

Manatee County Public Schools

Manatee Elementary School



2017-18 Schoolwide Improvement Plan

Manatee Elementary School

1609 6TH AVE E, Bradenton, FL 34208

<https://www.manateeschools.net/manateeel>

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	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	92%

School Grades History

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

**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 Manatee 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Implement a student-centered, standards based, rigorous teaching and learning process that will positively impact all students learning of the Florida Standards; to ensure the success of all students on state assessments, the next grade level, prepared for graduation and college / career readiness.

b. Provide the school's vision statement.

We strive to educate students and to assist them in realizing their full potential.

2. School Environment

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

Manatee Elementary is a high-poverty school, with 100% of the students receiving free lunch. To assist the entire staff with understanding the background and needs of our students, we will develop a school-wide behavior and attendance system which will include positive reinforcement. We will have assemblies surrounding positive reinforcements for students.

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

Manatee Elementary will develop a school-wide behavior system focusing on core values throughout the year.

To help our students feel safe on campus, we will use the Second Step curriculum. Also, the students in grades 3-5 will get an annual bullying presentation. The school counselor will work with students on recognizing relational aggression and the importance of treating others with respect.

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 is developing school-wide expectations and procedures. We have our newly developed procedures posted throughout the school and in each classroom.

If behavioral infractions occur during the day Manatee Elementary has a tracking form. The teachers use the tracking form to document the behavior. We also have a behavior matrix to help staff identify major and minor behavior infractions. The tracking and the ODR forms are sent to the office with the student. It is the expectation of administration that for minor offenses, parent contact is made by the staff member prior to sending them to the office with an ODR. Teachers have the option of also communicating with parents in the agenda daily.

The school social worker, guidance counselor, and student support specialist pull office discipline data to review regularly. The data is used to determine necessary next steps.

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.

Meeting the social-emotional needs of the students at Manatee Elementary is a team effort. It starts with the core relationship building between the teacher and student. Manatee Elementary involves our parents in their child's education to the extent in which they wish to be involved. Manatee Elementary also has partnerships with community organizations to help mentor and support our students. Those community partnerships are one key to strengthening the school and community relationships. As a school, we are using the Second Step curriculum to teach children about appropriate social skills. The school counselor provides services to all students in grades K-5 that may include but are not limited to:

- Individual counseling
- Small group counseling
- Classroom guidance lessons
- Crisis intervention
- Consultation with parents and teachers
- Coordination with outside agencies & therapists
- Referrals for community services

The school social worker provides social skills lessons to classrooms or small groups as well.

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 district has policies and procedures in place surrounding behavior, suspensions, and academics. Students in grade three who are not at grade level in reading by the end of summer are required to repeat third grade. Our building level IST (Instructional Support Team) meets weekly to look at attendance, behavior, academic progress, and grades.

Our school offers an hour extra every day of reading and a 30 minute block of additional math. Students are grouped according to performance levels on specific standards.

Our staff member who oversees attendance meets with students who had chronic attendance issues the previous year or who begin to demonstrate attendance concerns throughout the school year. The staff member also keeps in close contact with the families to respond to any barriers. We recognize good and improved attendance and ask the community for additional help and resources as necessary.

We have a Student Support Specialist (SSS) who tracks data regarding behavior within the school. The staff member attends our SAC and IST meetings and presents the most current data. We discuss positive responses and plan appropriate personalized interventions as necessary, as well as get the family involved. Students who exhibit improved or good behavior for a specific period of time are recognized throughout the year at our CARES assemblies.

Teachers meet in teams regularly to discuss all of the early warning indicators listed. They consult with the family, the administration, the counselor, the psychologist, the social worker, the attendance staff member, the home school liaison, the interventionist, the nurse, the behavior staff member, and the ESOL teacher for any necessary help or suggestions surrounding individualized support and response.

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	20	15	10	27	9	16	0	0	0	0	0	0	0	97
One or more suspensions	29	23	20	52	17	25	0	0	0	0	0	0	0	166
Course failure in ELA or Math	0	0	0	15	7	8	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	59	40	45	0	0	0	0	0	0	0	144

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	16	11	9	31	14	21	0	0	0	0	0	0	0	102

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

Interventions include

Academic:

- 120 minutes core instructional time with an additional 60 minute Extended Reading block
- 30 minutes of targeted interventions for those students identified as needing additional support in Tier II
- Problem solving through MTSS done for students moving between Tier II and Tier III
- Parent teacher conferences

Attendance:

- Conferencing regularly with student and parent
- Tracking Attendance and Attendance Awards for students with good and improved attendance
- Weekly check-in and attendance monitoring for students with an attendance rate of 90% and less
- Weekly class recognition based on attendance
- Quarterly class attendance recognition

Behavioral:

- Parent/teacher conferences
- School-wide behavior system (CARES)
- Check-in Check-out programs
- Small group counseling sessions
- Individual counseling sessions
- Check and Connect program (academics, behavior and attendance) for Tier III identified students through the MTSS process

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/423206>.

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.

Building partnerships within the community positively impacts schools and businesses. Through successful partnerships and a mutual exchange of resources, student learning is enhanced and community involvement is increased. Manatee Elementary has secured over twenty business partners to support student learning and student achievement. These partnerships include local food establishments, fun centers, financial institutions, martial arts facilities, etc. Many of these businesses connect with our school using the ePie Partners in Education system through the Manatee County district website.

Local organizations have collected school supplies for students and provided necessary tools for the classroom, including Manatee United Methodist. Historically, Palmetto Presbyterian Church has provided our students with winter jackets, provided school uniforms and funded school activities and/or field trips. Volunteers from both churches spend time in classrooms to support students with reading needs. These dedicated volunteers build relationships with students by providing small group and 1:1 support to give specific attention to the most struggling readers.

Other business partners who provide meal cards as student achievement incentives throughout the year include Gecko's, Applebees's and Subway. Our businesses support the staff and school community by making donations of items to the school. Manatee Elementary will continue to seek partnerships to support the academic, physical, and social needs of the students.

Our business partners include:

Little Caesar's Pizza
Kona Ice
Astro Skate
Elements Massage
Laugh and Learn Academy
Texas Roadhouse
Applebees
Subway
Geckos
Smugglers Cove
Ultimate Tiger Martial Arts
Big Brothers Big Sisters of the Sun Coast, Inc.
South Florida Gymnastics
Horace Mann Co.
Manatee United Methodist
Palmetto Presbyterian

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
VanOverbeke, Tami	Principal
Hemingway-Primous, Samara	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.

Principal-Instructional leader, oversees entire school organization. Supports all day to day operations.
Assistant Principal- Oversees and supports all curriculum and scheduling, supports coaches and teachers, and delivers professional development to staff.

Guidance Counselor- Assists the leadership team with school based decisions impacting student achievement, while meeting the needs of the teachers and parents.

Literacy Coach - Provides support and training in literacy interventions for teachers.

Interventionist - Provides targeted support for L25 students as well as bubble students.

Media Specialist - Works with teachers regarding the utilization of various multimedia hardware and software to facilitate instruction. Ensures that technology needs are met. Supports STEM needs for 4th and 5th grade students.

ESOL Coach - Provides accommodations that will support the ESOL students acquisition and fluency in the English language. Provides teachers with support and strategies to ensure their students become successful academically.

Student Support Specialist - Ensures safety for all students by reinforcing school procedures and expectations as well as motivating students to learn and to reach their full potential. Provides coaching assistance to all teachers.

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.

Our goal is to maximize student learning within the given resource constraints from the county. We need to

develop a process based on evidence and look at possible effects of where resources are placed and where they are not. We also must ensure that the budget is fully integrated surrounding teaching and learning for our school's specific population and the needs within it.

The Administration will put a process in place to gather input from staff surrounding our specific data and comprehensive needs assessment. Teams will then submit their information to their Team Leader and it will then be presented and discussed at the SAC meeting(s). After that, parents will have input during our Title I and school-wide events. Once all of that data has been disaggregated, the budget will be aligned to meet the needs of the students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tami VanOverbeke	Principal
Samara Hemingway-Primous	Principal
Renita Williams	Education Support Employee
Doni Hodge	Teacher
Craig Drinko	Teacher
Elizabeth Maxwell-Bicknell	Teacher
Charles Sellick	Business/Community
Kathy Cooke	Business/Community
Sharon Kawecki	Business/Community
Lorena Betancourt	Parent
Wendy Westlund	Parent
Evelia Diego	Parent
	Student

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

Last years School Improvement will be discussed at the initial SAC meeting on September 7, 2017. The parents, teachers, and support staff are in the process of nominating and voting for members. This list will be finalized on or before the first meeting. Last years plan included support for professional development and classroom supplies.

b. Development of this school improvement plan

The SAC committee will review the SIP goals and budget at the first meeting on September 7, 2017.

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

The annual budget and plan will be shared and open to recommendations at the first meeting on September 7, 2017.

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

SIP dollars were used to support the professional development of our teachers and support the funding of resources needed to help facilitate the success of our students.

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
VanOverbeke, Tami	Principal
Ramirez, Ada	Instructional Coach

b. Duties

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

- Book Fair
- Literacy Night
- Facilitated Planning with Literacy Specialist
- i-Ready data dissemination and support
- Wonders weekly and unit assessments
- District benchmark assessments
- Book Buddies
- Dibels data dissemination and support
- SRA data dissemination and support
- Interventionist student support

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.

Collaboration is an expectation at Manatee Elementary. Teachers are required to meet one planning period per week as a team with our Instructional Specialist. Teams often opt to meet before and after school to analyze data and create plans to drive their instructional needs. Teachers have team planning sessions with the school and district support staff including the Support Personnel, Instructional Coaches, the ESOL Coach, and members of the instructional leadership team. In order to build positive working relationships and foster collaboration among teachers, support is provided through individual, team, primary, and intermediate meetings and/or training sessions. Voluntary sessions to assist with planning using Learning Focused and county curriculum documents is offered on Monday afternoons.

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

Recruit:

We use multiple means to recruit teachers, paraprofessionals, and support staff.

Develop:

We provide support and professional development to teachers new to the profession. Team leaders, coaches, and administrators provide support and develop research based best practices.

Retain:

We utilize staff strengths in various areas of the school community. Respect and appreciation of staff members by administration takes place through a variety of community building activities.

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

Team leaders and Instructional Coaches mentor new staff using data to assist with instructional adjustments and provide support. Grade level teams support one another on a continual basis.

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.

The following instructional programs and materials are aligned to the Manatee county core curriculum documents which are aligned to the Florida standards.

- * Manatee County Unit Overviews, pacing guides, and instructional resources (monitored through lesson plans and walk-throughs)

- * Wonders (monitored through lesson plans and walk-throughs)

- * GOMath! (monitored through lesson plans and walk-throughs)

- * CPalms (monitored through lesson plans and walk-throughs)

- * i-Ready (CBL: fidelity checks)

- * SRA Reading Mastery, Spelling, Corrective Reading, Building Vocabulary, and Language for Learning for K-2

(data based group assignment/monitored through lesson plans and walk-throughs)

- * Imagine Learning (ELLs/CBL: fidelity checks)

- * Wonderworks (data based group assignment/monitored through lesson plans and walk-throughs)

- * Ready LAFS and Ready LAFS routines (data based group assignment/monitored through lesson plans and walk-throughs)

- * Acaletics (3 - 5: monitored through lesson plans and walk-throughs)

- * Leveled Literacy Intervention (LLI/needs based)

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.

The Instructional Leadership Team (ILT) meets monthly with teams to ensure Tier 2 and Tier 3 students are identified, tracked, and provided the appropriate instructional supports and strategies. iReady, Acaletics, and Imagine data is digitally collected and disaggregated to ensure all students receive the support they need.

Students who are proficient are provided small group instruction using Tier 1 resources. Students performing at an advanced level are provided opportunities through gifted (if qualified) and differentiated instruction.

Teams meet weekly to discuss data, maintain small group integrity, and adapt instruction strategies. Level 1 ELLs receive Imagine Learning (CBL), SRA instruction (data based), and needs based differentiated instruction.

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: 10,800

SRA, Ready FL, i-Ready, open lab time for i-Ready preparation, classroom i-Ready/testing labs, Building Vocabulary for ELL students, Wonderworks

Strategy Rationale

District provided supplemental research-based programs for reading interventions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

VanOverbeke, Tami, vanoverbeket@manateeschools.net

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

Data is collected from CBL programs. Tier 2 and 3 data is collected using Dibels. iReady data is used to determine type and frequency of intervention.

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.

5th Grade End of Year Celeration Ceremony

Welcoming new students to the school through classroom welcome packets and meetings with the counselor

Middle School Transition Night

Vertical alignment through grade levels

School administration discussions of the middle school expectations with middle school personnel

Middle School Connections letter for 5th grade parents

RISE program (VPK to Kindergarten)

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 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will improve in all content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps.
- G2.** We will decrease the number of continuously enrolled students with 90% or less attendance rates by at least 7%.
- G3.** Improved relationships with community and parents will improve student academic achievement.

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. Student achievement will improve in all content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps. 1a

G097648

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	41.0
Math Achievement District Assessment	38.0
Statewide Science Assessment Achievement	29.0

Targeted Barriers to Achieving the Goal 3

- Longitudinal and current FSA data indicates students are not performing at grade level standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning Focused Professional Development

Plan to Monitor Progress Toward G1. 8

Student work aligned with grade level standards.

Person Responsible

Tami VanOverbeke

Schedule

Quarterly, from 8/1/2017 to 6/4/2018

Evidence of Completion

Lesson plans and data from walk throughs.

G2. We will decrease the number of continuously enrolled students with 90% or less attendance rates by at least 7%. 1a

G097649

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Targeted Barriers to Achieving the Goal 3

- Parents and students are unaware of the impact of absences on student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Graduation Enhancement Technician

Plan to Monitor Progress Toward G2. 8

Attendance records.

Person Responsible

Toy Brown

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Decline in percentage of students whose attendance rates are 90% or less.

G3. Improved relationships with community and parents will improve student academic achievement. 1a

G097650

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
FSA Mathematics Achievement	38.0
FCAT 2.0 Science Proficiency	29.0

Targeted Barriers to Achieving the Goal 3

- Many of our parents do not speak English

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTC will provide English for speakers of other languages classes

Plan to Monitor Progress Toward G3. 8

Agendas and number of families who attended.

Person Responsible

Renita Williams

Schedule

Every 6 Weeks, from 9/7/2017 to 5/31/2018

Evidence of Completion

Final report showing number of families who attended each school-wide and Title I event.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will improve in all content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps. **1**

 G097648

G1.B1 Longitudinal and current FSA data indicates students are not performing at grade level standards.

2

 B262472

G1.B1.S1 Learning Focused professional development: the High Performance Learning Focused Lesson. **4**

 S277998

Strategy Rationale

To increase student achievement. by providing professional development for standards based, backwards planning instructional framework.

Action Step 1 **5**

Learning Focused Professional Development: The High Performance Learning Focused Lesson.

Person Responsible

Tami VanOverbeke

Schedule

Quarterly, from 8/1/2017 to 6/4/2018

Evidence of Completion

Lesson plans

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

Teachers will develop and deliver instruction using the Learning Focused Instructional Framework.

Person Responsible

Tami VanOverbeke

Schedule

Quarterly, from 8/1/2017 to 6/4/2018

Evidence of Completion

Lesson plans and walk throughs.

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

Student work aligned with grade level standards.

Person Responsible

Tami VanOverbeke

Schedule

Quarterly, from 8/1/2017 to 6/4/2018

Evidence of Completion

Lesson plans and evidence from walk throughs.

G2. We will decrease the number of continuously enrolled students with 90% or less attendance rates by at least 7%. 1

G097649

G2.B1 Parents and students are unaware of the impact of absences on student achievement. 2

B262473

G2.B1.S1 The Graduation Enhancement Technician will monitor students with chronic absenteeism and keep families informed regarding the impact. 4

S277999

Strategy Rationale

When we provide strategic support to monitor student absences and counsel families about attendance, student attendance will improve.

Action Step 1 5

The Graduation Enhancement Technician will monitor students with chronic absenteeism and keep families informed regarding the impact.

Person Responsible

Toy Brown

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Student attendance

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

The Graduation Enhancement Technician will report progress at monthly Instructional Support Meetings or Instructional Leadership Meetings.

Person Responsible

Toy Brown

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Minutes from the meetings attended.

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

The percent of students with 90% or less attendance rates will decrease by at least 7%.

Person Responsible

Toy Brown

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Attendance records.

G3. Improved relationships with community and parents will improve student academic achievement. 1

G097650

G3.B1 Many of our parents do not speak English 2

B262474

G3.B1.S1 MTC will provide English for speakers of other languages classes. 4

S278000

Strategy Rationale

Keeping parents involved in their child's academic lives will improve student achievement.

Action Step 1 5

School-wide and Title I Parent Nights

Person Responsible

Renita Williams

Schedule

Every 6 Weeks, from 9/7/2017 to 5/31/2018

Evidence of Completion

Agendas and the number of families who attended.

Action Step 2 5

MTC will provide English for speakers of other languages classes.

Person Responsible

Renita Williams

Schedule

Every 2 Months, from 9/1/2017 to 5/31/2019

Evidence of Completion

Final report documenting dates of classes and the number of Manatee EI families who attended.

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

Report of class dates and number of families who attended.

Person Responsible

Renita Williams

Schedule

Every 2 Months, from 9/1/2017 to 5/31/2018

Evidence of Completion

Final report documenting dates of classes and number of families who attended.

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

School-wide and Title I events.

Person Responsible

Renita Williams

Schedule

Every 6 Weeks, from 9/7/2017 to 5/31/2018

Evidence of Completion

Meeting agendas and number of families who attended.

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

Increase in attendance school-wide and Title I events.

Person Responsible

Renita Williams

Schedule

Every 6 Weeks, from 9/7/2017 to 5/31/2018

Evidence of Completion

Final report showing number of families who attended each event.

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					
G2.MA1 M404107	Attendance records.	Brown, Toy	8/10/2017	Decline in percentage of students whose attendance rates are 90% or less.	5/29/2018 weekly
G2.B1.S1.MA1 M404105	The percent of students with 90% or less attendance rates will decrease by at least 7%.	Brown, Toy	8/10/2017	Attendance records.	5/29/2018 weekly
G2.B1.S1.MA1 M404106	The Graduation Enhancement Technician will report progress at monthly Instructional Support...	Brown, Toy	8/10/2017	Minutes from the meetings attended.	5/29/2018 weekly
G2.B1.S1.A1 A374501	The Graduation Enhancement Technician will monitor students with chronic absenteeism and keep...	Brown, Toy	8/10/2017	Student attendance	5/29/2018 weekly
G3.MA1 M404111	Agendas and number of families who attended.	Williams, Renita	9/7/2017	Final report showing number of families who attended each school-wide and Title I event.	5/31/2018 every-6-weeks
G3.B1.S1.MA1 M404108	Increase in attendance school-wide and Title I events.	Williams, Renita	9/7/2017	Final report showing number of families who attended each event.	5/31/2018 every-6-weeks
G3.B1.S1.MA1 M404109	Report of class dates and number of families who attended.	Williams, Renita	9/1/2017	Final report documenting dates of classes and number of families who attended.	5/31/2018 every-2-months
G3.B1.S1.MA7 M404110	School-wide and Title I events.	Williams, Renita	9/7/2017	Meeting agendas and number of families who attended.	5/31/2018 every-6-weeks
G3.B1.S1.A1 A374502	School-wide and Title I Parent Nights	Williams, Renita	9/7/2017	Agendas and the number of families who attended.	5/31/2018 every-6-weeks
G1.MA1 M404104	Student work aligned with grade level standards.	VanOverbeke, Tami	8/1/2017	Lesson plans and data from walk throughs.	6/4/2018 quarterly
G1.B1.S1.MA1 M404102	Student work aligned with grade level standards.	VanOverbeke, Tami	8/1/2017	Lesson plans and evidence from walk throughs.	6/4/2018 quarterly
G1.B1.S1.MA1 M404103	Teachers will develop and deliver instruction using the Learning Focused Instructional Framework.	VanOverbeke, Tami	8/1/2017	Lesson plans and walk throughs.	6/4/2018 quarterly
G1.B1.S1.A1 A374500	Learning Focused Professional Development: The High Performance Learning Focused Lesson.	VanOverbeke, Tami	8/1/2017	Lesson plans	6/4/2018 quarterly
G3.B1.S1.A2 A374503	MTC will provide English for speakers of other languages classes.	Williams, Renita	9/1/2017	Final report documenting dates of classes and the number of Manatee EI families who attended.	5/31/2019 every-2-months

V. Professional Development Opportunities

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

G1. Student achievement will improve in all content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps.

G1.B1 Longitudinal and current FSA data indicates students are not performing at grade level standards.

G1.B1.S1 Learning Focused professional development: the High Performance Learning Focused Lesson.

PD Opportunity 1

Learning Focused Professional Development: The High Performance Learning Focused Lesson.

Facilitator

Learning Focused

Participants

Manatee EI Staff

Schedule

Quarterly, from 8/1/2017 to 6/4/2018

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	Learning Focused Professional Development: The High Performance Learning Focused Lesson.	\$0.00
2	G2.B1.S1.A1	The Graduation Enhancement Technician will monitor students with chronic absenteeism and keep families informed regarding the impact.	\$0.00
3	G3.B1.S1.A1	School-wide and Title I Parent Nights	\$0.00
4	G3.B1.S1.A2	MTC will provide English for speakers of other languages classes.	\$0.00
Total:			\$0.00