

Charlotte County Public Schools

Myakka River Elementary School



2015-16 School Improvement Plan

Myakka River Elementary School

12650 WILLMINGTON BLVD, Port Charlotte, FL 33981

[no web address on file]

School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|-------------|------------------------|--|
| Elementary | Yes | 67% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|------------------------|----------------|--|
| No | No | 13% |

School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|-------|---------|---------|---------|---------|
| Grade | B* | 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 is pending approval by the Charlotte County School Board.

SIP Authority and Template

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

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

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

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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 | 4 | Jim Browder |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Myakka River Elementary will provide rigorous and relevant 21st Century opportunities to develop responsible learners and proactive leaders. Our motto is "We Believe, We Lead, We Achieve".

Provide the school's vision statement

Empowering students to become lifelong, well-rounded learners while providing a safe nurturing environment.

School Environment

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

The process by which our school learns about students' cultures and builds relationships between teachers and students is an ongoing process. It begins with our Open House. Additionally, parents and their children actively participate in Data Days, our Family Resource Center usage, and through parent-teacher conferences. Throughout the school year we have family involvement activities such as, PTO/SAC, Fall and Spring Festivals, Math Night, Literacy Night, History Fair Night, and Science Night. Each month we hold Student Assemblies where community and business partners, family members of presenters and recipients are invited. Additionally, this year we have brought back the Quarterly Academic Assemblies.

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

Our staff is actively engaged in monitoring student areas throughout the campus from the time they arrive until the time they leave. Each staff member is trained in identifying whether or not a visitor has the appropriate tag displayed. Our student safety patrol leaders are given the responsibility of monitoring hallways and are trained as well in their respective roles. Our staff treats each child with equity and with respect by incorporating the 7-Habits Character Education program.

There are planned Fire Drills monthly for practice in the case of a real emergency. As well, there are two planned Code Red Drills which take place each year.

Our SRO and Guidance Counselor provide in class lessons for all students on the topics of safety, respect for self and others, and bullying and cyber bullying.

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

At Myakka River Elementary we have in place the 7-Habits which is practiced on a daily basis throughout the school. Additionally, we incorporate our four tiered Voice Level system-which carries over onto the bus. Our PBS team is active in identifying problematic situations or areas on our campus as well as reviewing data from the previous school year to look for ways to improve. Student leaders created and displayed school rules for areas such as the Playground, Cafeteria, Office, and Media Center. These signs were reviewed with each student during the first week of school. Additionally, our SRO and Guidance Counselor provide classroom presentations on safety/behavioral

issues, expectations, and rules.

Our daily newscast reinforces our school wide expectations and parents/families are provided with the District Student Code of Conduct as well as the Myakka Student Handbook at the onset of each school year.

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

Myakka River Elementary provides one-on-one, small group and whole group counseling through our full-time Guidance Counselor housed on our campus. Our full-time resource officer also provides classroom lessons on various topics such as: Bully Prevention, 9-1-1, Drug Prevention, Bike Safety, and Stranger Danger.

Myakka River includes the Big Brother-Big Sister Program throughout the year. A male or female adult will mentor a student of that same sex as needed. The Englewood YMCA provides before and after school tutoring services in the areas of math and reading. This occurs throughout the entire school year and over the summer months.

Our part-time School Social Worker assists with risk assessments, counseling, and providing for the financial and social-emotional needs of our students and families

Myakka River Elementary has been adopted by "Kid's Needs of Englewood". Students in need of clothing are identified by their classroom teacher. In a discreet fashion, students needs are then met. During the Holiday Seasons, Kid's Needs assists families. Many of these families are identified and referred through the classroom teacher.

The Yah-Yah Girls, Inc. has also adopted our school by providing weekend back packs full of food items. The recipients are identified through our free and reduced lunch list.

Within the classroom setting, teachers are cognizant of the social-emotional needs of their students. They regularly provide 7-Habits Curriculum instruction and incorporate opportunities and teachable moments for students to engage in "self-talk" tasks. The environments created within each classroom setting are safe, trusting, and nurturing.

Early Warning Systems

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

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

Attendance is recorded daily through the District's FOCUS data storage system. The Assistant Principal, Data Entry, and the Social Worker monitor attendance through weekly checks and monthly reports. The Assistant Principal meets weekly along with the Guidance Counselor to discuss concerns, to review documentation, and to take proper action for intervention.

The Assistant Principal monitors referrals and suspensions. Discipline data is reported to grade level teams and to the PBS Team on a monthly basis or sooner if necessary. Data is monitored weekly to assess an over or under identification of students based upon gender, race, or disability.

In the areas of Language Arts and Mathematics, student achievement levels are collected through diagnostics and formative assessments. Remediation opportunities are then provided for students who are performing below grade level. The remediation opportunities are available before, during, and after school through the use of i-Ready labs and the on-campus, YMCA reading and math program.

Students who score a Level I on the state assessment are provided additional instruction time and intervention (iii). As well, they are provided with before and after school remediation through i-Ready labs and the on-campus YMCA reading and math program.

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 |
|---------------------------------|-------------|---|---|----|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 3 | 4 | 2 | 4 | 4 | 8 | 25 |
| One or more suspensions | 2 | 3 | 4 | 2 | 1 | 12 | 24 |
| Course failure in ELA or Math | 0 | 0 | 0 | 11 | 5 | 9 | 25 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 3 | 9 | 0 | 12 |

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

| Indicator | Grade Level | | | Total |
|--|-------------|---|----|-------|
| | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 2 | 5 | 10 | 17 |

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

At Myakka, we employ instructional and informative interventions. Academic performance may be impacted by lack of attendance in school. Therefore, the Administrative Team, Social Worker, Guidance Counselor, School Resource Officer, Teachers, and Parents/Caregivers work collaboratively to disseminate and discuss information in regards to expectations and policy for mandatory attendance. This team of professionals will utilize materials relative to academic and social needs for the prevention of retention. An attendance brochure was created and sent home with each student on the first day of this school year.

Teachers are proactive in their Child Talk meetings to discuss students they feel may exhibit early warning signs. Instructional, as well as behavioral strategies and interventions are shared. With the support of the Grade Level Coach, students are referred to the Teacher Support Team (TST), where further strategies and/or interventions are put in place, tried, and where data collected by the classroom teacher is analyzed.

Some of types of interventional and strategical materials that may be utilized with students are as follows:

I-Ready, Computer Labs, Parent Newsletters regarding ELA, Math, and Science information, Pearson-My Sidewalks Curriculum, MAFS, LAFS and other Charlotte County approved curricula. On-going formative assessment, as well as progress monitoring occur to best inform and shape instruction.

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/52742>.

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

The school builds and sustains partnerships with the local community through the YMCA Reading and Math programs, Lemon Bay High School, LA Ainger Middle School, Boy's and Girl's Club, Kiwanis, Kid's Needs program, CLEF program which provides school supplies, Grants (Suncoast Credit Union Foundation and others) written by teachers, our Family Resource Center, Englewood Rotary, local businesses, such as: Publix, Winn Dixie, McDonalds, Wendy's, Cici's, Subway, Marcos Pizza, Home Depot and locally owned business establishments.

Prior to the start of this school year, Myakka River Elementary held its annual Open House and Title I meeting. A vast number of local business partners shared displays, handouts, and giveaways.

Throughout the school year, these business partners support many of our functions, events, activities, and classroom projects. Myakka extends their appreciation through written thank you's, publicity on our school website, parent connect phone calls, and media coverage. Our appreciation is expressed to our many volunteers through a Holiday Breakfast and Spring Breakfast. Mrs. Lutz and Mrs. Heeg serve on the Kid's Needs Executive and General Boards which is a supporter of our clothing closet and school supply closet.

Furthermore, parents/caregivers are able to access our school and family portal for information in their native language. The Charlotte County District Website accommodates over 40 languages with valuable information.

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 |
|----------------|---------------------|
| Carney, Debbie | Principal |
| Lutz, Sally | Assistant Principal |
| Hill, Michelle | Instructional Coach |
| Heeg, Deborah | Guidance Counselor |
| Weser, Stan | Other |

Duties

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

Debbie Carney serves as the school Principal. She oversees the entire staff in providing professional, educational leadership. This is completed through PLC's, PD's, Data Days, Staff and Faculty meetings, and/or Team Leader meetings. Within these meetings, collaborative shared decision making is practiced. She serves on the School Advisory Committee, as well as Co-chairing the Partnership and Performance Committee. She summarizes data to assist teachers and students with learning needs and is responsible for the development of the school's master schedule and school events calendar. Additionally, the Principal oversees the implementation of the School Improvement Plan. She shares the responsibility for all communication disseminated from the school, analyzes and articulates data and shares in the safety of all persons on campus.

Sally Lutz serves as the school Assistant Principal. She assists the Principal with professional and

educational needs of the staff, students, and families of Myakka River Elementary. She Co-chairs the Support Staff Partnership and Performance Committee, serves as Team Leader for the Positive Behavior System Committee, and this year has delegated the Literacy Committee and the Wellness Committee to other staff members. She serves on the Kid's Needs Executive Board, serves as a TST Coach and assists with the Rti process for all grade levels. She is a member of the Parent Teacher Organization and shares the responsibility of all disciplinary instances. Furthermore, she provides leadership for the ELL program at our school. Mrs. Lutz will conduct a school wide Book Study based on Vocabulary enrichment. This will be provided for all Teachers and Leaders throughout the school. Additionally, Mrs. Lutz will implement a Science Initiative for all grade levels to enhance the science curriculum and state testing.

Michelle Hill serves as the school Lead Teacher. She supports teachers in the classroom and with the analysis of data and the reporting process. She provides professional development for our staff in the areas of curriculum and instruction, as well as Professional Learning opportunities. Additionally, she is a member of the ELL team and is an Instructional Coach for all teachers as needed.

Deborah Heeg serves as the school Guidance Counselor. She supports teachers in the classroom by providing lessons in social and developmental topics, such as, "Bullying". She provides support in the Child Talk process for grades Kindergarten through second. Also, she provides individual and small group counseling for students as needed. Our Guidance Counselor is also a member of the ELL team and works closely with our community businesses to establish school partnerships and relations. Ms. Heeg serves as a valuable resource for our 504 students and disseminates this information to parents and families through formal and informal meetings.

Stan Weser serves as the school Exceptional Student Liaison. He supports teachers in the classroom by providing strategies and interventions for students. As well, he meets regularly with teachers to provide advice for students with exceptional needs. He conducts staffings for students who have been tested for exceptional needs-whether or not they qualify. He is an integral part of our Rti meetings, Child Talk meetings, and PBS team. Mr. Weser works closely with families, parents and care givers to provide valuable information.

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

Academic and Behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Support (MTSS). Early and timely interventions may only occur when a system that alerts us of the concerns, is in place. Currently, the district has three systems that provide information to help make timely adjustments necessary for student success. MTSS meetings are scheduled per the needs of individual students.

Our school's SAC (Co-Chaired by Principal and SAC Chair) meets on the first Monday of each month throughout the school year, with a portion of each meeting to discuss the SIP.

The Partnership Performance Council (PPC) (Co-Chaired by Principal and PPC Chair) is a collaborative decision making team comprised of a representative from K-2, 3-5, Specials Area, ESE and Administration. They meet monthly with discussion on the School Improvement Plan (SIP).

Our Literacy Council (Chaired by our Media Specialist) meets on a monthly basis to discuss Florida Plan Standards implementation and process, and ways to encourage, support, and promote literacy throughout the school and home communities.

Our School Leadership Team (Chaired by Principal) meets on a weekly basis. From there, the Leadership Team meets with the Team Leaders of each grade level on a monthly basis or as needed. The Team Leaders meet with their teams on a daily basis.

FOCUS data storage, i-Ready, Softwareology, and the School Portal System programs provide a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance data. FOCUS automatically generates five day, ten day, and 15 day attendance letters to communicate

concern to the parents and/or guardians. The Social Worker reviews these letters, as well as the Assistant Principal prior to mailing. The Information Communication System (ICS) is also available to support school-based criteria for a custom report.

I-Ready and the School Portal data networks provide a wide variety of academic reports which address both local and state assessment results. They use a color coded system and filter which provides the user opportunities to clearly identify students in need of intervention.

It is the responsibility of the Team Leaders of Myakka River Elementary to determine the most efficient use of these programs.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|------------------|-------------------|
| Brian Seward | Parent |
| Wendy Butler | Parent |
| Tori Kloss | Parent |
| Lorena Chisesi | Parent |
| Kathy Batsel | Teacher |
| Marilyn Shields | Teacher |
| Jill Lee | Teacher |
| Patricia Carver | Teacher |
| Glennis Porter | Teacher |
| Deborah Carney | Principal |
| Danita Howard | Parent |
| Taraisa Mathews | Parent |
| Robert Skidmore | Parent |
| Ritesh Patel | Parent |
| Melissa Sears | Parent |
| Abby Borden | Parent |
| Jillian Hines | Parent |
| Andrea Mezer | Parent |
| Lillian Alvarez | Parent |
| Lorena Chisesi | Parent |
| Carolyn Laughary | Parent |
| | Student |
| Gina Barker | Teacher |
| | Student |

Duties

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

Evaluation of last year's school improvement plan

The 2014-2015 School Improvement Plan was brought before SAC to be reviewed, discussed, evaluated, and approved.

Development of this school improvement plan

The 2015-2016 School Improvement Plan will be brought before SAC to be reviewed, discussed, evaluated, and approved.

Goals, (both long and short) will be developed for strategical improvement. These will be monitored throughout the school year by SAC.

Preparation of the school's annual budget and plan

School Improvement funds have not been allocated for the past several years.

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

School Improvement funds have not been allocated for the past several years.

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 |
|-------------------|---------------------|
| Lutz, Sally | Assistant Principal |
| Bald, Nikki | Teacher, K-12 |
| Carver, Pat | Teacher, K-12 |
| Galek, Marilyn | Teacher, K-12 |
| Mongiardini, Lynn | Teacher, K-12 |
| Hayes, Gina | Teacher, K-12 |
| Batsel, Katherine | Teacher, ESE |
| Hill, Michelle | Instructional Coach |
| Kopp, Angie | Paraprofessional |
| Lee, Jill | Teacher, K-12 |
| Willis, Linda | Teacher, K-12 |
| Carney, Debbie | Principal |

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team meets each month to discuss and create ways to promote literacy in our school and community. The committee is made up of several teacher's representing each grade level and area of instruction.

The committee is comprised of: Michelle Hill, Lead Teacher, Jill Lee, Kindergarten Teacher, Rozanne Gorely, Kindergarten Teacher, Patricia Carver, Media Specialist, Nikki Bald, Second Grade Teacher,

Marilyn Galek, Second Grade Teacher, Lynn Mongiardini, Third Grade Teacher, Linda Willis, Fourth Grade Teacher, Gina Hayes, Fifth Grade Teacher, Katherine Batsel, ESE Teacher, and Angie Kopp, Title I Paraprofessional.

As a committee, we develop literacy activities for the week of Just Read Florida Celebrate Literacy Week. These include, but are not limited to: Mystery Guest Readers, writing to other classes, Buddy Reading with other classes, wearing a T-shirt with school appropriate lettering on it, a character day parade (dressing up as a character from your favorite book), and engaging in reading to trained dogs. We also hold a Literacy Night for parents and families to join with their child in various literacy activities and games. As well, our Family Resource Center is open two times per week for parents to bring their child prior at the start of the school day, to check out books and engage in fun literacy activities. Our Media Center is open for book check out and our Media Specialist is on campus full time, to hold Media classes for all grade levels Monday through Friday.

Additionally, we have two of the area Rotary's who provide us with literacy activities and provide each third grade student with a dictionary. The Englewood Elks Organization contributes a monetary amount for each student in fourth grade to receive a book from the Scholastic Book Fair.

Myakka River also incorporates the Accelerated Reader program for various grade levels.

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

All teachers are provided with a daily, 40 minute collaborative planning period, which occurs at different times during their instructional day. Team planning and other cooperative tasks are accomplished during this time frame. Additionally, they are provided with a 40 minute time frame each morning, (prior to the arrival of students) in which to work together as a team and/or faculty. Grades K through 5 are provided with three full Data Days which includes the analization of data, as well as the implementation of testing strategies, curriculum, and state standards.

Teachers within our own school and throughout the district are provided with opportunities to visit classrooms of their peers as well as, vertically up and down throughout grade levels.

Furthermore, the Data Days which are provided for all teachers within our school, include a partial day for alignment of the Florida Standards to classroom instruction. Action plans are created per grade level as a result of this collaborative effort. As well, the Florida State Standards are reviewed, test questions are created, and lesson plans evolve.

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

Myakka River Elementary holds to the District's procedures with the recruitment process. We advertise internally first for interests from existing staff that may want to change grade levels or look at a different position that is available. This procedure recruits and retains employees. Following the internal posting, is a post to the public. Applications are screened. Interviews are scheduled.

An additional opportunity offered for the retention of teachers is through the Coaching Assisting and Supporting Teachers (CAST) program. The Principal and Assistant Principal facilitate. Teachers may receive formal and/or informal assistance.

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

Through the New Educator Training (NET) program, teachers are assigned a peer teacher. This peer teacher receives a stipend to assist the NET teacher with their transition. The peer teacher must be Clinical Educator trained. The peer teacher is selected by mutual grade level and proximity to classrooms.

Additionally, the grade level Team Leaders provide assistance, as well as the entire team. Our Lead Teacher and Assistant Principal provide support and assistance 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

Myakka River Elementary incorporates the adopted texts which are in alignment with the K-12 Reading plan submitted and approved by the State of Florida. Core instructional programs and materials are designated, purchased, and delivered for use by the District. The adoption of materials encompasses rigorous guidelines set by the state of Florida. Lesson plans may be submitted electronically and uploaded to the Principal and/or the Assistant Principal. Teacher's plans are available on a daily basis. They are visible for review at all times in their classrooms.

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

Data is collected through the I-Ready Reading and Math programs; teacher testing in classrooms; through BOY, MOY and EOY assessments; state assessments; diagnostics; and formative and summative assessments. Data is analyzed per grade level, class, and individual students. Instruction is then differentiated and prescribed as needed per student or group of students based upon student need. I-Ready provides an individualized instructional path for students. Core instruction is delivered in whole group and then differentiated for small group instruction for ELA and Math. Any student who requires additional support to meet proficiency is provided with additional immediate intense instruction (iii) and given priority access to remedial programs both before and/or after school. As part of the Multi Tiered Systems of support (MTSS) students who are identified as needing additional strategies are referred to the Teacher Support Team (TST) where additional individualized strategies and interventions are implemented and data is tracked. Following the scope and sequence of the Florida Standards, advanced students access curricula from higher grade levels. There is also an after school STEM club and Creative Writing Club provided throughout the school year. Furthermore, Myakka River Elementary incorporates the strategies of Thinking Maps and Write to Learn. Students are an integral part of our Student Published Newsletter also.

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: Before School Program

Minutes added to school year: 2,300

YMCA Reading and Math (before and after school); students are provided with reading and math remediation assistance. One hour four days per week.

Strategy Rationale

Research has demonstrated an increase in growth points correlated to time spent in instructional programs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Carney, Debbie, debbie.carney@yourcharlotteschools.net

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

YMCA reports; attendance logs; assessment data provided.

Strategy: After School Program

Minutes added to school year: 1,400

STEM Club and Creative Writing Club

Strategy Rationale

Provide enrichment for students in the area of Science and Writing

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lutz, Sally, sally.lutz@yourcharlotteschools.net

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

Attendance records kept; Science assessments both teacher made and state.

Strategy: Before School Program

Minutes added to school year: 4,800

I-Ready Labs (before school); students are provided with reading and math remediation assistance at their level. 30 minutes five days per week.

Strategy Rationale

Research has demonstrated an increase in growth points correlated to time spent in instructional programs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Carney, Debbie, debbie.carney@yourcharlotteschools.net

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

I-Ready minutes, attendance, and data logged; diagnostic assessment data; progress monitoring data-monthly.

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

Students are welcomed to Myakka River Elementary through our Registrar, Guidance Counselor, Lead Teacher, Principal, and/or Assistant Principal. Background data is collected on each student from their previous school. Phone calls are placed to the previous school to obtain information on the student so appropriate/best placement may be made for the child. Additionally, FOCUS is utilized to research historical testing data and other pertinent information.

When we know a child is exiting our school, every attempt is made to wish the student well and provide support to the family in their future endeavors.

Our fifth graders visit their Middle School near the end of each school year. This program is entitled, "Step Up".

Additionally, the Guidance Department visits our school on a separate day for a time of Question and Answer. Parents are also invited to attend an end of the year Open House and PTO meeting.

Our "Kindergarten Roundup" is held every Spring for incoming Kindergartners. A campus tour and Kindergarten Classroom tour is provided for parents and their incoming Kindergartner. A Breakfast is provided for parents as well. Day Cares are also invited to participate in this event. At the onset of each school year, parents of Kindergartners are once again invited to attend an Open House especially arranged for them.

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

Our Guidance Counselor provides small group instruction with students to inform them of their future endeavors. As well, we include high school students in various Literacy and Science activities to

expose them to older students and advanced curriculum. A question and answer time is always available for our younger students to ask questions of the high school students regarding higher education.

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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students at Myakka River Elementary will improve their Performance in the following ways: * K-5 Students will increase their EOY Scores from 64% (2015) proficient to 69% (2016) proficient on the End of the Year i-Ready Assessment. * K-5 Students will increase their EOY Scores from 70% (2015) to 75% (2016) proficient on the End of the Year i-Ready Assessment. * Grade 5 Students will increase their Science Score from 45% (2015) proficient to 55% (2016) on the Florida Science Test

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. Students at Myakka River Elementary will improve their Performance in the following ways: * K-5 Students will increase their EOY Scores from 64% (2015) proficient to 69% (2016) proficient on the End of the Year i-Ready Assessment. * K-5 Students will increase their EOY Scores from 70% (2015) to 75% (2016) proficient on the End of the Year i-Ready Assessment. * Grade 5 Students will increase their Science Score from 45% (2015) proficient to 55% (2016) on the Florida Science Test **1a**

 G070994

Targets Supported **1b**

| Indicator | Annual Target |
|--------------------------------------|---------------|
| ELA Achievement District Assessment | 69.0 |
| Math Achievement District Assessment | 75.0 |
| FCAT 2.0 Science Proficiency | 55.0 |

Resources Available to Support the Goal **2**

- * iReady Computerized Lessons * iReady Tool Kit * Curriculum Associates Ready Florida LAFS/MAFS Guides * Grade Level Curriculum Maps aligned to LAFS/MAFS Guides * Book Study, "Word Nerds" * Thinking Maps * Guided Reading Training * Literacy Team Collaboration * Miscellaneous Conferences and In-services * Technological Trainings, (ie. I-Pads) * CMAPS * CPALMS * AIMS * Happy Scientist Website & Video * Scholastic Study Jams * STEM Lab - Math and Science State Standards * Science Scoop * Visit Other Science Classrooms in District * Science Action Plans

Targeted Barriers to Achieving the Goal **3**

- Teachers need time for collaboration
- Alignment of instructional materials to the Florida Standards
- At risk students need extended learning time

Plan to Monitor Progress Toward G1. **8**

Classroom teachers, as well as Administrators will meet to discuss curriculum maps, the alignment of instructional materials to Florida Standards, monitor i-Ready scores on a monthly basis and to assist with the administration of tests aligned to the Science Standards.

Person Responsible

Debbie Carney

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

i-Ready Reports, Science Tests, and Science Action Plans

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. Students at Myakka River Elementary will improve their Performance in the following ways: * K-5 Students will increase their EOY Scores from 64% (2015) proficient to 69% (2016) proficient on the End of the Year i-Ready Assessment. * K-5 Students will increase their EOY Scores from 70% (2015) to 75% (2016) proficient on the End of the Year i-Ready Assessment. * Grade 5 Students will increase their Science Score from 45% (2015) proficient to 55% (2016) on the Florida Science Test **1**

 **G070994**

G1.B1 Teachers need time for collaboration **2**

 **B185145**

G1.B1.S1 *Weekly/Monthly PLC's *Three full data days *Two half day data days **4**

 **S196576**

Strategy Rationale

Teachers need time to plan for instruction.

Action Step 1 **5**

Teachers will be provided time for professional development and lesson planning

Person Responsible

Debbie Carney

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Weekly agendas, PLC forms, minutes from meetings, sign in sheets

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

The Principal will attend meetings and review the supporting evidence

Person Responsible

Debbie Carney

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Weekly/Monthly Agendas, PLC forms, minutes from meetings, sign-in sheets

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

The Principal will attend meetings and review the supporting evidence.

Person Responsible

Debbie Carney


Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Weekly/Monthly Agendas, PLC forms, minutes from meetings,sign-in sheets

G1.B2 Alignment of instructional materials to the Florida Standards 2

 B185146

G1.B2.S1 *Florida Standards Professional Development during preschool planning days *Professional Development during preschool planning days *Ongoing Professional Development on C-Palms *Ongoing Professional Development on C-Maps *Create Science Action Plans *Attend In-service sessions, such as, but not limited to, AIMS, STEM 4

 S196577

Strategy Rationale

Teachers must have a clear understanding of how to align the Florida Standards to guide them in instructional planning.

Action Step 1 5

Teachers will be provided with in-service on Reading, Math and Science Standards and Curriculum (ie. AIMS), develop Action Plans, and visit high performing science classrooms throughout the district.

Person Responsible

Debbie Carney

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

PD forms, Weekly Agendas, minutes from meetings. sign in sheets, i-Ready Reports

Action Step 2 5

Teachers will participate in a Book Study related to vocabulary (Word Nerds)

Person Responsible

Sally Lutz

Schedule

Every 3 Weeks, from 8/10/2015 to 5/26/2016

Evidence of Completion

Attendance Logs, Study Guides, Samples of Student Work

Action Step 3 5

Thinking Map Training

Person Responsible

Michelle Hill

Schedule

Biweekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Attendance Sheets, Samples of Student Work, Lesson Plans

Action Step 4 5

Primary Guided Reading Training

Person Responsible

Michelle Hill

Schedule

Weekly, from 9/10/2015 to 10/15/2015

Evidence of Completion

Attendance Logs, Teacher Portfolios, Samples of Student Work

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

The Principal will attend PLC meetings, Book Study Sessions and monitor the PLC/Book Study Logs.

Person Responsible

Debbie Carney

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

PD Forms, PLC Logs, Agendas, and sign-in sheets

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

The Principal will attend PLC meetings, Book Study Sessions and monitor the PLC/Book Study Logs. In addition, the Principal will review lesson plans and conduct observations to be sure the Florida Standards are being taught.

Person Responsible

Debbie Carney

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

PD Forms, PLC Logs, Book Study Logs, Observations, Lesson Plans, sign-in sheets

G1.B3 At risk students need extended learning time 2

 B185147

G1.B3.S1 At risk students will be identified and scheduled for remedial programs. 4

 S196578

Strategy Rationale

At risk students need more learning time to master the complex Florida Standards.

Action Step 1 5

*Before School i-Ready Math and Reading Labs for at risk students *During the day i-Ready math and reading labs for the third and fourth grade students in the lowest quartile *Before school Y-Reads Program for students at risk in reading *After school Y-Reads Program for students at risk in reading *YMCA Math Lab for all students *Science Club

Person Responsible

Debbie Carney

Schedule

Daily, from 8/10/2015 to 5/26/2016

Evidence of Completion

i-Ready Reports, attendance sheets

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

The Principal will maintain lists of students who are enrolled in before school remedial programs. She will monitor i-Ready Reports and meet with the Director of the YMCA Program for ongoing monitoring.

Person Responsible

Debbie Carney

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

i-Ready Reports, Attendance Logs, YMCA Monitoring Paperwork

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

The Principal will maintain lists of students who are enrolled in before school remedial programs. She will monitor i-Ready Reports and meet with the Director of the YMCA Program for ongoing monitoring.

Person Responsible

Debbie Carney

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

i-Ready Reports, Attendance Logs, YMCA Monitoring Paperwork

Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------|---|----------------|-------------------------------|--|-------------------|
| G1.B1.S1.A1 | Teachers will be provided time for professional development and lesson planning | Carney, Debbie | 8/10/2015 | Weekly agendas, PLC forms, minutes from meetings, sign in sheets | 5/26/2016 weekly |
| G1.B2.S1.A1 | Teachers will be provided with in-service on Reading, Math and Science Standards and Curriculum (ie. AIMS), develop Action Plans, and visit high performing science classrooms throughout the district. | Carney, Debbie | 8/10/2015 | PD forms, Weekly Agendas, minutes from meetings. sign in sheets, i-Ready Reports | 5/26/2016 weekly |
| G1.B3.S1.A1 | *Before School i-Ready Math and Reading Labs for at risk students *During the day i-Ready math and | Carney, Debbie | 8/10/2015 | i-Ready Reports, attendance sheets | 5/26/2016 daily |

Charlotte - 0231 - Myakka River Elementary School - 2015-16 SIP
Myakka River Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|----------------|-------------------------------|---|-------------------------|
| | reading labs for the third and fourth grade students in the lowest quartile *Before school Y-Reads Program for students at risk in reading *After school Y-Reads Program for students at risk in reading *YMCA Math Lab for all students *Science Club | | | | |
| G1.B2.S1.A2 | Teachers will participate in a Book Study related to vocabulary (Word Nerds) | Lutz, Sally | 8/10/2015 | Attendance Logs, Study Guides, Samples of Student Work | 5/26/2016 every-3-weeks |
| G1.B2.S1.A3 | Thinking Map Training | Hill, Michelle | 8/10/2015 | Attendance Sheets, Samples of Student Work, Lesson Plans | 5/26/2016 biweekly |
| G1.B2.S1.A4 | Primary Guided Reading Training | Hill, Michelle | 9/10/2015 | Attendance Logs, Teacher Portfolios, Samples of Student Work | 10/15/2015 weekly |
| G1.MA1 | Classroom teachers, as well as Administrators will meet to discuss curriculum maps, the alignment of instructional materials to Florida Standards, monitor i-Ready scores on a monthly basis and to assist with the administration of tests aligned to the Science Standards. | Carney, Debbie | 8/10/2015 | i-Ready Reports, Science Tests, and Science Action Plans | 5/26/2016 monthly |
| G1.B1.S1.MA1 | The Principal will attend meetings and review the supporting evidence. | Carney, Debbie | 8/10/2015 | Weekly/Monthly Agendas, PLC forms, minutes from meetings, sign-in sheets | 5/26/2016 weekly |
| G1.B1.S1.MA1 | The Principal will attend meetings and review the supporting evidence | Carney, Debbie | 8/10/2015 | Weekly/Monthly Agendas, PLC forms, minutes from meetings, sign-in sheets | 5/26/2016 weekly |
| G1.B2.S1.MA1 | The Principal will attend PLC meetings, Book Study Sessions and monitor the PLC/Book Study Logs. In addition, the Principal will review lesson plans and conduct observations to be sure the Florida Standards are being taught. | Carney, Debbie | 8/10/2015 | PD Forms, PLC Logs, Book Study Logs, Observations, Lesson Plans, sign-in sheets | 5/26/2016 weekly |
| G1.B2.S1.MA1 | The Principal will attend PLC meetings, Book Study Sessions and monitor the PLC/Book Study Logs. | Carney, Debbie | 8/10/2015 | PD Forms, PLC Logs, Agendas, and sign-in sheets | 5/26/2016 weekly |
| G1.B3.S1.MA1 | The Principal will maintain lists of students who are enrolled in before school remedial programs. She will monitor i-Ready Reports and meet with the Director of the YMCA Program for ongoing monitoring. | Carney, Debbie | 8/10/2015 | i-Ready Reports, Attendance Logs, YMCA Monitoring Paperwork | 5/26/2016 weekly |
| G1.B3.S1.MA1 | The Principal will maintain lists of students who are enrolled in before school remedial programs. She will monitor i-Ready Reports and meet with the Director of the YMCA Program for ongoing monitoring. | Carney, Debbie | 8/10/2015 | i-Ready Reports, Attendance Logs, YMCA Monitoring Paperwork | 5/26/2016 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Students at Myakka River Elementary will improve their Performance in the following ways: * K-5 Students will increase their EOY Scores from 64% (2015) proficient to 69% (2016) proficient on the End of the Year i-Ready Assessment. * K-5 Students will increase their EOY Scores from 70% (2015) to 75% (2016) proficient on the End of the Year i-Ready Assessment. * Grade 5 Students will increase their Science Score from 45% (2015) proficient to 55% (2016) on the Florida Science Test

G1.B1 Teachers need time for collaboration

G1.B1.S1 *Weekly/Monthly PLC's *Three full data days *Two half day data days

PD Opportunity 1

Teachers will be provided time for professional development and lesson planning

Facilitator

Michelle Hill

Participants

All teachers

Schedule

Weekly, from 8/10/2015 to 5/26/2016

G1.B2 Alignment of instructional materials to the Florida Standards

G1.B2.S1 *Florida Standards Professional Development during preschool planning days *Professional Development during preschool planning days *Ongoing Professional Development on C-Palms *Ongoing Professional Development on C-Maps *Create Science Action Plans *Attend In-service sessions, such as, but not limited to, AIMS, STEM

PD Opportunity 1

Teachers will be provided with in-service on Reading, Math and Science Standards and Curriculum (ie. AIMS), develop Action Plans, and visit high performing science classrooms throughout the district.

Facilitator

Michelle Hill, Debbie Carney, and Sally Lutz

Participants

All teachers

Schedule

Weekly, from 8/10/2015 to 5/26/2016

PD Opportunity 2

Teachers will participate in a Book Study related to vocabulary (Word Nerds)

Facilitator

Sally Lutz

Participants

All Teachers

Schedule

Every 3 Weeks, from 8/10/2015 to 5/26/2016

PD Opportunity 3

Thinking Map Training

Facilitator

Michelle Hill and a committee of teachers

Participants

All Teachers

Schedule

Biweekly, from 8/10/2015 to 5/26/2016

PD Opportunity 4

Primary Guided Reading Training

Facilitator

Mary Jo Knarzer

Participants

Approximately 14 MRE Teachers

Schedule

Weekly, from 9/10/2015 to 10/15/2015

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 | Teachers will be provided time for professional development and lesson planning | | | | \$0.00 |
| 2 | G1.B2.S1.A1 | Teachers will be provided with in-service on Reading, Math and Science Standards and Curriculum (ie. AIMS), develop Action Plans, and visit high performing science classrooms throughout the district. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 6400 | 750-Other Personal Services | 0231 - Myakka River Elementary School | Title I Part A | | \$1,000.00 |
| | | | Notes: Funds will be used to cover the cost of subs for classroom visitations. | | | |
| 3 | G1.B2.S1.A2 | Teachers will participate in a Book Study related to vocabulary (Word Nerds) | | | | \$709.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 5100 | 510-Supplies | 0231 - Myakka River Elementary School | Title I Part A | | \$709.00 |
| | | | Notes: Funds will be used to purchase Word Nerds. | | | |
| 4 | G1.B2.S1.A3 | Thinking Map Training | | | | \$0.00 |
| 5 | G1.B2.S1.A4 | Primary Guided Reading Training | | | | \$1,504.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 5100 | 510-Supplies | 0231 - Myakka River Elementary School | Title I Part A | | \$1,504.00 |
| | | | Notes: Funds will be used to purchase guided reading teacher manuals and instructional materials for guided reading. | | | |
| 6 | G1.B3.S1.A1 | *Before School i-Ready Math and Reading Labs for at risk students *During the day i-Ready math and reading labs for the third and fourth grade students in the lowest quartile *Before school Y-Reads Program for students at risk in reading *After school Y-Reads Program for students at risk in reading *YMCA Math Lab for all students *Science Club | | | | \$0.00 |
| Total: | | | | | | \$3,213.00 |