

The School District of Lee County

Manatee Elementary School



2016-17 Schoolwide Improvement Plan

Manatee Elementary School

5301 TICE ST, Fort Myers, FL 33905

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	D*	F	F

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Manatee Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Committed to excellence and creating lifelong leaders for our community.

2. School Environment

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

Through 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.

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

Through the continuation of year 4 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.

c. 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.

d. 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.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304871>.

2. Description

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

2. 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 Principal, Assistant Principal, SAC, and 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
LaMar, Ashley	Principal
Camputaro, Joseph	Instructional Coach
Osgood, Laura	Assistant Principal
Gregory, Monica	Assistant Principal
Sarzyniak, Jennifer	Instructional Coach
Chuderski, Christina	Instructional Coach
Conley, Jessica	Instructional Coach
Murphy, Lisa	Assistant Principal

b. Duties

1. 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:

Ashley LaMar - Principal
Monica Gregory - Assistant Principal
Laura Osgood- Assistant Principal
Lisa Murphy - Assistant Principal
Jessica Conley -Teacher Leader
Joe Camputaro -Teacher Leader
Christina Chuderski - Teacher Leader
Sue Rosema - Writing Coach
Jennifer Sarzyniak - Math 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.

2. 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 MTSSS 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 HI 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. SAI funds 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 NCLB 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ashley La Mar	Principal
Laura Osgood	Principal
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
Jennifer Sarzyniak	Teacher

b. Duties

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

a. 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. Mr. La Mar 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.

b. 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. Mr. La Mar 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.

c. Preparation of the school's annual budget and plan

The budget is reviewed by the SAC annually, beginning with the September 1, 2016 meeting.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
LaMar, Ashley	Principal
Camputaro, Joseph	Teacher, K-12
Osgood, Laura	Assistant Principal
Gregory, Monica	Assistant Principal
Murphy, Lisa	Assistant Principal
Chuderski, Christina	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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).

D. Public and Collaborative Teaching

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

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

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 Wednesday 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 administrators, 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.

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

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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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

LaMar, Ashley, ashleyal@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Anecdotal data indicates that students who score at a Level 3 or higher on state standardized assessments in grade 5 are more likely to graduate high school with a standard academic diploma versus those students who score a Level 2 or lower. Manatee Elementary works closely with the Department of Research, Accountability, and Assessment to ensure that students are making adequate academic progress.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** The students of Manatee Elementary will demonstrate learning in ELA, math, and science
- G2.** All stakeholders will be provided with a safe environment for teaching and learning while on the campus of Manatee Elementary
- G3.** Manatee Elementary will increase retention of effective and highly effective employees.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The students of Manatee Elementary will demonstrate learning in ELA, math, and science 1a

G081345

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	83.0
Math Gains	83.0
ELA/Reading Lowest 25% Gains	83.0
Math Lowest 25% Gains	83.0
FSA ELA Achievement	35.0
FSA Mathematics Achievement	35.0
FCAT 2.0 Science Proficiency	35.0

Targeted Barriers to Achieving the Goal 3

- Teacher Self-Efficacy

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaching staff
- Parent involvement specialist
- On-going training and staff development
- Additional 30 minutes of instructional time

Plan to Monitor Progress Toward G1. 8

STAR reading and math data will be assessed quarterly

Person Responsible

Jessica Conley

Schedule

Quarterly, from 8/15/2016 to 3/31/2017

Evidence of Completion

STAR Reading and Math Growth Reports

Plan to Monitor Progress Toward G1. 8

STAR Reading and math data converted to FSA projected scores

Person Responsible

Joseph Camputaro

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Shared Google Doc

Plan to Monitor Progress Toward G1. 8

Standards Based Data Tracker using District Checks

Person Responsible

Joseph Camputaro


Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Online data tracking tool with student data from the checks entered

G2. All stakeholders will be provided with a safe environment for teaching and learning while on the campus of Manatee Elementary 1a

 G081346

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Lack of consistency across the school regarding student behavior management

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Team
- Additional Administrator
- Behavior Specialist

Plan to Monitor Progress Toward G2. 8

Administration will collect classroom walk through data to demonstrate use of the school wide system

Person Responsible

Ashley LaMar

Schedule

Weekly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Peoplesoft reports for classroom walkthroughs

G3. Manatee Elementary will increase retention of effective and highly effective employees. 1a

G081347

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	

Targeted Barriers to Achieving the Goal 3

- Low teacher self-efficacy

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Leaders
- Hard to Staff incentive bonus
- Additional Administrator
- New Principal

Plan to Monitor Progress Toward G3. 8

STAR reading and math data will be assessed quarterly

Person Responsible

Jessica Conley

Schedule

Quarterly, from 8/15/2016 to 3/31/2017

Evidence of Completion

STAR Reading and Math Growth Reports

Plan to Monitor Progress Toward G3. 8

STAR Reading and math data converted to FSA projected scores

Person Responsible

Joseph Camputaro

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Shared Google Doc

Plan to Monitor Progress Toward G3. 8

Standards Based data tracker using district checks

Person Responsible

Joseph Camputaro

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Online data tracking tool with student data from the checks entered

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

 = Problem Solving Step  S123456 = Quick Key


G1. The students of Manatee Elementary will demonstrate learning in ELA, math, and science **1**

 G081345

G1.B1 Teacher Self-Efficacy **2**

 B214879

G1.B1.S1 Specific/targeted professional development **4**

 S227087

Strategy Rationale

Teachers will increase their self-efficacy if they believe they have the training needed to provide appropriate instructional strategies

Action Step 1 **5**

The dates for a year long Saturday training schedule will be identified

Person Responsible

Ashley LaMar

Schedule

On 8/19/2016

Evidence of Completion

Calendar of selected dates

Action Step 2 **5**

The leadership team will outline the professional development opportunities to be provided during the Saturday training schedule

Person Responsible

Christina Chuderski

Schedule

On 8/29/2016

Evidence of Completion

A professional development calendar will be developed and published to all teachers.

Action Step 3 5

Using the selected topics, teams will develop the necessary training materials and professional development opportunities

Person Responsible

Jessica Conley

Schedule

Every 3 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

Copies of training materials and

Action Step 4 5

Semi-Quarterly Staff Surveys

Person Responsible

Christina Chuderski

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

Survey Results shared via email with staff

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

During Leadership meetings, check in to see that all steps of the plan are being adhered to with fidelity.

Person Responsible

Ashley LaMar

Schedule

Biweekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Minutes from the leadership team meetings.

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

Quarterly survey of teacher self-efficacy.

Person Responsible

Christina Chuderski

Schedule

Quarterly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Survey results

G2. All stakeholders will be provided with a safe environment for teaching and learning while on the campus of Manatee Elementary **1**

 G081346

G2.B1 Lack of consistency across the school regarding student behavior management **2**

 B214884

G2.B1.S1 Teachers will use the Manatee Elementary Behavior plan **4**

 S227088

Strategy Rationale

If all teachers are using the same system, this will provide consistency across the board to support classroom and school wide behaviors.

Action Step 1 **5**

Develop a school-wide behavior plan

Person Responsible

Monica Gregory

Schedule

On 8/5/2016

Evidence of Completion

Copy of the plan

Action Step 2 **5**

The posters for the behavior plan and clips will be made and distributed to all teachers.

Person Responsible

Monica Gregory

Schedule

On 8/8/2016

Evidence of Completion

Classroom walkthroughs

Action Step 3 5

Teachers will receive training on the appropriate use of the clip charts

Person Responsible

Jessica Conley

Schedule

On 8/8/2016

Evidence of Completion

Before school training logs

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

Administrators will perform classroom walk throughs on a weekly basis.

Person Responsible

Ashley LaMar

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Walk through data

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

Referral data

Person Responsible

Laura Osgood

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Referral data will be analyzed monthly using District Support Applications


G3. Manatee Elementary will increase retention of effective and highly effective employees. 1

 G081347

G3.B3 Low teacher self-efficacy 2

 B214888

G3.B3.S1 Specific/Targeted professional development 4

 S227091

Strategy Rationale

Teachers will increase their self-efficacy if they believe they have the training needed to provide appropriate instructional strategies.

Action Step 1 5

The dates for a year long Saturday training schedule will be identified

Person Responsible

Ashley LaMar

Schedule

On 8/19/2016

Evidence of Completion

Calendar of selected dates

Action Step 2 5

The leadership team will outline the professional development opportunities to be provided during the Saturday training schedule

Person Responsible

Christina Chuderski

Schedule

On 8/29/2016

Evidence of Completion

A professional development calendar will be developed and published to all teachers

Action Step 3 5

Using the selected topics, teams will develop the necessary training materials and professional development opportunities.

Person Responsible

Jessica Conley

Schedule

Every 3 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

Copies of training materials

Action Step 4 5

Semi-Quarterly Staff Surveys

Person Responsible

Christina Chuderski

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

Survey Results shared via email with staff

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

During leadership meetings, check to see that all steps of the plan are being adhered to with fidelity.

Person Responsible

Ashley LaMar

Schedule

Biweekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Minutes from the leadership team meetings.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Quarterly survey of teacher self-efficacy

Person Responsible

Christina Chuderski

Schedule




Quarterly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Survey results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.A1 A288336	Develop a school-wide behavior plan	Gregory, Monica	8/1/2016	Copy of the plan	8/5/2016 one-time
G2.B1.S1.A2 A288337	The posters for the behavior plan and clips will be made and distributed to all teachers.	Gregory, Monica	8/8/2016	Classroom walkthroughs	8/8/2016 one-time
G2.B1.S1.A3 A288338	Teachers will receive training on the appropriate use of the clip charts	Conley, Jessica	8/8/2016	Before school training logs	8/8/2016 one-time
G1.B1.S1.A1 A288332	The dates for a year long Saturday training schedule will be identified	LaMar, Ashley	8/15/2016	Calendar of selected dates	8/19/2016 one-time
G3.B3.S1.A1 A288339	The dates for a year long Saturday training schedule will be identified	LaMar, Ashley	8/19/2016	Calendar of selected dates	8/19/2016 one-time
G1.B1.S1.A2 A288333	The leadership team will outline the professional development opportunities to be provided during...	Chuderski, Christina	8/22/2016	A professional development calendar will be developed and published to all teachers.	8/29/2016 one-time
G3.B3.S1.A2 A288340	The leadership team will outline the professional development opportunities to be provided during...	Chuderski, Christina	8/29/2016	A professional development calendar will be developed and published to all teachers	8/29/2016 one-time
G1.MA1 M288848	STAR reading and math data will be assessed quarterly	Conley, Jessica	8/15/2016	STAR Reading and Math Growth Reports	3/31/2017 quarterly
G3.MA1 M288856	STAR reading and math data will be assessed quarterly	Conley, Jessica	8/15/2016	STAR Reading and Math Growth Reports	3/31/2017 quarterly
G1.MA2 M288849	STAR Reading and math data converted to FSA projected scores	Camputaro, Joseph	8/22/2016	Shared Google Doc	5/26/2017 quarterly
G1.MA3 M288850	Standards Based Data Tracker using District Checks	Camputaro, Joseph	8/22/2016	Online data tracking tool with student data from the checks entered	5/26/2017 biweekly
G2.MA1 M288853	Administration will collect classroom walk through data to demonstrate use of the school wide system	LaMar, Ashley	9/1/2016	Peoplesoft reports for classroom walkthroughs	5/26/2017 weekly
G3.MA2 M288857	STAR Reading and math data converted to FSA projected scores	Camputaro, Joseph	8/22/2016	Shared Google Doc	5/26/2017 quarterly
G3.MA3 M288858	Standards Based data tracker using district checks	Camputaro, Joseph	8/22/2016	Online data tracking tool with student data from the checks entered	5/26/2017 biweekly
G1.B1.S1.MA1 M288846	Quarterly survey of teacher self-efficacy.	Chuderski, Christina	8/29/2016	Survey results	5/26/2017 quarterly
G1.B1.S1.A3 A288334	Using the selected topics, teams will develop the necessary training materials and professional...	Conley, Jessica	8/22/2016	Copies of training materials and	5/26/2017 every-3-weeks
G1.B1.S1.A4 A288335	Semi-Quarterly Staff Surveys	Chuderski, Christina	8/22/2016	Survey Results shared via email with staff	5/26/2017 every-6-weeks
G2.B1.S1.MA1 M288851	Referral data	Osgood, Laura	9/1/2016	Referral data will be analyzed monthly using District Support Applications	5/26/2017 monthly
G2.B1.S1.MA1 M288852	Administrators will perform classroom walk throughs on a weekly basis.	LaMar, Ashley	8/29/2016	Walk through data	5/26/2017 weekly
G3.B3.S1.MA1 M288854	Quarterly survey of teacher self-efficacy	Chuderski, Christina	8/29/2016	Survey results	5/26/2017 quarterly
G3.B3.S1.A3 A288341	Using the selected topics, teams will develop the necessary training materials and professional...	Conley, Jessica	8/22/2016	Copies of training materials	5/26/2017 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A4  A288342	Semi-Quarterly Staff Surveys	Chuderski, Christina	8/22/2016	Survey Results shared via email with staff	5/26/2017 every-6-weeks
G1.B1.S1.MA1  M288847	During Leadership meetings, check in to see that all steps of the plan are being adhered to with...	LaMar, Ashley	8/29/2016	Minutes from the leadership team meetings.	5/29/2017 biweekly
G3.B3.S1.MA1  M288855	During leadership meetings, check to see that all steps of the plan are being adhered to with...	LaMar, Ashley	8/29/2016	Minutes from the leadership team meetings.	5/29/2017 biweekly

V. Professional Development Opportunities

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

G1. The students of Manatee Elementary will demonstrate learning in ELA, math, and science

G1.B1 Teacher Self-Efficacy

G1.B1.S1 Specific/targeted professional development

PD Opportunity 1

Using the selected topics, teams will develop the necessary training materials and professional development opportunities

Facilitator

Teacher Leaders/Instructional Coaches/Administration

Participants

All teachers grades K-5

Schedule

Every 3 Weeks, from 8/22/2016 to 5/26/2017

G3. Manatee Elementary will increase retention of effective and highly effective employees.

G3.B3 Low teacher self-efficacy

G3.B3.S1 Specific/Targeted professional development

PD Opportunity 1

Using the selected topics, teams will develop the necessary training materials and professional development opportunities.

Facilitator

Teacher Leaders/Instructional Coaches/Administration

Participants

All teachers K-5

Schedule

Every 3 Weeks, from 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The dates for a year long Saturday training schedule will be identified	\$0.00
2	G1.B1.S1.A2	The leadership team will outline the professional development opportunities to be provided during the Saturday training schedule	\$0.00
3	G1.B1.S1.A3	Using the selected topics, teams will develop the necessary training materials and professional development opportunities	\$0.00
4	G1.B1.S1.A4	Semi-Quarterly Staff Surveys	\$0.00
5	G2.B1.S1.A1	Develop a school-wide behavior plan	\$0.00
6	G2.B1.S1.A2	The posters for the behavior plan and clips will be made and distributed to all teachers.	\$0.00
7	G2.B1.S1.A3	Teachers will receive training on the appropriate use of the clip charts	\$0.00
8	G3.B3.S1.A1	The dates for a year long Saturday training schedule will be identified	\$0.00
9	G3.B3.S1.A2	The leadership team will outline the professional development opportunities to be provided during the Saturday training schedule	\$0.00
10	G3.B3.S1.A3	Using the selected topics, teams will develop the necessary training materials and professional development opportunities.	\$0.00
11	G3.B3.S1.A4	Semi-Quarterly Staff Surveys	\$0.00
Total:			\$0.00