

The School District of Lee County

# Manatee Elementary School



2015-16 School Improvement Plan

## Manatee Elementary School

5301 TICE ST, Fort Myers, FL 33905

<http://man.leeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	80%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	88%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	F	D	C

*\*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 Lee 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
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Manatee commits to a positive school culture, inspiring and supporting one another in a trusting and respectful environment, in which all learners synergize to meet their goals.

##### **Provide the school's vision statement**

Committed to excellence and creating lifelong leaders for our community.

#### School Environment

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

Through the adoption of the Leader in Me program and the continuation of a strong Positive Behavior Support program, Manatee Elementary actively seeks to ensure that student identity development is at the center of what we do. Manatee teachers build solid student relationships by soliciting information from students starting at the beginning of the year regarding their backgrounds, prior experiences, strengths and interests in class.

This information is used to collaboratively develop a class mission statement that includes all students input through the use of Quality tools, and is aligned with the school mission and vision statements developed collaboratively with staff at the beginning of the school year as well.

Throughout the year, Manatee teachers actively build and strengthen relationships with students and families by establishing a strong line of communication through school and classroom events, student-centered curricular projects, and actively incorporating student interest and background experience into the core curricular framework.

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

Through the continuation of year 3 of the Positive Behavior Support plan, the needs of safety and respect are exhibited before, during, and after school. The school safety team reviews safety procedures school-wide to create effective systems of safety that all students and faculty properly adhere to.

Students who attend the morning and afternoon childcare program Manatee Zone, are supervised by school personnel ensuring that child safety is observed. Manatee Zone will be introducing various student clubs and activities that will promote creativity and synergy through peer collaboration.

With the inclusion of the parent involvement specialist and bilingual support, teachers can create strong ties with families while maintaining sensitivity to the various cultural differences of students in the classroom.

##### **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**

Manatee Elementary utilizes the Positive Behavior Support Plan. There are several expectations that students are expected to follow in order to be a Manatee STAR student, and earn school wide privileges each month. The goal for this support plan is for students to model the behaviors, so we



are creating good citizens. The expectations are: Show Respect, Treat Others Kindly, Always Be Safe, Reach for the Stars.

Manatee Elementary is taking steps to become a Leader in Me school. We will be learning the 7 habits of highly effective people. The Leader in Me provides students with tools to promote the self-confidence and skills they need to thrive in the 21st-century. Manatee we will be teaching the 7 Habits not as a curriculum, but integrating them into the curriculum, traditions, systems, and culture of our school. We will be teaching the 7 Habits and looking for our new leaders every day here at Manatee Elementary School.

**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**

The social-emotional needs of all students are being met through the implementation of the Second Steps program. Students will receive instruction from the school counselor as well as additional support in the classroom. Teachers trained in Choosing Excellence utilize the Glasser techniques such as mentoring opportunities for students within the school and with students at Oak Hammock Middle School. Teacher mentors for the bottom 25% in 4th and 5th grade. Food Pantry, Laces for Love, glasses, backpacks. Our school was the recipient of a grant to implement the Leader in Me program for our students. This program will support the development of a culture of shared leadership and the development and growth of the whole child.

**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**

Manatee Elementary utilizes the Florida MTSS Systems of Support model for supplying and implementing early warning systems for all of our students. MTSS covers behavior as well as academics, and follows a three-tiered support structure where students requiring support are provided prescriptive, needs-based interventions.

**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	39	27	26	22	11	18	143
One or more suspensions	1	6	7	31	31	18	94
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	2	3	1	8

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

Manatee Elementary utilizes the Florida MTSS Systems of Support model for supplying and implementing early warning systems for all of our students. MTSS covers behavior as well as academics, and follows a three-tiered support structure where students requiring support are provided prescriptive, needs-based interventions. Students are identified by teachers for academic and behavior MTSS, and meetings are held with MTSS specialists, teachers, parents, administrators and psychologists in order to create a plan of support for students. Data is also tracked on the success of the intervention for a period of time prior to reevaluation as well.

## 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/182408>.

#### *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 Parent Involvement Plan is reviewed and created by the Assistant Principal, SAC Chair, Parent Involvement Specialist.

At the first SAC meeting the principal will explain to parents how much Parent Involvement money there is, where it comes from, how and for what purposes it can be used, and then conduct a discussion with parents on how they would like to see the money used.

At scheduled SAC meetings throughout the year, the principal will review how the plan is being implemented, how the money has been spent, or intends to be spent. Agendas, sign-in sheets and minutes of SAC meetings will be maintained in the Title I toolkit throughout the year. The plan will be reviewed by the member of SAC as well as the administration on an ongoing basis to make sure that the plan is being followed; the activities are being implemented, and discuss ways to improve the activities or plan. Members of SAC will be determined to represent the population of Manatee and include representatives from the parent base, teachers, administrators and community members including volunteers and other appropriate stakeholders. Parents will be encouraged and invited to participate through the Parent Guide, school newsletters, ParentLink, Twitter, OnCourse teacher websites, parent letters and personal invitations. Student planners will be used as a means of daily communication with parents. In order to encourage parent involvement, transportation will be provided by the Parent Involvement Specialist as requested and child care will be provided at all school Parent Involvement events.

## 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
Robinson, Michele	Principal
Camputaro, Joseph	Instructional Coach
McKinley, Carrie	Instructional Coach
Osgood, Laura	Assistant Principal
Worley, Kevin	Instructional Coach
McCormick, Kerri	Instructional Coach
Gregory, Monica	Assistant Principal
Sarzyniak, Jennifer	Instructional Coach

**Duties**

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

The members of the Leadership Problem-Solving Team are:

- Michele Robinson - Principal
- Monica Gregory - Assistant Principal
- Laura Osgood- Assistant Principal
- Carrie McKinley - MTSS Chair/ Reading Coach
- Kerri McCormick - MTSS Chair / Reading Specialist
- Jessica Conley -Teacher Leader
- Joe Camputaro -Teacher Leader
- Sue Rosema - Writing Coach
- Kevin Worley - Science Coach
- Jennifer Sarzyniak - Math Coach
- Shannon Drew- Instructional Coach

The team reviews schoolwide and grade level data for trends and gaps in student progress as it relates to state targets for student proficiency. Student subgroup data is also reviewed and documented into our school improvement plan. Deficiencies are identified by our SIP team and school-wide interventions are implemented keeping these targets in mind when creating our master schedules, constructing classrooms, and placing faculty and staff.

Students who are not proficient and are in danger of falling below standard are "on watch" and provided interventions through targeted small group instruction during classroom time. Our school has implemented additional intervention time as well as SMART time to meet the needs of all students.

Teachers assess additional student data using an ongoing process of progress monitoring such as STAR, STAR EarlyLit, District Assessments, Formative Assessments, and informal observations. Students who continue to need additional intervention are identified and provided multiple levels of intensive support based on the skill area of need. Additional time and intensity of interventions are provided utilizing available resources.

This process is closely monitored by the MTSS team at meetings to collaborate and identify specific strategies/interventions and to continuously monitor struggling students.

MTSS Chair:

Meets on a weekly basis with classroom teachers with students in the MTSS process to provide support with data collection and instruction as needed.

Facilitates MTSS meetings.

Schedules team meetings.

Invites parents and appropriate school personnel to team meetings.

Maintains log of students involved in the MTSS process.  
Completes necessary documentation to appropriately ensure the MTSS process is facilitated with fidelity to meet the requirements for individual students.  
Administers academic screenings as needed.  
Schedules vision and hearing screenings of students as they enter the MTSS process.  
Schedules colleague observations of students in the MTSS process.  
Trains teachers as needed in the specified interventions, progress monitoring, and differentiated instruction.  
Collects school-wide data for team to use in determining at-risk students.  
Reading and Math Resource Teachers, Science Coach, Teacher Leaders, STEM Teacher  
Trains teachers as needed in the specified interventions, progress monitoring, and differentiated instruction.  
Administers screenings as needed.  
Performs colleague observations of students as needed.  
Collects school-wide data for team to use in determining at-risk students.  
School Psychologist:  
Attends MTSS Team meetings on students as needed.  
Monitors data collection for fidelity.  
Reviews and interpret progress monitoring data.  
Collaborates with MTSS Team on effective instruction and specific interventions.  
Incorporates MTSS data when guiding a possible ESE referral and when making eligibility decisions.  
ESE Chair and Staffing Specialist:  
Consult with MTSS Team regarding Tier 3 interventions.  
Incorporate MTSS data when making eligibility decisions.  
Speech-Language Pathologist  
Attends MTSS meetings for some Tier 2 and Tier 3 students.  
Completes communications skills screening for students on an as-needed basis.  
Assists with Tier 2 and Tier 3 interventions through collaboration, training, and/or intervention instruction.  
Principal and Assistant Principals  
Facilitate implementation of MTSS in the building.  
Provide or coordinate professional development.  
Attend MTSS Team meetings to be active in the MTSS process.

***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 MTSS Problem–Solving Team at Manatee Elementary meets at minimum monthly to review student data as it relates to grade level standard. The team continually monitors the progress of all students to identify those in need of more support. The data used is based on district-wide, school-wide and grade level formative/summative assessments. The MTSS leadership team meets to review targeted students ensuring Tier 2 and Tier 3 strategies are being implemented and are effectively helping students reach set goals. The MTSSSS coordinator for both academics and behavior follows up with coaches and classroom teachers to review data, and coordinates meetings with the all stakeholders. The MTSS leadership team analyzes data, prescribes targeted small group and individual research-based strategies, and provides instructional support for classroom teachers and students.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure

compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

#### Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

#### Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AMO. The PDP Includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title III Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may

not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program. Supplemental Academic Instruction (SAI)

SAIs used to provide unique learning programs at schools. SAIfunds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Violence Prevention Program ,The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and Increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCIB also open lines of communication and encourage cooperation between programs.

#### Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed a "Food Pantry" in which nutritious food is available for pick up after school each week to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Housing Programs

Head Start Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, Para Pro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

#### Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Michele Robinson	Principal
Laura Osgood	Principal
Adela Hernandez	Education Support Employee
Miriam Villanueva	Parent
William Sparks	Parent
Dolores F Felipe	Parent
Maria Diesconde	Parent
Brenda Garcia	Parent
Belen Arocho	Parent
Meaghan Towne	Parent
David Tilton	Parent
Celia Andres	Parent
Lorenza Martin	Parent
Jeanne Blaney	Teacher
Nadina Roberts	Teacher
Lisa DuBrava	Teacher
Linda Santiago	Teacher
Sarah Kelly	Teacher
Lakeisna Davis	Education Support Employee
Terria Cody	Education Support Employee
St. Vincent de Paul	Business/Community
	Student
Jennifer Sarzyniak	Teacher

## 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 administration and leadership team reviewed data for improvement. Administration presented this information to teachers, staff, and parent stakeholders for additional input and to identify targets and goals. Parent and community input was solicited at SAC meetings. Students are involved in identifying individual and class goals which are aligned with school and district goals. Overall goals were written to show learning at an accelerated rate and to meet requirements from the state. SIP needs input from all: teachers, support staff, and parents. Overall goals for improvement will be shared at the first SAC meeting. Mrs. Robinson will explain that the SIP is important because we want to prepare our children for the work force, middle school access, train them to be self-sufficient and open the doors for jobs and college. SAC is responsible for approving the School Improvement Plan.

### *Development of this school improvement plan*

The administration and leadership team reviewed data for improvement. Administration presented this information to teachers, staff, and parent stakeholders for additional input and to identify targets and goals. Parent and community input was solicited at SAC meetings. Students are involved in

identifying individual and class goals which are aligned with school and district goals. Overall goals were written to show learning at an accelerated rate and to meet requirements from the state. SIP needs input from all: teachers, support staff, and parents. Overall goals for improvement will be shared at the first SAC meeting. Mrs. Robinson will explain that the SIP is important because we want to prepare our children for the work force, middle school access, train them to be self-sufficient and open the doors for jobs and college. SAC is responsible for approving the School Improvement Plan.

*Preparation of the school's annual budget and plan*

The budget is reviewed by the SAC annually, beginning with the September 3, 2015 meeting.

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

The projected use of school improvement funds will be directly allocated according to the SAC approved goal-related initiatives as follows:

- teacher supplements for after hours training \$2,000
- substitutes for modeling effective instruction \$2,000
- consultant contracts for research based initiatives \$4,000
- materials/supplies for effective instruction \$2956.31

**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
Robinson, Michele	Principal
Camputaro, Joseph	Teacher, K-12
Osgood, Laura	Assistant Principal
McCormick, Kerri	Instructional Coach
McKinley, Carrie	Instructional Coach
Gregory, Monica	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The goal of the Literacy Leadership Team this year is to review data, and prescribe strategies based on this data. The team will provide support to teachers and their students in small group, and provide model lessons. These lesson may include areas for improvement such as student engagement, effective instructional strategies, implementation of common core. This will ensure continuous focus and school alignment of our SIP goals.

Effective instructional strategies which will be modeled and evaluated include the following:

- \* Consistent use of content area instruction and increased rigor with targeted increase of text complexity
- \* Consistent instructional strategies using close reading and rereading of texts



- \* Providing scaffolding for students below grade level, but also ensuring students are provided opportunity to receive on-grade level core instruction
- \* Consistent use of text dependent questions with an increased emphasis on Webb's complexity.
- \* Consistent use of questioning and expectation in which students are required to respond to their reading and learning in which students support their answers with evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

## 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**

Teachers were provided with leadership training for highly effective habits based on Stephen Covey's research and book *The 7 Habits of Highly Effective People*. These strategies and principles will be implemented throughout our school culture.

To increase collaboration and shared investment school wide, we formed goal teams. Our goal teams consist of members from the leadership team as well as representatives from each grade level in order to provide both vertical and horizontal alignment. The teams meet regularly to implement school goals and problem solve areas of concern.

The master schedule provides teachers with daily common planning time. In addition to this time, teachers also attend weekly team PLC time every Tuesday for 50 minutes as well as an additional 35 minutes for faculty professional development.

During our literacy and math instructional blocks, teachers are provided with push in support from coaches, resource teachers, ESE teachers, bilingual and basic paraprofessionals.

With the addition of new teachers to our school and district, the APPLES program allows for peer mentors to provide additional support to teachers on a weekly basis, ensuring the transition of moving into the classroom is seamless. Mentor teachers work closely with new teachers, providing support within the Professional Learning Community, coaching as needed on all areas of concern that the mentee may encounter.

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

Michele Robinson, Principal, is responsible for the recruitment and retention of highly qualified teachers. All teachers who are in-field and highly qualified are given first consideration for hire. Teachers and staff are provided extensive training in strategies for meeting the needs of diverse populations. New teachers are provided school-based mentors and additional training and support. Mentors and experienced teachers are provided leadership opportunities to enhance their potential for advancement.

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

Our school is a recipient of the Teacher Incentive Fund grant, and will be following the teacher induction process outlined by the Mentor program under TIF and the district A.P.P.L.E.S. program. Mentors and Developing Professionals meet weekly for support and coaching, and the pairs meet monthly with administration for guidance, feedback, focus and additional support. District coursework is required of Developing Professionals. Monetary incentive is provided to both the Mentor and additional incentive is provided if both the Mentor and Developing Professional receive Highly Effective end of year reviews. Pairings of New and Mentor Teacher were determined by administration to ensure experienced and effective coaching techniques have been previously exhibited by mentors and were clinically educator certified.

## 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***

Teachers utilize the district academic plans to ensure alignment with the Florida standards. The academic plans provide recommended resources to support the core instruction and mastery of the standards.

Focusing on the Universal Backwards Design model, teachers received training on the planning process and unpacking the standards to support their instruction. In addition, the teachers will be provided with continuous modeling and support of the UBD process from the leadership team and coaches.

A team of teacher will meet weekly to develop common formative assessments for all a grade levels in reading and math that are aligned to the standards as well.

#### 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***

Through the use of data analysis, teachers are able to identify specific areas of content, down to the standard, that they can either provide additional support through intervention, or build upon mastery of standards through enrichment opportunities. An additional 25 minutes of instruction is combined with regular day intervention and enrichment time, allowing for greater focus on mastery of standards. Teachers of Manatee Elementary will analyze data from common formative assessments based on backwards planning of standards aligning to the Florida Standards Assessment, end of unit concept test, Star Early Literacy, and Star Literacy. Through the use of this data analysis, teachers will have multiple artifacts to provide instruction and differentiate to meet the needs of all learners through immediate intensive intervention, as well as literacy center instruction.

With the use of Performance Matters tracking of standards over multiple assessments, teachers will monitor the progress of student mastery. Data analysis will be a focus during team PLC time to develop a plan of intervention or enrichment. In addition, student data conferences will be utilized to develop goals and plans for improvement and growth. Students who do not meet mastery of standards being tracked will receive additional support in a small group setting, which would include differentiated centers, interactive lessons, and opportunity for feedback either by the classroom teacher, TIF Teacher Leader, or Academic Coach. Formative checks will provide ongoing data to identify if instruction needs to continue being scaffold, or if the learner has mastered the standard.

***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:** 1,200

Manatee is committed to providing an enriched curriculum for all students by using PLC time for teachers to collaborate on lesson planning, providing a before and after school program for enrichment, and providing an additional hour of instruction daily so all students will have the opportunity to focus on core instruction targeting student need. Student data will be reviewed for effectiveness of this additional time, and implementation will be adjusted based on this data. All teachers are involved in professional learning communities. A team of teachers along with administration have been trained in facilitating effective professional learning communities. Teachers are involved in school wide PLCs and meet once per week for a 50 minute period and once every other week for an additional 50 minute period to collaboratively review data as it relates to planning for rigorous core instruction and planning for targeted interventions. This one hour intervention period is from 8:55-9:55 every day. During this time, students receive academic interventions targeted at their specific needs related to the previous week's assessed standard,

### **Strategy Rationale**

The additional hour is utilized as an instructional intervention period where students receive instruction targeted at their immediate academic needs based on the use of a single-standard-based weekly formative assessment checkpoint. Students who have not yet mastered the essential standard will be provided instruction in a new method than previously utilized, appealing to their specific modality of learning. Students who have already mastered the standard will be given additional extension instruction to broaden and deepen their knowledge of the essential standard.

### **Strategy Purpose(s)**

- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Robinson, Michele, michelero@leeschools.net

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

Progress monitoring through formative and summative assessments.

## **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:

**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.

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## 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.** 100% of teachers will implement PBS strategies in the classroom.
- G2.** 100% of core subject area teachers will track standards and progress monitor through the Castle Standards Tracker.
- G3.** Teacher engagement will increase at least .2 in the three following areas as measured by survey data once per quarter over the course of a year. a. There is someone at work who encourages my development b. I know what is expected of me at work c. At work, I have the opportunity to do what I do best every day
- G4.** 100% of Manatee Elementary students will reach their individualized literacy goals as measured by the STAR assessment.

## 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. 100% of teachers will implement PBS strategies in the classroom.** 1a

G074096

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	50.0

**Resources Available to Support the Goal** 2

- Class Dojo
- STAR expectations training
- Kagan Trainings
- District site visits and coaching
- In house modeling by quality team
- Classroom observations and debriefing by admin and coaches

**Targeted Barriers to Achieving the Goal** 3

- inconsistent implementation of positive behavior and effective student engagement techniques

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

Teachers will be using Kagan strategies, choosing excellence strategies and increasing positive interactions with students

**Person Responsible**

Michele Robinson

**Schedule**

On 6/10/2016

**Evidence of Completion**

classroom walk thru observation data, lesson plans indicating use of strategies.

**G2. 100% of core subject area teachers will track standards and progress monitor through the Castle Standards Tracker.** 1a

G074097

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	100.0

**Resources Available to Support the Goal** 2

- District support, training take aways, school based training.

**Targeted Barriers to Achieving the Goal** 3

- Teachers require training of standards tracker portion of the Castle program

**Plan to Monitor Progress Toward G2.** 8

Castle Intervention Reports

**Person Responsible**

Laura Osgood

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Castle Intervention Reports, progress monitoring data

**G3.** Teacher engagement will increase at least .2 in the three following areas as measured by survey data once per quarter over the course of a year. a. There is someone at work who encourages my development b. I know what is expected of me at work c. At work, I have the opportunity to do what I do best every day

1a

G074098

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Teacher-Principal Trust	0.2

**Resources Available to Support the Goal** 2

- TIF created surveys

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent demonstration of a growth mindset from all stakeholders

**Plan to Monitor Progress Toward G3.** 8

Survey Monkey, consensogram results.

**Person Responsible**

Monica Gregory

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Survey monkey and consensogram results will show teacher engagement and satisfaction.



**G4.** 100% of Manatee Elementary students will reach their individualized literacy goals as measured by the STAR assessment. 1a

G074099

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	100.0
ELA/Reading Gains	100.0

**Resources Available to Support the Goal** 2

- Teacher Leaders and Coaches
- Teacher Resource Team
- District Support
- Weekly Professional Learning Communities

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent utilization of data to plan and implement rigorous, differentiated, and research-based best practices which are aligned with the College and Career Readiness Standards.

**Plan to Monitor Progress Toward G4.** 8

Teachers provide rigorous data-driven instruction that increases student achievement.

**Person Responsible**

Michele Robinson

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

FSA, STAR Reports, District Assessments, Progression Data, Parent Survey, Student Survey, Walkthroughs data, teacher observation data, and evaluation data.

## 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.** 100% of teachers will implement PBS strategies in the classroom. **1**

 G074096

**G1.B1** inconsistent implementation of positive behavior and effective student engagement techniques **2**

 B193456

**G1.B1.S1** Provide onsite professional development, modeling and support teacher implementation of Kagan strategies **4**

 S205004

#### Strategy Rationale

To provide consistent feedback to educators and support the learning process.

#### Action Step 1 **5**

Provide professional development during Wed. PD on PBS

#### Person Responsible

Joseph Camputaro

#### Schedule

Weekly, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Walk through data, referral data, weekly PLC minutes

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

Allocation of significant time to teach strategies and develop professional learning community best practices for using PBS

**Person Responsible**

Joseph Camputaro

**Schedule**

Weekly, from 10/28/2015 to 10/28/2015

**Evidence of Completion**

Debriefing after PLC's as leadership team, weekly PLC meeting minutes, monthly staff meeting minutes

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

Class point system monitoring and expectations monitoring

**Person Responsible**

Laura Osgood


**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

classroom walkthrough data, class dojo use, referral data

**G1.B1.S2** Implement the quality model for choosing excellence and utilize our coaches for a continuous collaborative process **4**

 S205005

### **Strategy Rationale**

To provide self reflection tools for teachers and students.

### **Action Step 1** **5**

Site visits to provide modeling and coaching by district and in house by TIF

#### **Person Responsible**

Joseph Camputaro

#### **Schedule**

Biweekly, from 8/24/2015 to 6/10/2016

#### ***Evidence of Completion***

Quality tools checklist

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

Site visits by district members to provide modeling and coaching support. In house assistance by quality team members

#### **Person Responsible**

Joseph Camputaro

#### **Schedule**

On 6/10/2016

#### ***Evidence of Completion***

Quality tools checklist

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

District site visits and conferences for feedback with those individuals. In house modeling and coaching by TIF and academic coaches

**Person Responsible**

Jennifer Sarzyniak

**Schedule**

On 6/10/2016

**Evidence of Completion**

Quality tools checklist and conference feedback forms

**G1.B1.S3** Provide professional development on building a positive school and classroom culture through PBS. 4

 S205006

**Strategy Rationale**

To build capacity and expertise of our teachers of positive behavior systems.

**Action Step 1 5**

Monitor student achievement, time on task, and referral data

**Person Responsible**

Michele Robinson

**Schedule**

On 6/10/2016

**Evidence of Completion**

classroom walkthrough observation checklists, discipline referral data, student achievement data (STAR FSA)

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

Classroom walk thru observation data, discipline referral data and student achievement data monitoring

**Person Responsible**

Michele Robinson

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

increase effective teacher behaviors via classroom walk through teacher observations as measured through walkthroughs and informal observations

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

Observation of the classroom atmosphere for increased student engagement and positive interactions

**Person Responsible**

Michele Robinson

**Schedule**

Every 3 Weeks, from 10/28/2015 to 10/28/2015

***Evidence of Completion***

increased effective teacher behaviors as observed and indicated on formal classroom walk thru data

**G2.** 100% of core subject area teachers will track standards and progress monitor through the Castle Standards Tracker. **1**

G074097

**G2.B1** Teachers require training of standards tracker portion of the Castle program **2**

B193457

**G2.B1.S1** Provide multiple opportunities for teachers to attend Castle training on the new standards tracking section. **4**

S205007

### **Strategy Rationale**

Teachers will need multiple opportunities to learn about Castle while using the program to guide their instruction.

### **Action Step 1** **5**

TIF teachers and coaches will provide Castle training to staff.

#### **Person Responsible**

Joseph Camputaro

#### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

PD attendance sheets, PLC meeting minutes

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1** **6**

Grade level leadership team training (TOT) and share out to PLC's

#### **Person Responsible**

Laura Osgood

#### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

PD attendance logs, PLC minutes

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

Teachers will develop their standard tracker reports

**Person Responsible**

Laura Osgood

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016


**Evidence of Completion**

Castle Intervention Reports, PLC Meeting Minutes

**G3.** Teacher engagement will increase at least .2 in the three following areas as measured by survey data once per quarter over the course of a year. a. There is someone at work who encourages my development b. I know what is expected of me at work c. At work, I have the opportunity to do what I do best every day 1

 G074098

**G3.B1** Inconsistent demonstration of a growth mindset from all stakeholders 2

 B193458

**G3.B1.S1** Offer many forms of responses including online surveys, consensogram, face to face meetings with mentors, coaches, administration, 4

 S205008

**Strategy Rationale**

To increase teacher retention by opening the lines of communication and ensure all needs are being met.

**Action Step 1 5**

Create surveys using Survey Monkey and consensograms.

**Person Responsible**

Joseph Camputaro

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**



**Action Step 2** 5

Report findings to leadership team to address needs.

**Person Responsible**

Joseph Camputaro

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

PLC meeting minutes, development of action plan.

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

Anonymous surveys

**Person Responsible**

Monica Gregory

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Survey results and feedback from mentors and coaches after working with teachers. Walk thru data, PLC minutes and interventions by coaches

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

Survey results

**Person Responsible**

Monica Gregory

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Survey results should show an increase in teacher engagement

**G4.** 100% of Manatee Elementary students will reach their individualized literacy goals as measured by the STAR assessment. **1**

G074099

**G4.B1** Inconsistent utilization of data to plan and implement rigorous, differentiated, and research-based best practices which are aligned with the College and Career Readiness Standards. **2**

B193459

**G4.B1.S1** Staff will consistently implement data-driven research-based instructional best practices to support rigorous differentiated instruction, by attending ongoing training and utilizing professional learning communities to guide collaboration between grade levels. **4**

S205009

### Strategy Rationale

#### Action Step 1 **5**

Creating and supporting the horizontal PLC systems of support for grade levels and the leadership team to align school goals and focus which support design data-driven instruction and assessment aligned to standards and designed with the purpose of driving instruction and student success.

#### **Person Responsible**

Michele Robinson

#### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes

#### Action Step 2 **5**

Provide additional 25 minute instruction combined with regular day intervention time for a total of one hour of intervention and enrichment time to be focused on mastery standards and enrichment.

#### **Person Responsible**

Michele Robinson

#### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

intervention and enrichment section of lesson plans; PLC agendas and meeting minutes, intervention support schedule

**Action Step 3** 5

Leadership Team PLC creates and evaluates the structure of the master schedule to include 90 minutes of continuous LA (150 min total) and 60 minutes of math (30 min total) for cohesive instructional blocks with push in support from coaches, resource teachers, ESE teachers, bilingual and basic paraprofessionals.

**Person Responsible**

Michele Robinson

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

master schedule

**Action Step 4** 5

Create a coaching schedule and coaching cycle for teacher support based on needs assessment by goal team and leadership team.

**Person Responsible**

Joseph Camputaro

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Presentation materials, coaches logs

**Action Step 5** 5

Creating a push in support of core instruction for teacher support

**Person Responsible**

Carrie McKinley

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

coaches logs

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Classroom observations, walkthroughs, teacher data binders, lesson plans, student produced work examples

**Person Responsible**

Monica Gregory

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

CWT, Coaches logs, classroom observations

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Classroom observations, walk throughs, teacher data binders, lesson plans, lesson plans showing differentiated instruction for students based on need.

**Person Responsible**

Monica Gregory

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

CWT, Coaches logs, classroom observations, teacher lesson plans

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development during Wed. PD on PBS	Camputaro, Joseph	8/24/2015	Walk through data, referral data, weekly PLC minutes	6/10/2016 weekly
G1.B1.S2.A1	Site visits to provide modeling and coaching by district and in house by TIF	Camputaro, Joseph	8/24/2015	Quality tools checklist	6/10/2016 biweekly
G1.B1.S3.A1	Monitor student achievement, time on task, and referral data	Robinson, Michele	8/24/2015	classroom walkthrough observation checklists, discipline referral data, student achievement data (STAR FSA)	6/10/2016 one-time
G2.B1.S1.A1	TIF teachers and coaches will provide Castle training to staff.	Camputaro, Joseph	8/24/2015	PD attendance sheets, PLC meeting minutes	6/10/2016 monthly
G3.B1.S1.A1	Create surveys using Survey Monkey and consensograms.	Camputaro, Joseph	8/24/2015		6/10/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A1	Creating and supporting the horizontal PLC systems of support for grade levels and the leadership team to align school goals and focus which support design data-driven instruction and assessment aligned to standards and designed with the purpose of driving instruction and student success.	Robinson, Michele	8/24/2015	Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes	6/10/2016 weekly
G3.B1.S1.A2	Report findings to leadership team to address needs.	Camputaro, Joseph	8/24/2015	PLC meeting minutes, development of action plan.	6/10/2016 quarterly
G4.B1.S1.A2	Provide additional 25 minute instruction combined with regular day intervention time for a total of one hour of intervention and enrichment time to be focused on mastery standards and enrichment.	Robinson, Michele	8/24/2015	intervention and enrichment section of lesson plans; PLC agendas and meeting minutes, intervention support schedule	6/10/2016 daily
G4.B1.S1.A3	Leadership Team PLC creates and evaluates the structure of the master schedule to include 90 minutes of continuous LA (150 min total) and 60 minutes of math (30 min total) for cohesive instructional blocks with push in support from coaches, resource teachers, ESE teachers, bilingual and basic paraprofessionals.	Robinson, Michele	8/24/2015	master schedule	6/10/2016 daily
G4.B1.S1.A4	Create a coaching schedule and coaching cycle for teacher support based on needs assessment by goal team and leadership team.	Camputaro, Joseph	8/24/2015	Presentation materials, coaches logs	6/10/2016 daily
G4.B1.S1.A5	Creating a push in support of core instruction for teacher support	McKinley, Carrie	8/24/2015	coaches logs	6/10/2016 daily
G1.MA1	Teachers will be using Kagan strategies, choosing excellence strategies and increasing positive interactions with students	Robinson, Michele	8/24/2015	classroom walk thru observation data, lesson plans indicating use of strategies.	6/10/2016 one-time
G1.B1.S1.MA1	Class point system monitoring and expectations monitoring	Osgood, Laura	8/24/2015	classroom walkthrough data, class dojo use, referral data	6/10/2016 weekly
G1.B1.S1.MA1	Allocation of significant time to teach strategies and develop professional learning community best practices for using PBS	Camputaro, Joseph	10/28/2015	Debriefing after PLC's as leadership team, weekly PLC meeting minutes, monthly staff meeting minutes	10/28/2015 weekly
G1.B1.S2.MA1	District site visits and conferences for feedback with those individuals. In house modeling and coaching by TIF and academic coaches	Sarzyniak, Jennifer	8/24/2015	Quality tools checklist and conference feedback forms	6/10/2016 one-time
G1.B1.S2.MA1	Site visits by district members to provide modeling and coaching support. In house assistance by quality team members	Camputaro, Joseph	8/24/2015	Quality tools checklist	6/10/2016 one-time
G1.B1.S3.MA1	Observation of the classroom atmosphere for increased student engagement and positive interactions	Robinson, Michele	10/28/2015	increased effective teacher behaviors as observed and indicated on formal classroom walk thru data	10/28/2015 every-3-weeks
G1.B1.S3.MA1	Classroom walk thru observation data, discipline referral data and student achievement data monitoring	Robinson, Michele	8/24/2015	increase effective teacher behaviors via classroom walk through teacher observations as measured through walkthroughs and informal observations	6/10/2016 daily
G2.MA1	Castle Intervention Reports	Osgood, Laura	8/24/2015	Castle Intervention Reports, progress monitoring data	6/10/2016 monthly
G2.B1.S1.MA1	Teachers will develop their standard tracker reports	Osgood, Laura	8/24/2015	Castle Intervention Reports, PLC Meeting Minutes	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Grade level leadership team training (TOT) and share out to PLC's	Osgood, Laura	8/24/2015	PD attendance logs, PLC minutes	6/10/2016 monthly
G3.MA1	Survey Monkey, consensogram results.	Gregory, Monica	8/24/2015	Survey monkey and consensogram results will show teacher engagement and satisfaction.	6/10/2016 quarterly
G3.B1.S1.MA1	Survey results	Gregory, Monica	8/24/2015	Survey results should show an increase in teacher engagement	6/10/2016 monthly
G3.B1.S1.MA1	Anonymous surveys	Gregory, Monica	8/24/2015	Survey results and feedback from mentors and coaches after working with teachers. Walk thru data, PLC minutes and interventions by coaches	6/10/2016 quarterly
G4.MA1	Teachers provide rigorous data-driven instruction that increases student achievement.	Robinson, Michele	8/24/2015	FSA, STAR Reports, District Assessments, Progression Data, Parent Survey, Student Survey, Walkthroughs data, teacher observation data, and evaluation data.	6/10/2016 weekly
G4.B1.S1.MA1	Classroom observations, walk throughs, teacher data binders, lesson plans, lesson plans showing differentiated instruction for students based on need.	Gregory, Monica	8/24/2015	CWT, Coaches logs, classroom observations, teacher lesson plans	6/10/2016 weekly
G4.B1.S1.MA1	Classroom observations, walkthroughs, teacher data binders, lesson plans, student produced work examples	Gregory, Monica	8/24/2015	CWT, Coaches logs, classroom observations	6/10/2016 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.** 100% of teachers will implement PBS strategies in the classroom.

**G1.B1** inconsistent implementation of positive behavior and effective student engagement techniques

**G1.B1.S1** Provide onsite professional development, modeling and support teacher implementation of Kagan strategies

### PD Opportunity 1

Provide professional development during Wed. PD on PBS

#### Facilitator

TIF leaders

#### Participants

Staff

#### Schedule

Weekly, from 8/24/2015 to 6/10/2016

**G1.B1.S2** Implement the quality model for choosing excellence and utilize our coaches for a continuous collaborative process

### PD Opportunity 1

Site visits to provide modeling and coaching by district and in house by TIF

#### Facilitator

#### Participants

#### Schedule

Biweekly, from 8/24/2015 to 6/10/2016

**G4.** 100% of Manatee Elementary students will reach their individualized literacy goals as measured by the STAR assessment.

**G4.B1** Inconsistent utilization of data to plan and implement rigorous, differentiated, and research-based best practices which are aligned with the College and Career Readiness Standards.

**G4.B1.S1** Staff will consistently implement data-driven research-based instructional best practices to support rigorous differentiated instruction, by attending ongoing training and utilizing professional learning communities to guide collaboration between grade levels.

### **PD Opportunity 1**

Creating and supporting the horizontal PLC systems of support for grade levels and the leadership team to align school goals and focus which support design data-driven instruction and assessment aligned to standards and designed with the purpose of driving instruction and student success.

#### **Facilitator**

Michele Robinson, Laura Osgood, Monica Gregory, Jessica Conley, Joe Camputaro, Kevin Worley, Carrie McKinley, Jennifer Sarzyniak, Kerri McCormick, Sue Rosema, grade chairs

#### **Participants**

Administration, all teachers, instructional paraprofessionals

#### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

### **PD Opportunity 2**

Provide additional 25 minute instruction combined with regular day intervention time for a total of one hour of intervention and enrichment time to be focused on mastery standards and enrichment.

#### **Facilitator**

Leadership team

#### **Participants**

All teachers

#### **Schedule**

Daily, from 8/24/2015 to 6/10/2016



### **PD Opportunity 3**

Create a coaching schedule and coaching cycle for teacher support based on needs assessment by goal team and leadership team.

#### **Facilitator**

Leadership team

#### **Participants**

TIF Leaders, Coaches, teachers

#### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

### **PD Opportunity 4**

Creating a push in support of core instruction for teacher support

#### **Facilitator**

Leadership team

#### **Participants**

TIF Leaders, Coaches, teachers

#### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

## Technical Assistance Items

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

**G2.** 100% of core subject area teachers will track standards and progress monitor through the Castle Standards Tracker.

**G2.B1** Teachers require training of standards tracker portion of the Castle program

**G2.B1.S1** Provide multiple opportunities for teachers to attend Castle training on the new standards tracking section.

**PD Opportunity 1**

TIF teachers and coaches will provide Castle training to staff.

**Facilitator**

TIF teachers and coaches

**Participants**

Instructional Staff

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

## Budget

<b>Budget Data</b>						
1	G1.B1.S1.A1	Provide professional development during Wed. PD on PBS				\$0.00
2	G1.B1.S2.A1	Site visits to provide modeling and coaching by district and in house by TIF				\$0.00
3	G1.B1.S3.A1	Monitor student achievement, time on task, and referral data				\$0.00
4	G2.B1.S1.A1	TIF teachers and coaches will provide Castle training to staff.				\$0.00
5	G3.B1.S1.A1	Create surveys using Survey Monkey and consensograms.				\$0.00
6	G3.B1.S1.A2	Report findings to leadership team to address needs.				\$0.00
7	G4.B1.S1.A1	Creating and supporting the horizontal PLC systems of support for grade levels and the leadership team to align school goals and focus which support design data-driven instruction and assessment aligned to standards and designed with the purpose of driving instruction and student success.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$5,000.00
<p><i>Notes: Provide substitute time for teachers to visit model classrooms which assessments and standards based lessons are supporting student goals.</i></p>						

Budget Data						
8	G4.B1.S1.A2	Provide additional 25 minute instruction combined with regular day intervention time for a total of one hour of intervention and enrichment time to be focused on mastery standards and enrichment.				\$0.00
9	G4.B1.S1.A3	Leadership Team PLC creates and evaluates the structure of the master schedule to include 90 minutes of continuous LA (150 min total) and 60 minutes of math (30 min total) for cohesive instructional blocks with push in support from coaches, resource teachers, ESE teachers, bilingual and basic paraprofessionals.				\$0.00
10	G4.B1.S1.A4	Create a coaching schedule and coaching cycle for teacher support based on needs assessment by goal team and leadership team.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
11	G4.B1.S1.A5	Creating a push in support of core instruction for teacher support				\$0.00
					<b>Total:</b>	<b>\$5,000.00</b>