Person Responsible

William Abbey

Schedule

Quarterly, from 10/5/2015 to 10/7/2016

Evidence of Completion

district and/or state assessments, FAIR, DRA reports and/or generated reports of various instructional materials,

G1.B4 Time for teachers to plan differentiated instruction in all areas based on Florida Standards **2**

B178939

G1.B4.S1 It is difficult to find time for all teachers within the grade-level /department to meet before, during or after school to to plan grade-level/ department differentiated instruction together in Professional Learning Communities(PLC) **4**

S190292

Strategy Rationale

If teachers have time during the day to meet in grade level PLC at least every two weeks during an extended special area/ planning time and/or meet at least once a quarter in their PLC for a whole and/or half day to analyze student data on district assessments and to plan differentiated instruction based on student data analyzed, then student mastery of Florida Standards will increase.

Action Step 1 **5**

Teachers in each grade level Professional Learning Communities (PLC) will have additional full and/or half day planning time to develop and/or implement differentiated instruction to increase student proficiency mastery of Florida standards

Person Responsible

Alice Gonzalez

Schedule

Biweekly, from 10/2/2015 to 10/7/2016

Evidence of Completion

PLC minutes and district assessments, attendance and discipline reports.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Minutes of each additional grade level Professional Learning Communities (PLC) full and/or half day planning time provided to develop and/or implement differentiated instruction to increase student proficiency mastery of Florida standards

Person Responsible

Alice Gonzalez

Schedule

Quarterly, from 10/5/2015 to 10/7/2016

Evidence of Completion

Administrative observations of teacher instructional delivery, various district assessments, FAIR, SIPPS, and/or DRA reports

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Comparison of various student assessment reports for each classroom teacher

Person Responsible

William Abbey

Schedule

Quarterly, from 10/5/2015 to 10/7/2016

Evidence of Completion

Reports of district and/or state assessments, FAIR, SIPPS, Waterford, Ready Reading/Writing and/or DRA

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	Students who are below 70% proficiency mastery of Florida standards on district assessments will provided additional intervention opportunities during the school day by the classroom teacher and/or an intervention teacher.	Gonzalez, Alice	10/2/2015	District assessment student data, teacher lesson plans, administrative observations, and /or intervention teacher assessments	10/7/2016 daily
G1.B1.S2.A1	Provide interventions to students who are achieving below 70% proficiency mastery of Florida standards with before and/or after school tutoring provided by certified teacher tutors.	Adams, Michele	9/28/2015	List of identified students being tutored, payroll reports for tutors, iReady, Imagine, and other tutoring reports, student sign-in logs of attendance	5/20/2016 biweekly
G1.B2.S1.A1	Professional Learning Communities (PLC) for each grade level and departments will meet at least twice a month during the school day to discuss achievement data of Florida Standards data on all students, discuss students whose achievement progress may be affected by attendance, tardy and/or behavior issues and may need	Abbey, William	10/2/2015	PLC minutes, district assessments, PST reports	10/7/2016 biweekly

Volusia - 7881 - Manatee Cove Elementary School - 2015-16 SIP
Manatee Cove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Problem-Solving Team (PST) interventions, and/or develop differentiated instruction to increase mastery of the Florida Standards for all students.				
G1.B2.S2.A1	The Attendance and Behavior Leadership Team will meet quarterly to review those students who have attendance, tardy, work and study habit problems, and/or behavior issues and/or who may be working below level and to determine ways to assist those identified students (with Early Warning factors), their teachers, and their families.	Durrance, Charlene	10/2/2015	Minutes for quarterly Attendance and Behavior Leadership Team, attendance and behavior discipline referral reports for identified students	10/7/2016 quarterly
G1.B2.S3.A1	Through Family Center paraprofessional liaison and/or guidance, families will be have a variety of opportunities (parent information newsletters, literacy and/or parenting workshops, family math and /or science night) to learn ways to assist own children to be more successful in school.	Gonzalez, Alice	10/5/2015	parent information flyers, Connect Ed telephone messages, even sign-in and comment sheets,	10/7/2016 monthly
G1.B3.S1.A1	Provide opportunities to teachers to learn how to use a variety of research-based instructional materials, including technology equipment and programs to provide differentiated instruction in all subjects.	Abbey, William	10/5/2015	Administrative observations of teachers, academic coaching logs, teacher sign-out sheets for instructional materials, generated reports for various instructional materials	10/7/2016 quarterly
G1.B4.S1.A1	Teachers in each grade level Professional Learning Communities (PLC) will have additional full and/or half day planning time to develop and/or implement differentiated instruction to increase student proficiency	Gonzalez, Alice	10/2/2015	PLC minutes and district assessments, attendance and discipline reports.	10/7/2016 biweekly

Volusia - 7881 - Manatee Cove Elementary School - 2015-16 SIP
Manatee Cove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	mastery of Florida standards				
G1.B2.S3.A2	The Title I Parent Involvement specialist with administration and guidance counselor will present annual training to the faculty and staff on ways to provide a family / community friendly school environment.	Gonzalez, Alice	11/3/2015	faculty/staff training agenda and minutes, power points used, sign-in and comment sheets https://www.floridacims.org/assets/guidance_pull-9d208d3e1932aab118e1471a82d09c31.png	10/7/2016 semiannually
G1.B3.S1.A2	[no content entered]			once	
G1.MA1	Ongoing monitoring of district and/or state assessments, report cards, and Problem-Solving Team (PST) reports.	Abbey, William	10/2/2015	District assessments, quarterly report cards, SIPPS reports, FAIR (3rd-5th), Title I STAR reports, Title I Waterford reports, DRA level reports, PST reports, and /or state assessments	10/7/2016 quarterly
G1.B1.S1.MA1	Comparison of list of students receiving interventions with district assessment data of students receiving data to note academic progress and/or need for further instructional intervention assistance	Abbey, William	10/23/2015	List of students receiving interventions and district and state assessment data	10/28/2016 quarterly
G1.B1.S1.MA1	Administrative observations of interventions and review of student data for those receiving interventions.	Gonzalez, Alice	10/2/2015	Comparisons of list of students being provided additional intervention opportunities and district assessment student data for those identified students.	10/7/2016 quarterly
G1.B2.S1.MA1	Comparison of students working below 70% proficiency mastery of quarterly district assessments, SIPPS/ report card grades and/or of DRA reports	Gonzalez, Alice	10/14/2015	PLC minutes, report card grades, reports of district assessments, SIPPS, Waterford, Ready Reading/Writing, and/or DRA reports	10/14/2016 biweekly
G1.B2.S1.MA1	Administrative observations of PLC's and differentiated instruction.	Gonzalez, Alice	10/14/2015	PLC minutes, report card grades, district assessments, quarterly attendance and discipline referral reports	10/14/2016 quarterly
G1.B3.S1.MA1	Comparison of district assessments, FAIR, DRA reports and/or generated reports of various instructional materials and programs,	Abbey, William	10/5/2015	district and/or state assessments, FAIR, DRA reports and/or generated reports of various instructional materials,	10/7/2016 quarterly
G1.B3.S1.MA1	Ongoing monitoring of district assessments, FAIR, DRA reports and/or generated reports of various instructional materials,	Abbey, William	10/5/2015	reports of district and/or state assessments, FAIR, DRA, Waterford, Ready Reading/Writing and/or of various instructional materials,	10/7/2016 quarterly

Volusia - 7881 - Manatee Cove Elementary School - 2015-16 SIP
Manatee Cove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	Comparison of various student assessment reports for each classroom teacher	Abbey, William	10/5/2015	Reports of district and/or state assessments, FAIR, SIPPS, Waterford, Ready Reading/Writing and/or DRA	10/7/2016 quarterly
G1.B4.S1.MA1	Minutes of each additional grade level Professional Learning Communities (PLC) full and/or half day planning time provided to develop and/or implement differentiated instruction to increase student proficiency mastery of Florida standards	Gonzalez, Alice	10/5/2015	Administrative observations of teacher instructional delivery, various district assessments, FAIR, SIPPS, and/or DRA reports	10/7/2016 quarterly
G1.B1.S2.MA1	Comparison of district assessments, such as VLT/ VMT/SIPPS /and/or DRA assessment scores from start of tutoring sessions to end of tutoring sessions	Abbey, William	1/11/2016	District assessments /SIPPS/ and/or DRA assessment scores for identified students receiving tutoring from start of tutoring sessions to end of tutoring sessions.	5/27/2016 biweekly
G1.B1.S2.MA1	Provide identified students who are working below proficiency mastery of Florida Standards with before or after school tutoring by a certified teacher tutor as are available	Adams, Michele	1/11/2016	List of identified students provided tutoring, payroll reports for tutors for identified students, student sign-in sheets for tutoring sessions	5/20/2016 biweekly
G1.B2.S2.MA1	Comparison of reports for attendance, discipline referrals and grades for identified students having attendance, discipline, and/or academic concerns	Durrance, Charlene	10/2/2015	Reports for attendance, discipline referrals, grades, and Problem Solving Team (PST) referrals for identified students having attendance, discipline, and/or academic concerns	10/7/2016 quarterly
G1.B2.S2.MA1	Administration and guidance will meet monthly to discuss attendance, discipline referrals and grades for identified students	Durrance, Charlene	10/5/2015	Quarterly attendance, report card grades, and discipline reports for identified students, guidance logs of meetings with identified students, professional development agendas, and/or parent contacts for identified students, quarterly report cards for identified students	10/7/2016 monthly
G1.B2.S3.MA1	Comparison of attendance, behavior referrals and grade reports of students of families who attend family events on ways to assist own children to be more successful at school throughout the school year.	Gonzalez, Alice	10/5/2015	Attendance, behavior referrals and grade reports for students of families who attend family events on ways to assist own children to be more successful at school	10/7/2016 monthly
G1.B2.S3.MA1	Administration will monitor the ways that families will receive information that will assist children to be	Gonzalez, Alice	10/5/2015	Monthly family newsletters, flyers for family workshop and/or family nights, sign-in and comment sheets.	10/7/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	more successful in school.				

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 Opportunities

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

G1. If all teachers provide differentiated instruction for students working below, at, or above proficiency levels, then student achievement will increase in all areas.

G1.B2 The number of students who have attendance and/or behavior issues. and/or who may be having difficulties in academic areas.

G1.B2.S1 Teachers in each grade level will meet regularly in Professional Learning Communities (PLC) with assistance from the academic coach, intervention teacher, guidance, and/or administration to identify students who are working below and/or above level, have attendance and/or behavior issues in each class, and to develop effective differentiated instruction for those identified students.

PD Opportunity 1

Professional Learning Communities (PLC) for each grade level and departments will meet at least twice a month during the school day to discuss achievement data of Florida Standards data on all students, discuss students whose achievement progress may be affected by attendance, tardy and/or behavior issues and may need Problem-Solving Team (PST) interventions, and/or develop differentiated instruction to increase mastery of the Florida Standards for all students.

Facilitator

Administration and/or Instructional Coach

Participants

Manatee Cove teachers, instructional coach, intervention teacher, ESE and/or ESOL support teachers, guidance counselor, and/or administration

Schedule

Biweekly, from 10/2/2015 to 10/7/2016

G1.B2.S2 The Attendance and Behavior Leadership Team will meet quarterly to review those students who have attendance, tardy and/or behavior issues and/or who may be working below level and to determine ways to assist those identified students and their families.

PD Opportunity 1

The Attendance and Behavior Leadership Team will meet quarterly to review those students who have attendance, tardy, work and study habit problems, and/or behavior issues and/or who may be working below level and to determine ways to assist those identified students (with Early Warning factors), their teachers, and their families.

Facilitator

Principal, Assistant Principal, Guidance Counselor, Academic Coach, and/or Problem-Solving Team (PST) chair(s)

Participants

Teachers and administration

Schedule

Quarterly, from 10/2/2015 to 10/7/2016

G1.B2.S3 Provide opportunities for families to learn effective ways to assist own children to be more successful in school.

PD Opportunity 1

The Title I Parent Involvement specialist with administration and guidance counselor will present annual training to the faculty and staff on ways to provide a family / community friendly school environment.

Facilitator

Kerri Thompson Waller and Alice Gonzalez

Participants

administration, faculty, clerical staff, and paraprofessionals

Schedule

Semiannually, from 11/3/2015 to 10/7/2016

G1.B3 Implementing differentiated instruction using research-based instructional resources, including technology, in all areas

G1.B3.S1 There is a need for implementing differentiating instruction in subject areas through research-based instructional resources, including technology,

PD Opportunity 1

Provide opportunities to teachers to learn how to use a variety of research-based instructional materials, including technology equipment and programs to provide differentiated instruction in all subjects.

Facilitator

William Abbey

Participants

classroom teachers

Schedule

Quarterly, from 10/5/2015 to 10/7/2016

G1.B4 Time for teachers to plan differentiated instruction in all areas based on Florida Standards

G1.B4.S1 It is difficult to find time for all teachers within the grade-level /department to meet before, during or after school to to plan grade-level/ department differentiated instruction together in Professional Learning Communities(PLC)

PD Opportunity 1

Teachers in each grade level Professional Learning Communities (PLC) will have additional full and/or half day planning time to develop and/or implement differentiated instruction to increase student proficiency mastery of Florida standards

Facilitator

Alice Gonzalez, principal and /or William Abbey, academic coach

Participants

classroom teachers

Schedule

Biweekly, from 10/2/2015 to 10/7/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Students who are below 70% proficiency mastery of Florida standards on district assessments will provided additional intervention opportunities during the school day by the classroom teacher and/or an intervention teacher.				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	7881 - Manatee Cove Elementary School	Title I Part A		\$55,000.00
<i>Notes: Intervention Teacher to provide identified students who are working below 70% proficiency mastery level in reading and/or math as schedule allows during the day.</i>						
2	G1.B1.S2.A1	Provide interventions to students who are achieving below 70% proficiency mastery of Florida standards with before and/or after school tutoring provided by certified teacher tutors.				\$10,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	7881 - Manatee Cove Elementary School	Title I Part A		\$10,600.00
<i>Notes: Provide certified teacher tutors before and after school for students achieving below 70%, as tutors are available.</i>						
3	G1.B2.S1.A1	Professional Learning Communities (PLC) for each grade level and departments will meet at least twice a month during the school day to discuss achievement data of Florida Standards data on all students, discuss students whose achievement progress may be affected by attendance, tardy and/or behavior issues and may need Problem-Solving Team (PST) interventions, and/or develop differentiated instruction to increase mastery of the Florida Standards for all students.				\$57,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		130-Other Certified Instructional Personnel	7881 - Manatee Cove Elementary School	Title I Part A		\$57,000.00
<i>Notes: Academic Coach to assist with data analysis of student achievement of the Florida Standards and with implementation of instructional strategies to assist teachers with increasing student mastery of Florida Standards through PLC discussions of possible strategies &/or through coaching teachers with implementing strategies as requested</i>						
4	G1.B2.S2.A1	The Attendance and Behavior Leadership Team will meet quarterly to review those students who have attendance, tardy, work and study habit problems, and/or behavior issues and/or who may be working below level and to determine ways to assist those identified students (with Early Warning factors), their teachers, and their families.				\$0.00
5	G1.B2.S3.A1	Through Family Center paraprofessional liaison and/or guidance, families will be have a variety of opportunities (parent information newsletters, literacy and/or parenting workshops, family math and /or science night) to learn ways to assist own children to be more successful in school.				\$13,312.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
		100-Salaries	7881 - Manatee Cove Elementary School	Title I Part A		\$11,476.00
			<i>Notes: Title I Family Center liaison paraprofessional will provide a variety of opportunities for families to learn ways to assist own children to be more successful in school.</i>			
		239-Other	7881 - Manatee Cove Elementary School	Title I Part A		\$1,836.00
			<i>Notes: Instructional materials for family involvement trainings, babysitting services, family informational newsletters for families, instructional materials for families of identified homeless student families, and /or babysitting services for families with babies older than 3 months to toddler age for some events to facilitate family involvement.</i>			
6	G1.B2.S3.A2	The Title I Parent Involvement specialist with administration and guidance counselor will present annual training to the faculty and staff on ways to provide a family / community friendly school environment.				\$0.00
7	G1.B3.S1.A1	Provide opportunities to teachers to learn how to use a variety of research-based instructional materials, including technology equipment and programs to provide differentiated instruction in all subjects.				\$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7881 - Manatee Cove Elementary School	School Improvement Funds		\$3,000.00
			<i>Notes: Purchase of variety of research-based instructional materials, including technology equipment and programs, to provide differentiated instruction</i>			
	1150		7881 - Manatee Cove Elementary School	Title I Part A		\$32,000.00
			<i>Notes: Purchase of variety of research-based instructional materials, including technology equipment and programs, to provide differentiated instruction</i>			
8	G1.B3.S1.A2					\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		239-Other	7881 - Manatee Cove Elementary School	School Improvement Funds		\$3,000.00
			<i>Notes: Substitute and/or conference fee costs for attending professional development opportunities.</i>			
		239-Other	7881 - Manatee Cove Elementary School	Title I Part A		\$5,000.00
			<i>Notes: Substitute and/or conference fee costs for attending professional development opportunities.</i>			
9	G1.B4.S1.A1	Teachers in each grade level Professional Learning Communities (PLC) will have additional full and/or half day planning time to develop and/or implement differentiated instruction to increase student proficiency mastery of Florida standards				\$16,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	7881 - Manatee Cove Elementary School	School Improvement Funds		\$3,000.00

Budget Data					
			<i>Notes: Substitutes for classroom teachers to have a full day and/or half day of planning how to provide differentiated instruction using district curriculum maps and/or various instructional resource materials to increase student achievement of Florida standards</i>		
			7881 - Manatee Cove Elementary School	Title I Part A	\$13,000.00
			<i>Notes: Substitutes for classroom teachers to have a full day and/or half day of planning how to provide differentiated instruction using district curriculum maps and/or various instructional resource materials to increase student achievement of Florida standards</i>		
Total:					\$194,912.00