

Volusia County Schools

Manatee Cove Elementary School



2017-18 Schoolwide Improvement Plan

Manatee Cove Elementary School

734 W OHIO AVE, Orange City, FL 32763

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	A

**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 Volusia 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Manatee Cove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

We at Manatee Cove Elementary believe:

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

2. School Environment

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

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

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

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

Each year the School Improvement Leadership Team (SILT) reviews the schools policies and procedures intended for all students and staff and makes adjustments as needed to promote positive behavior and build a school community based upon safety and responsibility.

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

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

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

The school counselor addresses bullying prevention with staff and students during the school year through a new program implemented last school year called, "The Kindness Challenge." Manatee Cove is the first school in Volusia County to implement this program and are designated as a "Kindness School."

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.

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

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

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.

Manatee Cove offers the following:

- *Student Mentoring Program
- *Crisis Training Program
- *Suicide Prevention Program
- *Bullying Program/Kindness Challenge
- *Small Guidance Groups on various socio-emotional needs
- *Various Student Clubs and Organizations
- *Problem Solving Team

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

- *unweighted GPA (at risk if below 2.0)
- *over age for grade

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

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

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	32	29	24	19	17	20	0	0	0	0	0	0	0	141
One or more suspensions	2	5	5	7	4	1	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	19	12	6	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	18	16	24	0	0	0	0	0	0	0	58

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	1	5	3	5	2	3	0	0	0	0	0	0	0	19

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

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

Quarterly review of the Early Warning System report and report cards developmental growth section enables the school team to determine if interventions are successful in addressing areas of concern.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/444360>.

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.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Sojka, Michelle	Principal
Cook-Grant, Tiffanee	Assistant Principal
Benson-Culver, Michele	Teacher, K-12
Crane, Katherine	SAC Member
Fratus, Melissa	Instructional Coach
Rankin, Angela	Teacher, K-12
Werblo, Cija	Teacher, K-12
Stephenson, Lynne	Teacher, K-12

b. Duties

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Katherine Crane	Teacher
Donna Sizemore	Teacher
Dannah Niverson	Business/Community
Tiffanee Cook Grant	Principal
Vicki Scheetz	Education Support Employee
Jackie DeSousa	Parent
Stephanie Mullins	Parent
Mary Ann Opperud Simono	Business/Community
Candace Cecil	Parent
Michelle Sojka	Principal
Mindy Hawk	Parent
Katherine Blix	Teacher
Chris Cortese	Parent
Sarah Douglas	Parent
Breanna Olson	Parent
Melissa Sims	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to evaluate the effectiveness of last year's school improvement plan, our school improvement leadership (SILT) team met to engage in Step Zero. The SAC Chair is a member of the SILT.

Members of SILT then shared results with the faculty. The principal, a member of SILT, then provided an update of the findings to the School Advisory Council for further input.

b. Development of this school improvement plan

- * Reviewed available 2017 FSA Reading, FSA Math, and FCAT Science data, attendance data, suspension data, last year's SIP strategies, and data of parent, teachers, and staff surveys for the previous school year;
- * Provided input for Title I allocations
- * Provided input for the development of the School Improvement Plan (SIP) strategies;
- * Reviewed compliance of SAC membership; and
- * Developed SAC budget allocations for this school year.

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

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

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

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

- *Substitutes for staff to support SIP activities, such as professional development, attendance at workshops, trainings, & PLC planning \$2500.00
- *Fees for conferences for professional development to support SIP \$1007.00
- *Materials and supplies, including software and software licenses, to support SIP \$1523.00

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
Fratus, Melissa	Instructional Coach
Benson-Culver, Michele	Teacher, K-12
Rankin, Angela	Teacher, K-12
Werblo, Cija	Teacher, K-12
Crane, Katherine	SAC Member
Cook-Grant, Tiffanee	Assistant Principal
Adams, Michele	Teacher, K-12
Sojka, Michelle	Principal
Jaques, Vicki	Instructional Coach
McCoy, Michele	Instructional Media

b. Duties

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

The LLT will monitor the literacy activities of the 2017-18 SIP goals. The LLT will focus on implementation of SIP to more effectively enable increasing literacy achievement within all subject areas, on professional development to support implementation of the instructional shifts, and of assisting students and families to understand how student grades reflect achievement of the Florida Standards (FS), as well as how to provide family support with student attainment of grade-level FS.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

*PLC's allow teachers to work together to review formative assessment data and prepare for students academically. Teachers make recommendations for students to be reviewed and assisted by our school's Problem-Solving Team. During PLC time teachers are supported and encouraged to work together on common clear objects. This time also allows teachers to engage in reflective dialogue to deepen language and understanding of instructional practices.

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

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

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

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

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

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

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

* Administration will encourage leadership opportunities for teachers.

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

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

- * Peer Assistance and Review teachers and administration will assist novice teachers with the VSET evaluation process and the Empowering Educator Excellence Program (E3) the new teacher program through coaching, observations and collaborative lesson planning.
- * Administration will assign a highly qualified teacher mentor who has a similar job-like role to each new teacher and second year teachers to assist with various school and district expectations for teachers.
- * Administration will arrange peer classroom visits, and other site visits as needed.

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.

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

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.

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

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: 1,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

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

Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.

Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.

Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** If all Manatee Cove Elementary teachers intentionally plan for and effectively implement standards-aligned, coherent instruction and assessment based on the instructional shifts, then students will receive equitable support needed for increasing achievement in all areas.

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. If all Manatee Cove Elementary teachers intentionally plan for and effectively implement standards-aligned, coherent instruction and assessment based on the instructional shifts, then students will receive equitable support needed for increasing achievement in all areas. 1a

G094592

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	69.0
FSA ELA Achievement	62.0
FCAT 2.0 Science Proficiency	68.0
ELA/Reading Lowest 25% Gains	57.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and/or inconsistent implementation of standards results in inadequate planning and ineffective instruction of the Florida Standards.
- Inconsistent implementation of behavior expectations disrupts instruction and affects student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum maps/modules, curriculum/district specialists, cadre members, and Digital Learning Teacher Leader should be utilized to help teachers understand and implement the instructional shifts.
- Intervention teachers and tutoring can help our students working below proficiency and/or not attending school regularly.
- Funding sources for additional supplemental research-based instructional materials, equipment and/or programs as determined to be needed to effectively implement the instructional shifts, such as Title I funds, Extended Day Enrichment Program (EDEP) school funds, Title II funds, Title III (ESOL) funds, district school funds, School Advisory Council (SAC) funds &/or district's Supplemental Academic Instruction (SAI) funds, if available.
- Title I funding sources, if available, to assist classroom teachers with opportunities to analyze student achievement data, plan instructional strategies on implementing the instructional shifts, and on ways to integrate a variety of instructional materials to meet the varying needs of our students to better master the Florida Standards.

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Michelle Sojka

Schedule

On 10/31/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet Progress monitoring tools such as district assessments, quarterly report cards, SIPPS reports, Title I STAR reports, Title I Waterford reports, Title I SuccessMaker reports, DRA level reports, PST reports, and /or state assessments.

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Michelle Sojka

Schedule

On 2/14/2018

Evidence of Completion

Midyear review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Michelle Sojka

Schedule

Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion

Step Zero for 2018-2019 SIP

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. If all Manatee Cove Elementary teachers intentionally plan for and effectively implement standards-aligned, coherent instruction and assessment based on the instructional shifts, then students will receive equitable support needed for increasing achievement in all areas. 1

G094592

G1.B1 Lack of knowledge and/or inconsistent implementation of standards results in inadequate planning and ineffective instruction of the Florida Standards. 2

B254269

G1.B1.S1 Provide training on the Florida Standards Shifts. 4

S268491

Strategy Rationale

If teachers are provided with training to understand and implement the Florida Standards Shifts, then student achievement will increase in all areas.

Action Step 1 5

Utilize the Core Actions Survey to assess knowledge and skills of instructional shifts in ELA and Math and analyze the data to develop a Professional Learning Plan to support growth

Person Responsible

Michelle Sojka

Schedule

On 8/11/2017

Evidence of Completion

Completed survey during pre-planning and developed Professional Learning Plan

Action Step 2 5

All teachers participate in Volusia County School Professional Learning Plan (pre-service, PL Day, 4 Regional and 4 school-based ERPLs)

Person Responsible

Michelle Sojka

Schedule

On 2/15/2018

Evidence of Completion

PL sign-in sheets

Action Step 3 5

Provide additional support for collaboration during PLCs.

Person Responsible

Melissa Fratus

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

PLC minutes

Action Step 4 5

Implement the knowledge and skills during each Professional Learning session

Person Responsible

Michelle Sojka

Schedule

Daily, from 8/23/2017 to 6/1/2018

Evidence of Completion

Lesson plans, student work samples, district assessment data

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

Track survey report to determine survey completion

Person Responsible

Michelle Sojka

Schedule

On 8/11/2017

Evidence of Completion

Survey Report

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

Review ERPL attendance

Person Responsible

Michelle Sojka

Schedule

Weekly, from 8/8/2017 to 2/13/2018

Evidence of Completion

MyPGS reports

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

Academic Coaches provide follow up support to ensure implementation of the standards.

Person Responsible

Melissa Fratus

Schedule

Weekly, from 8/8/2017 to 5/31/2018

Evidence of Completion

Coaching plans and notes

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

Instructional Practice Guide (IPG) during learning walks.

Person Responsible

Michelle Sojka


Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Notes and data from learning walks using the Instructional Practice Guide Coaching Tool; observational notes;

G1.B1.S2 Provide training on effective lesson planning. 4

 S268492

Strategy Rationale

If teachers are provided with training on effective lesson planning incorporating the Florida Shifts, then student achievement will increase in all areas.

Action Step 1 5

Targeted professional learning on the components of an effective lesson plan

Person Responsible

Michelle Sojka

Schedule

On 8/11/2017

Evidence of Completion

agenda, sign-in sheets

Action Step 2 5

Provide additional support for planning during PLCs.

Person Responsible

Melissa Fratus

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

PLC minutes

Action Step 3 5

Implement the knowledge and skills in the classrooms.

Person Responsible

Michelle Sojka

Schedule

Daily, from 8/23/2017 to 6/1/2018

Evidence of Completion

lesson plans, student work samples, district assessment

Action Step 4 5

Provide support during team planning days.

Person Responsible

Melissa Fratus

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

sign in sheet, minutes, lesson plans, student data

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

Review attendance sheet

Person Responsible

Michelle Sojka

Schedule

On 8/11/2017

Evidence of Completion

participant exit slips/reflection

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

Coaches follow up

Person Responsible

Melissa Fratus

Schedule

Monthly, from 8/8/2017 to 5/31/2018

Evidence of Completion

Coaching plans/notes

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

Learning walks/walk-through observations

Person Responsible

Michelle Sojka

Schedule

Monthly, from 8/23/2017 to 5/31/2018

Evidence of Completion

Learning walk notes/VSET evidence

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

IPG- Core Action 1 learning walk

Person Responsible

Melissa Fratus

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Academic coaches notes

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

Review student achievement on district assessments at PLC

Person Responsible

Melissa Fratus

Schedule

On 5/31/2018

Evidence of Completion

Eduphoria data, PLC notes, Power BI (if available)

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

Walk-throughs

Person Responsible

Michelle Sojka


Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Administration notes/ VSET

G1.B2 Inconsistent implementation of behavior expectations disrupts instruction and affects student achievement. **2**

 B254270

G1.B2.S1 Implement CHAMPS schoolwide **4**

 S268493

Strategy Rationale

Clear, consistent expectations for appropriate behavior school-wide will decrease disruptions to instruction and improve student achievement.

Action Step 1 **5**

Provide Professional Development of the CHAMPS behavior management system.

Person Responsible

Michelle Sojka

Schedule

On 8/11/2017

Evidence of Completion

sign in sheet

Action Step 2 **5**

Provide additional support to ensure effective implementation of CHAMPS strategies.

Person Responsible

Melissa Fratus

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

District emails containing CHAMPS tips and strategies, academic coach notes, PLC notes

Action Step 3 5

Grade level presentations to students outlining school-wide behavior expectations.

Person Responsible

Michelle Sojka

Schedule

On 8/31/2017

Evidence of Completion

agenda, PowerPoint presentation

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

Review attendance sheet(s)

Person Responsible

Michelle Sojka

Schedule

On 8/11/2017

Evidence of Completion

sign-in sheets, MyPGS

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

Compare discipline data from 2016-17 to 2017-18.

Person Responsible

Michelle Sojka

Schedule

Evidence of Completion

Discipline reports, SLT meeting notes

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

Attendance roster of students present for grade level assemblies; CHAMPS reminders on morning news.

Person Responsible

Michelle Sojka

Schedule

On 8/31/2017

Evidence of Completion

Attendance sheets

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

Review discipline reports

Person Responsible

Michelle Sojka

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Discipline reports, SLT meeting notes

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

Learning walks to observe implementation of CHAMPS strategies

Person Responsible

Michelle Sojka

Schedule

Quarterly, from 8/21/2017 to 6/1/2018












Evidence of Completion

Administration/Coaches notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.MA2 M382322	Compare discipline data from 2016-17 to 2017-18.	Sojka, Michelle	6/1/2018	Discipline reports, SLT meeting notes	No End Date quarterly
G1.MA3 M382326	State Assessment Results	Sojka, Michelle	5/25/2017	Step Zero for 2018-2019 SIP	7/11/2017 annually
G1.B1.S1.MA1 M382310	Track survey report to determine survey completion	Sojka, Michelle	8/8/2017	Survey Report	8/11/2017 one-time
G1.B1.S1.A1 A357865	Utilize the Core Actions Survey to assess knowledge and skills of instructional shifts in ELA and...	Sojka, Michelle	8/8/2017	Completed survey during pre-planning and developed Professional Learning Plan	8/11/2017 one-time
G1.B2.S1.MA1 M382321	Review attendance sheet(s)	Sojka, Michelle	8/8/2017	sign-in sheets, MyPGS	8/11/2017 one-time
G1.B2.S1.A1 A357873	Provide Professional Development of the CHAMPS behavior management system.	Sojka, Michelle	8/8/2017	sign in sheet	8/11/2017 one-time
G1.B1.S2.MA1 M382316	Review attendance sheet	Sojka, Michelle	8/8/2017	participant exit slips/reflection	8/11/2017 one-time
G1.B1.S2.A1 A357869	Targeted professional learning on the components of an effective lesson plan	Sojka, Michelle	8/8/2017	agenda, sign-in sheets	8/11/2017 one-time
G1.B2.S1.MA3 M382323	Attendance roster of students present for grade level assemblies; CHAMPS reminders on morning news.	Sojka, Michelle	8/14/2017	Attendance sheets	8/31/2017 one-time
G1.B2.S1.A3 A357875	Grade level presentations to students outlining school-wide behavior expectations.	Sojka, Michelle	8/14/2017	agenda, PowerPoint presentation	8/31/2017 one-time
G1.MA1 M382324	SIP Progress Monitoring Meeting	Sojka, Michelle	10/31/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet Progress monitoring tools such as district assessments, quarterly report cards, SIPPS reports, Title I STAR reports, Title I Waterford reports, Title I SuccessMaker reports, DRA level reports, PST reports, and /or state assessments.	10/31/2017 one-time
G1.B1.S1.MA2 M382311	Review ERPL attendance	Sojka, Michelle	8/8/2017	MyPGS reports	2/13/2018 weekly
G1.MA2 M382325	SIP Midyear Review	Sojka, Michelle	2/14/2018	Midyear review in CIMS	2/14/2018 one-time
G1.B1.S1.A2 A357866	All teachers participate in Volusia County School Professional Learning Plan (pre-service, PL Day,...	Sojka, Michelle	8/9/2017	PL sign-in sheets	2/15/2018 one-time
G1.B1.S1.MA4 M382312	Academic Coaches provide follow up support to ensure implementation of the standards.	Fratus, Melissa	8/8/2017	Coaching plans and notes	5/31/2018 weekly
G1.B1.S2.MA5 M382314	Review student achievement on district assessments at PLC	Fratus, Melissa	8/15/2017	Eduphoria data, PLC notes, Power BI (if available)	5/31/2018 one-time
G1.B1.S2.MA3 M382317	Coaches follow up	Fratus, Melissa	8/8/2017	Coaching plans/notes	5/31/2018 monthly
G1.B1.S2.MA4 M382318	Learning walks/walk-through observations	Sojka, Michelle	8/23/2017	Learning walk notes/VSET evidence	5/31/2018 monthly

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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
G1.B1.S1.MA1  M382309	Instructional Practice Guide (IPG) during learning walks.	Sojka, Michelle	8/21/2017	Notes and data from learning walks using the Instructional Practice Guide Coaching Tool; observational notes;	6/1/2018 monthly
G1.B1.S1.A3  A357867	Provide additional support for collaboration during PLCs.	Fratus, Melissa	8/10/2017	PLC minutes	6/1/2018 weekly
G1.B1.S1.A4  A357868	Implement the knowledge and skills during each Professional Learning session	Sojka, Michelle	8/23/2017	Lesson plans, student work samples, district assessment data	6/1/2018 daily
G1.B2.S1.MA1  M382319	Review discipline reports	Sojka, Michelle	8/21/2017	Discipline reports, SLT meeting notes	6/1/2018 quarterly
G1.B2.S1.MA5  M382320	Learning walks to observe implementation of CHAMPS strategies	Sojka, Michelle	8/21/2017	Administration/Coaches notes	6/1/2018 quarterly
G1.B2.S1.A2  A357874	Provide additional support to ensure effective implementation of CHAMPS strategies.	Fratus, Melissa	8/14/2017	District emails containing CHAMPS tips and strategies, academic coach notes, PLC notes	6/1/2018 monthly
G1.B1.S2.MA1  M382313	IPG- Core Action 1 learning walk	Fratus, Melissa	8/21/2017	Academic coaches notes	6/1/2018 monthly
G1.B1.S2.MA6  M382315	Walk-throughs	Sojka, Michelle	9/1/2017	Administration notes/ VSET	6/1/2018 monthly
G1.B1.S2.A2  A357870	Provide additional support for planning during PLCs.	Fratus, Melissa	8/10/2017	PLC minutes	6/1/2018 weekly
G1.B1.S2.A3  A357871	Implement the knowledge and skills in the classrooms.	Sojka, Michelle	8/23/2017	lesson plans, student work samples, district assessment	6/1/2018 daily
G1.B1.S2.A4  A357872	Provide support during team planning days.	Fratus, Melissa	8/21/2017	sign in sheet, minutes, lesson plans, student data	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. If all Manatee Cove Elementary teachers intentionally plan for and effectively implement standards-aligned, coherent instruction and assessment based on the instructional shifts, then students will receive equitable support needed for increasing achievement in all areas.

G1.B1 Lack of knowledge and/or inconsistent implementation of standards results in inadequate planning and ineffective instruction of the Florida Standards.

G1.B1.S1 Provide training on the Florida Standards Shifts.

PD Opportunity 1

All teachers participate in Volusia County School Professional Learning Plan (pre-service, PL Day, 4 Regional and 4 school-based ERPLs)

Facilitator

District Staff, Coaches, Lead Teachers

Participants

Faculty

Schedule

On 2/15/2018

G1.B1.S2 Provide training on effective lesson planning.

PD Opportunity 1

Targeted professional learning on the components of an effective lesson plan

Facilitator

Administration, academic coaches

Participants

Faculty

Schedule

On 8/11/2017

G1.B2 Inconsistent implementation of behavior expectations disrupts instruction and affects student achievement.

G1.B2.S1 Implement CHAMPS schoolwide

PD Opportunity 1

Provide Professional Development of the CHAMPS behavior management system.

Facilitator

District personnel

Participants

Faculty

Schedule

On 8/11/2017

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	Utilize the Core Actions Survey to assess knowledge and skills of instructional shifts in ELA and Math and analyze the data to develop a Professional Learning Plan to support growth				\$0.00
2	G1.B1.S1.A2	All teachers participate in Volusia County School Professional Learning Plan (pre-service, PL Day, 4 Regional and 4 school-based ERPLs)				\$0.00
3	G1.B1.S1.A3	Provide additional support for collaboration during PLCs.				\$0.00
4	G1.B1.S1.A4	Implement the knowledge and skills during each Professional Learning session				\$0.00
5	G1.B1.S2.A1	Targeted professional learning on the components of an effective lesson plan				\$0.00
6	G1.B1.S2.A2	Provide additional support for planning during PLCs.				\$0.00
7	G1.B1.S2.A3	Implement the knowledge and skills in the classrooms.				\$0.00
8	G1.B1.S2.A4	Provide support during team planning days.				\$9,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	7881 - Manatee Cove Elementary School	Other		\$9,200.00
9	G1.B2.S1.A1	Provide Professional Development of the CHAMPS behavior management system.				\$0.00
10	G1.B2.S1.A2	Provide additional support to ensure effective implementation of CHAMPS strategies.				\$0.00
11	G1.B2.S1.A3	Grade level presentations to students outlining school-wide behavior expectations.				\$0.00
Total:						\$9,200.00