

Manatee County Public Schools

Ballard Elementary School



2017-18 Schoolwide Improvement Plan

Ballard Elementary School

912 18TH ST W, Bradenton, FL 34205

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

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	79%

School Grades History

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

**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>.

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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 Ballard 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.

We believe that all students are important and valuable.
We believe that failure does not break us but is the foundation for our success.
We believe that our dreams and goals will be reached through hard work and effort.
We believe that effort is the key to our success.
We believe that all students will be successful everyday who work hard and try.

b. Provide the school's vision statement.

Ballard will be a collaborative learning community of students, families, and staff aspiring to create leaders and positive role models who will serve as anchors for the future. We will empower all students to achieve their highest level of academic excellence, and we will work cooperatively to establish a respectful and supportive learning environment.

2. School Environment

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

Building relationships between students, parents, and teachers is a collaborative effort of all Ballard staff and community. Parents and students are invited to Open House before school starts to begin building a partnership with the school. Other activities that help build relationships with students are Ballard Parent Event meetings Ballard Parents events focusing on strategies parents can use with their children to improve relationships and academics, Fall/Spring Activities, Ballard Family Association, and Parent-Teacher conferences.

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

Ballard creates a safe environment for all students that is conducive to learning by setting clear expectations and setting a foundation for a community through Positive Behavior Support (PBS). All school procedures are posted around the school to keep all students and staff safe. Students also participate in practice emergency drills every month. All staff and visitors on campus must wear a badge or visitor sticker provided by the front office. Patrols are stationed around the campus before and after school. A School Resource Officer (SRO) is assigned to the school and monitors campus while school is in session and is available for any security or safety issues. A Student Support Specialist provides additional support to students through additional supervision and encouraging relationships. To prevent bullying on campus, all 3rd, 4th, and 5th grade students will participate in a Bullying Prevention Assembly. In addition to the personnel and resources Manatee County School District received a grant for all Title One schools to receive a Graduation Enhancement Technician whose responsibilities include monitoring student attendance and tardies, assisting parents and students in need to receive resources and aide, and to conduct home visits for at-risk students. As a Title One school, Ballard has been awarded a Graduation Enhancement Technician to assist our students and families in these areas.

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.

Ballard engages all students in a Positive Behavior Support program. All school-wide expectations and procedures are posted throughout the school and in each classroom. As students demonstrate appropriate behaviors, students receive Class Dojo points. These Dojo points are used to attend Mini and Big Events, or classroom favors from their teacher. The DoJo system is utilized school wide and enables administration to monitor every student in the school. This system also provides a behavioral data which can be used to progress monitor student behavior. Staff is trained in using the PBS and DoJo system at the beginning of the year. Also posted in each classroom is the "What can I do?" Wheel of Choice. The Wheel of Choice help students solve "small problems/conflicts on his/her own with peers. Teachers are encouraged to use the wheel of choice with their classroom management system. As behavioral infractions occur, teachers track students behavior using a tracking form. This is used as documentation of interventions used with students and the targeted behavior. Ballard also incorporates a discipline matrix that identifies minor and major behavioral offenses with specified sequential consequences. Classroom DoJo is utilized to reward students for following expectatons. This provides both daily communication to the parent about their child's' day and is used as baseline Tier 1 behavioral data. A Student Support Specialist is available to assist teachers in dealing with students who need additional behavioral supports by providing objective observations, behavioral strategies and assistance in developing behavioral plans for individual students. Growth Mindset strategies will be employed to help students better understand the importance of working hard to solve problems and to improve academically and behaviorally. Staff will receive training in this area and use specific verbal praise which encourages hard work and study skills.

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.

In order to meet the social-emotional needs of all students, the school offers a guidance counselor. The guidance counselor provides classroom guidance lessons, small group instruction, and individualized counseling. In addition to these services, the school social worker also meets with students. Centerstone of Florida provides individual counseling. Kids Live, a weekly after school program, focuses on building character and values, is offered to students. Kids Personal Safety is presented by Manatee Children's Services to educate students regarding safe and healthy habits. Hospice is utilized when students need support to deal with the loss of a loved one. Teachers and support staff regularly provide emotional support to students to ensure their well-being. A Student Support Specialist is also available on campus to check in with certain students who need additional support for behavioral concerns to provide behavior interventions. In addition, Manatee County School District received a grant for all Title One schools to receive a Graduation Enhancement Technician whose responsibilities include monitoring student attendance and tardies, assisting parents and students in need to receive resources and aide, and to conduct home visits for at-risk students.

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.

At Ballard we use the Bright Bytes system to determine which students are at risk of dropping out of school in the future. We are able to track attendance, discipline incidents, academic failure and levels scored on statewide assessments. School City is another program utilized to monitor academic performance on statewide assessments and local benchmark assessments.

Criteria are as follows:

1. Attendance below 90%
2. 2 or more discipline referrals and one or more suspensions, whether in school or out of school.
3. A level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

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	7	15	14	13	11	13	0	0	0	0	0	0	0	73
One or more suspensions	1	1	3	4	15	4	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	43	35	34	0	0	0	0	0	0	0	112

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	5	11	7	0	0	0	0	0	0	0	23

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

Students identified with deficient academic performance are identified and teachers provide academic intervention in small groups. Intervention strategies include the following:

1. Third grade retainees are provided SRA Corrective Reading instruction in small groups based on their reading placement level. The Reading Resource teacher pushes into the classroom to assist with this instruction. These students will also be exposed to fourth grade mathematics curriculum if their FSA scores indicate they are performing at a level to be successful.
2. An extended day schedule will be implemented which will add a 60 minute time frame in the school day to implement additional reading instruction. Below grade level students in grades 3-5 will receive instruction on foundational skills using the SRA Corrective Reading program. Ready LAFS will be used to scaffold grade level text and increase reading fluency for on grade level students. Differentiated practice will be provided for all students utilizing the IReady program. Students in kindergarten will receive additional instruction in foundational skills and spelling utilizing SRA Reading Mastery and differentiated instruction using IReady Reading. Students in first and second grade reading below level will receive instruction in foundational skills and spelling utilizing SRA Reading Mastery. On grade level students will use Reading Wonderworks Foundational Skills including decodable Readers and differentiated instruction based on student needs.
3. Additional math instruction will be provided outside of the math block for grades 3-5 utilizing the Acaletics Math Resources which are designed to facilitate review and preview of each of the domains of the Common Core and most state standards.
- 4.Attendance- Title I district position of Graduation Enhancement Technician who is working on a daily basis to increase students' attendance.
- 5.Behavior- a district supported Student Support Specialist position to provide assistance with PBS and tiered Interventions.

6. Failure report- using district data to drive instruction and grouping of students for intervention Level 1 students- daily small group instruction in the area of need.
Tier 2 and Tier 3 interventions for behavior and academics: MTSS team meetings: parent, teacher, Guidance Counselor, Reading Coach, administrator Progress monitoring of academic data and behavioral data, daily tracking sheets, district and classroom assessments Check in- check out : attendance plan mentoring, home visits, parent educational sessions, parent conferences, PBS positive reinforcements.

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/442567>.

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.

At Ballard the majority of our community partnerships are faith based. One of our biggest partners is the First Baptist Church of Bradenton, which is actually within walking distance of the school. Every year the church sponsors an event in which the church community comes together to provide every student at Ballard a head start to their school year by providing backpacks with supplies. The church also provides families who wish to participate additional resources to students. In addition the First Baptist Church sponsors an after school program once a week called Kids Live that promotes character building type of lessons. Other partners that serve our school in a large way are the Books for Kids Program, Once a month volunteers come to Ballard to read to second and third grade classes and provide a listening ear. Other services organization that support Ballard are the Rotary Club of Lakewood Ranch who places a book in every child's hands each year and the residents of Asbury Manor who donate to our school to provide fun, family friendly educational programs. Other community organizations that contribute to Ballard are: Bayside Community Church Outreach, Downtown Ministries and First United Methodist Church. Ballard Elementary also employs a Home School Liaison who assists with developing string parental guidance programs for Ballard families and helps to build effective community partnerships. In addition to this position Ballard Elementary is the recipient of a district-wide Title One Grant that provides a Graduation Enhancement Technician whose responsibilities include monitoring student attendance and tardies, assisting parents and students in need to receive resources and aide, and to conduct home visits for at-risk students.

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
Masiello, Mike	Principal
Brown, Terra	Assistant Principal
Flynn, Scott	Dean
Duke, Barbra	School Counselor
Maselli, Jennifer	Instructional Coach
Borstelmann, Valeri	Teacher, K-12
Hatch, Amber	Teacher, K-12
Feverston, Becky	Teacher, K-12
Sthreshley, Jessica	Teacher, K-12
Miller, Nancy	Teacher, K-12
Coles, Linda	Teacher, K-12
Huston, Kim	Teacher, K-12
Henry, Lois	Teacher, ESE

b. Duties

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

The function of the ILT is to engage in identifying instructional school-wide trends based on data and creating action plans to increase the efficacy of the school in instruction and behavior. The ILT members engage in shared decision-making for school instructional practices and management details.

Principal:

- a. Serves as curriculum leader
- b. Serves on the School Data Team.
- c. Coordinate activities with team members to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units. Additional members of the team include Lynn Yurschak, Instructional Specialist.

Assistant Principal:

- a. Serves as curriculum leader
- b. Serves on the School Data Team.
- c. Coordinate activities with team members to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
- d. PBS team Member

Instructional Coach/Instructional Specialist

- a. Serves as curriculum leader
- b. Coordinates activities with team members to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
- c. Monitors school wide data, coach teachers, and provide PD.

School Support Specialist:

- a. Discipline

- b. Serve as curriculum leader
- c. Serve on the School Data Team.
- d. PBS Chair Person

Team Leaders:

- a. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals and philosophies.
- b. Serve as school representative for grade level curriculum.
- c. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders.
- d. Help to administer tests, analyze test results, and develop strategies for improving instruction.
- e. Coordinate activities with team members to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
- f. Collect unit assessment data from grade level team members and disseminate to administration.

Guidance Counselor:

- a. Coordinator Caring School Community and responsible for implementation and teacher training.
- b. Serve as Data Team Member
- c. PBS Team Member
- d.. 504 coordinator
- e. MTSS coordinator
- f. Testing Coordinator

Graduation Enhancement Technician:

- a. Mentor children through the Check and Connect mentoring program.
- b. Maintain a database of interventions monthly indicating daily phone calls and student interventions and documenting the "why" students are absent with validity and reliability.
- c. Conduct home visits-positive home visits.
- d. Support parental involvement activities
- e. Assist students and families with breaking down barriers to attending school.
- f. Maintain MTSS tier 2 and 3 data collection for attendance.
- g. Implement consistent daily, weekly, and monthly school-wide attendance interventions to reduce absenteeism.

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.

This is the first year of implementing an extended day at Ballard Elementary School. The Leadership Team meets every two weeks to examine data. During these sessions, data and instructional practices are examined, discussed and revised according to needs indicated by current data. Dr. Craig, director of School Improvement for Manatee County has assigned a Reading Instructional Specialist to the School. The instructional specialist meets with the administration, coaches, leadership team and helps direct the professional development planning and implementation for the school. She also coaches and engages in PLCs and training for the teachers, acting as a mentor for the site-based reading coach. The Instructional Specialist reports directly to Dr. Craig. Dr. Craig and the principal confer every two weeks on the progress of professional development and examine data as it becomes available. Dr. Craig organizes and facilitates monthly instructional monitoring reviews and walk-throughs at the school site, which are engaged in by members of the School Leadership Team and the County SIP Team, Superintendent and Executive Director of Elementary Schools.

Our School Based Leadership Team (SBLT) will be the main vehicle for problem solving and analysis of student assessment data. The SBLT is a combined team of Team Leaders, support staff and administration. SBLT team will communicate district and school-wide expectations to grade level teams. Weekly progress monitoring of formative assessments, diagnostic and benchmark assessments will be administered by the classroom teacher. Grade level teams will analyze the data to differentiate the instruction in the classroom. Coaches will assist teachers in maintaining the data for the grade level. Administration and Coaches will correlate school-wide data and work with the SBLT team to advise in the adjustment of instruction to meet student need. Ballard has an extended day for reading instruction. We have integrated this block into the school day as to not have it be attached to the end of the day. Federal funds and services have been allotted to support our professional development program and intervention programs which all target our ELL population.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mike Masiello	Principal
Amber Hatch	Teacher
Maria Blanco	Parent
Norma Guerrero	Parent
Alejandro Lopez	Parent
John Gregory	Business/Community
Jessica Sthreshley	Teacher
Patti Taylor	Parent
Parent Member	Parent
Parent Member	Parent
Teacher Member	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

SAC was given the opportunity for input through parent surveys, SAC meetings.

b. Development of this school improvement plan

Ballard's SAC meets every other month. Parents will be able to review the SIP plan before final submission and offer input.

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

Parents are presented the budget and give input and suggestions annually.

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

There is a balance from last year of \$2886.24. The 17/18 allocation is \$1,632.00, for a total balance of \$4518.24 The first SAC meeting is October 5th.

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
Masiello, Mike	Principal
Brown, Terra	Assistant Principal
Flynn, Scott	Other
Bacon, Nancy	Instructional Media
Maselli, Jennifer	Instructional Coach
Rogers, Donna	Teacher, K-12
Henry, Lois	Teacher, ESE
Lopez, Jamie	Teacher, K-12

b. Duties

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

A family involvement night focused on literacy standards with parent information classes.
Promote literacy through activities for students during Literacy Week.
Promote literacy via the school's book fair.
Invite book authors into the school to speak to students.

- * Coaching support to develop teacher capacity w/ monitoring of fidelity
- * LLT will help to determine which Literacy Professional Development opportunities are needed as determined by data and teacher need.

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.

Teachers at each grade level have a common planning time to allow opportunities for collaboration in creating lessons for instruction, reviewing grade level data, and offering support to one another. The principal, assistant principal, Instructional Coach and Student Support Specialist support opportunities for continuous professional growth by providing coaching cycles, and effective feedback. Professional Development Wednesdays occur once a month by the district or school to provide time for teachers to collaborate and together through an early release time for students. This year Ballard is conducting a

book study using the SIOP model. The purpose of this book study is to help teachers with learning and implementing effective strategies to use with ESOL population at Ballard.

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

The principal, recruits highly qualified teachers as positions become available. High quality staff development is offered on and off campus and professional development days set aside by the district are used to create a positive culture that encourages teachers to grow professionally. The administrative leadership team makes every attempt to provide a collaborative environment so teachers are supported with professional development to meet the needs of all students.

When teachers attend conferences away from the campus, they are expected to implement new strategies or programs and to present their new knowledge with other staff members. These activities help develop teacher leadership within the faculty that creates a professional learning community conducive for the retention of effective, high performing teachers.

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

New teachers are assigned a teacher in the building to acclimate them to the culture of the school and assist them navigating school procedures and processes. The mentor will meet with the mentee initially to determine what areas the mentee may need support in. The mentor will conduct two observations (non evaluative) in order to give the mentee feedback in a desired area. Both the mentor and mentee will meet with administration quarterly to review progress and determine what additional support could be provided.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers follow District provided Roadmaps and Overviews in all content areas for FS. Core-tier 1 i-Ready, i-Ready Practice Books (4-5) Intervention and enrichment time (30 minutes daily) GoMath, think Central - Core Tier 1 Acaletics, Supplemental math program Intervention and enrichment time (30 minutes daily) Wonders, Core reading program Supplemental programs and materials: SRA, Wonderworks, Language for Learning, I-Ready, SRA , FFlorida Ready LAFS, MAFS (4th grade): Grades 2-5, Top Score Writing Program. Thinking Maps Writing strategies, Making Meaning (Kinder).

English Language Arts instruction is designed based on Manatee County's curriculum road maps and unit overviews. The road maps and overviews are designed based on the core program being utilized, Wonders. Lesson plans reflect use of the Language Arts Florida Standards as a means to drive all instruction in the ELA Block. Top Score and Write Score are utilized for instruction in Writing and provide explicit teaching of writing strategies.

District road maps and overviews drive the instructional program. Rubrics, LEQs and outcomes are created using a backward planning design lesson model to ensure that we are beginning with the end in mind. Assessments and rubrics are created in advance of teaching and learning. The district has identified the core ELA and math materials. Additional resources are identified based on research to support differentiated instruction.

Math instruction is designed based on Manatee County's curriculum road maps and unit overviews.

The road maps and overviews are designed based on the core program being utilized, Go Math! Florida. Lesson plans reflect use of the Mathematical Arts Florida Standards as a means to drive all instruction in the Math block. Acaletics will be implemented daily in grades 3-5.

Science and Social Studies instruction is designed based on Manatee County's curriculum road maps and unit overviews. The Science road maps and overviews are designed based on the core program being utilized, National Geographic. Social studies instruction is based on the road maps created by the curriculum department with an emphasis on the use of Social Studies Weekly text in grades 3-5. Lesson plans reflect use of the Next Generation Florida State Standards as a means to drive all instruction in both the Science and Social Studies Blocks.

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.

A data team of administration, an instructional coach, Instructional Specialist, an ELL teacher, a Title I teacher, and the student support specialist meet weekly to review and discuss data that drive decisions for instruction. The master schedule includes additional opportunities for supplemental and intensive instruction outside of the core content area classes. Reading intervention is staggered in the schedule to provide the necessary resources of support through coaches and qualified para professionals. Students are grouped homogeneously in flexible groups according to need based on data. In order to drive and differentiate instruction to meet the needs of all students, teachers will utilize previous year's FSA, i-Ready reports, Quarterly Benchmark Assessment data (3rd-5th), FLKRS (WSS, FAIR-FS), Core Reading (Wonders) and Math (GoMath) series assessments, SRA progress data. Grade level teams will meet weekly to analyze data to group students by ability level within classrooms and across grade levels. For example, 3rd grade teachers will use I ready diagnostic testing to differentiate lessons in the classroom to support instruction as needed.

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: Weekend Program

Minutes added to school year: 1,440

Saturday FSA University - Students in the 3rd, 4th and 5th grades are invited to attend school on Saturdays from February to March for 3 hours each Saturday to prepare for the FSA test. Students rotate through classes that give them test taking strategies.

Strategy Rationale

To support our school goal of increased student engagement across all content areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Masiello, Mike, masiellm@manateeschools.net

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

Student FSA scores are used to determine effectiveness as well as reports from the i-Ready Diagnostic Assessment to determine if students made progress.

Strategy: Extended School Day

Minutes added to school year: 7,200

Students will receive an extra hour of reading instruction daily. The strategies will be differentiated according to need. Students will spend the hour doing the following: k-2: I Ready, SRA Reading Mastery, Language for Learning, Wonderworks which is a supplemental program for phonics aligned with and published by our core basal, Wonder's Publishing Company. 3-5: SRA Corrective Reading, Florida Ready LAFS reading material, IReady

Strategy Rationale

Students will receive core instruction, intervention and remediation during the two reading blocks in our day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Masiello, Mike, masiellm@manateeschools.net

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

Data will be collected bi-weekly using running records and/or benchmark assessments. Teachers will progress monitor this data and adjust the guided reading portion of the block to meet the needs of the students.

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.

There are many ways in which our staff helps to support students transition from one school level to another. Pre-K students and parents take part in the Soar In Four program which give parents opportunities to experience the pre-k curriculum and get to know their teacher before the school year begins. This also give them an opportunity to experience their school prior to entering kindergarten. Fifth grade classes are departmentalizing, which gives the students opportunities to switch classes during part of the school day. This will aid in a smooth transition to middle school. Finally, all grade levels follow the units and road maps, which have built in end of the year units that provide foundational instruction for the following years' skills.

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.

Not Applicable for Ballard Elementary School (PreK-5)

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

Not Applicable for Ballard Elementary School (PreK-5)

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

Not Applicable for Ballard Elementary School (PreK-5)

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.

Not Applicable for Ballard Elementary School (PreK-5)

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.

2016-17 Beginning of the year IReady data indicated that 19% of students in grades k-5 were on grade level in overall reading at the beginning of the year. By the end of the year, 44% of students in grades k-5 were scoring at or above grade level in overall reading according to IReady. According to IReady data, at the end of the 2016-17 school year more than 40% of students in grades k-4 were below grade level in phonics. In grades k-5 50% or more were below grade level in vocabulary. At all grades students are struggling in all areas except for high frequency words. According to Spring IReady Math data, on average 50% of students at all grade levels are below grade level in Number Sense and Operations. Algebraic thinking is also a high deficit area in the intermediate grades.

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.

Reading root causes-students limited access of predictable text on a daily basis in the primary grades.
Phonics-lack of a cohesive program from grades kindergarten through second grade.
Informational Reading-lack of background knowledge is inhibiting vocabulary and comprehension. In the intermediate grades students are less able to answer questions at a higher cognitive complexity.
Mathematical root causes-problem solving using multiple strategies is inconsistent within and among grade levels. More use of hands on experiences prior to abstract problem solving need to be part of mathematical practices.

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.** By the end of the 2017-18 school year, at least 60% of students in grades 3-5 will make learning gains in math and reading on the FSA. Learning gains for the lowest 25% will increase to 60% in ELA and 50% in Math.
- G2.** By the end of the 2017-18 school year, the percentage of students in grades 3-5 meeting proficiency expectations on the FSA in ELA, Math and Science will increase by at least 20%. ELA =50%, Math=55%, Science=55%.

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. By the end of the 2017-18 school year, at least 60% of students in grades 3-5 will make learning gains in math and reading on the FSA. Learning gains for the lowest 25% will increase to 60% in ELA and 50% in Math. 1a

G098067

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Instruction does not always meet the needs of our ELL students who have limited English proficiency or background knowledge.
- Students lack of growth mindset which is seen in the level and quality of student work.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Growth Mindset training for staff with strategies to impact students beliefs
- SIOP training for teachers to impact instruction for ELL students
- Professional development for teachers in Growth Mindset, SIOP. Continued support from Instructional Coach/Specialist and Administration with data driven collaborative planning.
- Imagine Learning program for Level 1 and 2 ELL students
- Language Mastery Program to improve vocabulary development
- SRA Reading Mastery and Corrective Reading, Ready LAFS, IReady

Plan to Monitor Progress Toward G1. 8

Results of the Title 1 or Five Essentials survey will be used to determine progress towards goal. Data will be collected from county and school assessments to ensure academic excellence is occurring. Classroom walk-through and evaluation data will be analyzed to determine progress of all teachers towards a rating of effective or highly effective. Data will be collected to determine student growth to include county assessments, IREADY assessments and FSA year-end assessments.

Person Responsible

Mike Masiello

Schedule

On 5/15/2018

Evidence of Completion

Results of Title 1 or Five Essentials Surveys. Data spreadsheets, charts and graphs, count of teachers rated effective or highly effective

G2. By the end of the 2017-18 school year, the percentage of students in grades 3-5 meeting proficiency expectations on the FSA in ELA, Math and Science will increase by at least 20%. ELA =50%, Math=55%, Science=55%. 1a

G098068

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
FSA ELA Achievement	50.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- High levels of absenteeism are creating low student achievement for those students
- Low levels of student engagement
- Consistent use of student data across grade level to inform instruction
- Science standards are challenging for students who lack reading comprehension and have vocabulary deficits

Resources Available to Help Reduce or Eliminate the Barriers 2

- Support from ELL Paraprofessionals and ESOL Teacher
- Tutoring for grades 3-5
- Curriculum Materials (Wonders lessons and grade level text), Close Reading/CIS lessons available on Manatee County Unit Overviews. Teacher mentor texts and reading libraries.
- Team and individual teacher coaching cycles with Instructional Coach.
- Writing Road to Reading program in grades K-2
- Implementing Thinking Maps strategies
- STEM class
- TSA Club
- Reading professional development
- Full time Graduation Enhancement Technician position
- School-wide Positive Behavior System program
- STAR/Accelerated Reader Program
- Instructional Coach to provide professional development in standards based planning
- Acaletics supplementary math
- LAFS Materials
- SRA and Wonderworks for phonics instruction
- Administrator and content coach lead PLCs focusing on student data.
- Growth Mindset/Minfulness books
- Extended School Day push in support

- Adult English Classes
- Making Meaning Program (kinder)
- Science Curriculum supplemental materials related to FCAT Science tested standards.
- Additional classroom teacher to facilitate 5th grade focus on Science

Plan to Monitor Progress Toward G2. 8

Calculate the school grade quarterly and assess for growth towards targets. Principal will present state of the school quarterly to Senior Leadership.

Person Responsible

Mike Masiello

Schedule

Quarterly, from 8/10/2017 to 5/17/2018

Evidence of Completion

Spreadsheets to triangulate data sources to get a full picture of progress towards goals, individual spreadsheets, data sources from IREADY and School City.

Plan to Monitor Progress Toward G2. 8

FOCUS attendance records, tardies, excused/unexcused absences, student grades

Person Responsible

Toya Henderson

Schedule

Weekly, from 8/10/2017 to 5/17/2018

Evidence of Completion

We will collect attendance records daily. Student absences will be reviewed and high-risk students will be identified. Contact will be made by the G.E.T. with the family and the student(s) attendance will be monitored, tracked and graphed. Additionally we will look for increases in the identified students Formative and summative assessment data, quarterly assessments, semi-monthly i-Ready reports, FOCUS quarterly grades. If applicable we will also look for a reduction in the number and frequency of behavior tracking forms and the number of student referrals for the identified student(s).

Plan to Monitor Progress Toward G2. 8

Behavior Tracking Forms, Referrals, ISS, and OSS

Person Responsible

Scott Flynn

Schedule

Weekly, from 8/10/2017 to 5/17/2018

Evidence of Completion

We will review student disciplinary data weekly to identify at-risk students with low levels of engagement. Additionally we will look for a reduction in the number and frequency of behavior tracking forms and the number of student referrals for the identified student(s). If applicable we will also look for increases in the identified students formative and summative assessment data, quarterly assessments, semi-monthly i-Ready reports, quarterly Fountas and Pinnell reading level assessments, FOCUS quarterly grades.

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. By the end of the 2017-18 school year, at least 60% of students in grades 3-5 will make learning gains in math and reading on the FSA. Learning gains for the lowest 25% will increase to 60% in ELA and 50% in Math.

1

G098067

G1.B1 Instruction does not always meet the needs of our ELL students who have limited English proficiency or background knowledge. 2

B263760

G1.B1.S1 We will facilitate the growth of instructional practices that will meet the needs of our students, focusing on the needs of our ELL students. 4

S279345

Strategy Rationale

English speakers of other languages benefit from instructional practices which reinforce vocabulary and explicit lessons.

Action Step 1 5

Level 1 and 2 ELL students will be assigned to use the Imagine Learning program 100 minutes per week.

Person Responsible

Mike Masiello

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Weekly monitoring of student use and data.

Action Step 2 5

Reading Resource Teachers for grades k-2 and grades 3-5 will work with low level and mid level students to improve reading.

Person Responsible

Mike Masiello

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

classroom walkthroughs, observations, lesson plans

Action Step 3 5

Utilize ESOL Resource Teacher to provide assistance to students and teachers with ELL strategies

Person Responsible

Terra Brown

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher schedule of activities

Action Step 4 5

SRA Reading Mastery instruction will be provided for below level students to improve phonics and phonemic awareness.

Person Responsible

Mike Masiello

Schedule

Daily, from 10/10/2017 to 5/31/2018

Evidence of Completion

Data collection or reading progress

Action Step 5 5

Hold adult English classes for parents to learn the English Language.

Person Responsible

Mike Masiello

Schedule

Biweekly, from 9/21/2017 to 5/10/2018

Evidence of Completion

Sign in sheets

Action Step 6 5

Supplemental texts and assessments to engage students in reading activities.

Person Responsible

Jennifer Maselli

Schedule

Monthly, from 11/30/2017 to 5/31/2018

Evidence of Completion

Action Step 7 5

Provide ESOL after school tutoring for 15 weeks.

Person Responsible

Barbra Duke

Schedule

Weekly, from 11/6/2017 to 3/12/2018

Evidence of Completion

attendance roster

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

Administration will monitor the fidelity by conducting walk throughs of classrooms

Person Responsible

Terra Brown

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Data reports, classroom walkthroughs

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

Monitor student data in all academic areas for progress.

Person Responsible

Terra Brown

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

classroom walkthroughs, instructional reviews, data reports

G1.B2 Students lack of growth mindset which is seen in the level and quality of student work. 2

 B263761

G1.B2.S1 Training in "Growth Mindset" strategies for staff. 4

 S279346

Strategy Rationale

Research demonstrates that Growth Mindset strategies improve student achievement. Teacher, support staff and student efficacy will result in increased student achievement.

Action Step 1 5

Provide staff training in understanding and implementing Growth Mindset/Mindfulness strategies.

Person Responsible

Scott Flynn

Schedule

Every 2 Months, from 7/31/2017 to 3/14/2018

Evidence of Completion

Sign in sheets, training agendas

Action Step 2 5

Supply teachers with Growth Mindset mentor texts to reinforce Growth Mindset.

Person Responsible

Scott Flynn

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs

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

Weekly walkthroughs of classrooms

Person Responsible

Mike Masiello

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs, observations

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

Analyze walkthrough data to note that what was learned in PD is being implemented in the classroom.

Person Responsible

Mike Masiello

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Walkthrough data, observations

G2. By the end of the 2017-18 school year, the percentage of students in grades 3-5 meeting proficiency expectations on the FSA in ELA, Math and Science will increase by at least 20%. ELA =50%, Math=55%, Science=55%. 1

G098068

G2.B1 High levels of absenteeism are creating low student achievement for those students 2

B263762

G2.B1.S1 Utilizing the school Graduation Enhancement Technician to track student attendance and provide interventions and assistance to parents in need. 4

S279347

Strategy Rationale

Student absences create achievement gaps which reduce student engagement in classroom settings. By communicating the importance of attendance and providing aide and support to families student absenteeism will decrease helping to reduce achievement gaps thereby increasing student engagement.

Action Step 1 5

Track student attendance to determine at risk students with levels of absences.

Person Responsible

Toya Henderson

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

FOCUS attendance records, tardies, excused/unexcused absences, student grades

Action Step 2 5

Implement a check and connect system to provide mentoring for students identified as high risk.

Person Responsible

Toya Henderson

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Weekly logs of students who are mentored by staff members

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

Track student attendance to determine at risk students with high levels of absences.

Person Responsible

Toya Henderson

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

FOCUS attendance records, tardies, excused/unexcused absences, student grades

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

Track student attendance to determine at risk students with high levels of absences.

Person Responsible

Toya Henderson

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

FOCUS attendance records, tardies, excused/unexcused absences, student grades

G2.B2 Low levels of student engagement 2

B263763

G2.B2.S1 Implement multiple strategies and programs to increase overall student engagement to increase student achievement. 4

S279348

Strategy Rationale

Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences.

Action Step 1 5

Expand on a school wide Positive Behavior System program include training for staff on Growth Mindset and Mindfulness. The SSS will monitor both discipline referrals and check in/check out data to determine trends in behavior across the school.

Person Responsible

Scott Flynn

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Track and graph student participation numbers for PBS mini-events, track and graph student participation numbers for PBS big-events, track number of student referrals, track students who were issued referrals quarterly to see levels of frequency and cause of referral. DoJo points earned by students.

Action Step 2 5

The SSS, will provide coaching, modeling and professional development for teachers who need assistance with classroom control, consistency of expectations and positive behavior supports. Professional development in Growth Mindset lessons and Mindfulness strategies will be made available for staff.

Person Responsible

Scott Flynn

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PD sign in sheets, log sheet of assistance provided

Action Step 3 5

Utilize the Thinking Maps strategies in all grades to provide students with a common structure to help organize their thoughts.

Person Responsible

Terra Brown

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Walkthrough data, observation data, assessment data

Action Step 4 5

Utilize the Top Score writing program in conjunction with thinking maps to improve student writing.

Person Responsible

Terra Brown

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Walkthrough data, observation data, assessment data

Action Step 5 5

Implement the Acaletics Math Program in grades 3-5 to reinforce math skills.

Person Responsible

Mike Masiello

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Walkthrough data, observation data, assessment data (Acaletics comp. assessment)

Action Step 6 5

Implement an extended hour time in the school day to provide instruction in reading foundational skills and acceleration for on level students. Utilize SRA Reading Mastery in grades k-2 and SRA Corrective Reading in grades 3-5 for below level students. Utilize Ready LAFS for on level students.

Person Responsible

Mike Masiello

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Walkthrough data, observation data, assessment data

Action Step 7 5

Utilize additional Para Professionals to support differentiated instruction in the core Reading and Math block.

Person Responsible

Mike Masiello

Schedule

Daily, from 11/30/2017 to 5/31/2018

Evidence of Completion

Walkthrough data, observation data,

Action Step 8 5

Provide "FSA University" tutoring prep for all students in grades 3-5 for 10 weeks on Saturdays beginning in January.

Person Responsible

Mike Masiello

Schedule

Weekly, from 1/20/2018 to 3/24/2018

Evidence of Completion

Attendance of students

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom walkthroughs with a focus on reinforcement of school expectations.

Person Responsible

Mike Masiello

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom Walkthroughs, observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administration will monitor staff trainings and implementation of strategies school wide.

Person Responsible

Mike Masiello

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom walkthrough data, observations

G2.B3 Consistent use of student data across grade level to inform instruction **2**

 B263764

G2.B3.S1 Provide administrators and teachers with professional development to improve all aspects of planning for effective instruction and analyzing data to insure rigor with teaching standards. **4**

 S279360

Strategy Rationale

Administrators and teachers must use data to inform and differentiate instruction.

Action Step 1 **5**

Teachers will meet in collaborative teams weekly with administrators and instructional coach to plan for instruction based on data collected using common formative assessments.

Person Responsible

Mike Masiello

Schedule

Weekly, from 8/24/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, agendas, meeting notes, data spreadsheets

Action Step 2 **5**

Teachers will engage in ongoing professional development to include: Standards based planning using backwards design, effective reading instruction using text structure, collaborative structures.

Person Responsible

Mike Masiello

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, agendas, meeting notes,

Action Step 3 5

The school leadership will receive training in conducting system analysis in order to identify and assess the multiple practices and resources in place at Ballard Elementary School and how they can be strengthened.

Person Responsible

Mike Masiello

Schedule

Monthly, from 7/19/2017 to 5/31/2018

Evidence of Completion

Agendas

Action Step 4 5

District instructional specialist will provide ongoing support and facilitate professional development for staff to improve standards based planning and instruction, including coaching and mentoring support, 2 days per week.

Person Responsible

Mike Masiello

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

sign in sheets, meeting minutes, schedule

Action Step 5 5

All grade levels will engage in ongoing professional development quarterly in standards based planning to frame the structure and instructional progressions based on the unit overviews, pacing guide and ELA item specs.

Person Responsible

Jennifer Maselli

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, agendas

Action Step 6 5

Coaching support will provided as a follow-up to professional development to include classroom modeling and coaching cycles.

Person Responsible

Jennifer Maselli

Schedule

Daily, from 8/4/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will monitor trainings and data collections by teachers to insure data is being used to inform planning and instruction.

Person Responsible

Mike Masiello

Schedule

Weekly, from 8/24/2017 to 5/17/2018

Evidence of Completion

Agendas, Sign in sheets and PLC notes, as well as data sheets used during PLC, Keep in grade level binders.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administators and coaches will analyze data including common lesson plans and consistency of assessment results across each grade level. Administrators will conduct walkthroughs to ensure lesson plans are being followed. Teachers use their PLC reflections to modify instruction to include core and differentiated groupings.

Person Responsible

Schedule

Weekly, from 8/24/2017 to 5/17/2018

Evidence of Completion

i-Ready reports, Quarter Assessment data (3rd-5th), SRA Progress, Core Reading (Wonders) and Math (GoMath) series assessments. Lesson Plans, walkthrough results, and record of team minutes..

G2.B4 Science standards are challenging for students who lack reading comprehension and have vocabulary deficits **2**

 B263765

G2.B4.S1 Focus resources on improving instruction on 5th grade Science standards. Utilize supplemental FCAT Science materials for 5th grade students to be exposed to the type of vocabulary in questions for standards related to FCAT 2.0. **4**

 S279365

Strategy Rationale

Lack of developed Science vocabulary and background knowledge in Science requires additional exposure and scaffolding with Science questions.

Action Step 1 **5**

5th grade Science teachers will utilize the FCAT 2.0 Science resources to familiarize students with the language and vocabulary on the assessment. Provide teachers with additional Science resources and support through coaching and mentoring. FCAT 2.0 Science skills and assessment resources. Exposing students to Science questions and breaking them down.

Person Responsible

Terra Brown

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs, observations

Action Step 2 **5**

Fund current 5th grade classroom teacher to enable two teachers to focus on Science and Math instruction in departmentalized model. Reduce class size for small group differentiated instruction

Person Responsible

Terra Brown

Schedule

Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Action Step 3 5

Increase small group, differentiated instruction in Science core and add STEM activities utilizing technology.

Person Responsible

Terra Brown

Schedule

Daily, from 11/30/2017 to 5/31/2018

Evidence of Completion

classroom walkthroughs, observations.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrators will meet with 5th grade team weekly during planning and ensure that Science standards are planned for and students are exposed to standards based questions. Also insure students have supplies for hands on experiments and activities. Life Science, Physical Science, Earth Science.

Person Responsible

Terra Brown

Schedule

Weekly, from 8/24/2017 to 5/31/2018

Evidence of Completion

PLC lesson planning notes, lesson plans, walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Classroom walkthroughs, observations of Science lessons, meet weekly with grade level team for support

Person Responsible

Terra Brown

Schedule

Weekly, from 8/24/2017 to 5/31/2018

Evidence of Completion

Coaches and administration will analyze student response artifacts during PLC which demonstrate student understanding of content objectives.

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.B1.S1.A7 A376441	Provide ESOL after school tutoring for 15 weeks.	Duke, Barbra	11/6/2017	attendance roster	3/12/2018 weekly
G1.B2.S1.A1 A376442	Provide staff training in understanding and implementing Growth Mindset/ Mindfulness strategies.	Flynn, Scott	7/31/2017	Sign in sheets, training agendas	3/14/2018 every-2-months
G2.B2.S1.A8 A376453	Provide "FSA University" tutoring prep for all students in grades 3-5 for 10 weeks on Saturdays...	Masiello, Mike	1/20/2018	Attendance of students	3/24/2018 weekly
G1.B1.S1.A5 A376439	Hold adult English classes for parents to learn the English Language.	Masiello, Mike	9/21/2017	Sign in sheets	5/10/2018 biweekly
G1.MA1 M407150	Results of the Title 1 or Five Essentials survey will be used to determine progress towards goal....	Masiello, Mike	5/15/2018	Results of Title 1 or Five Essentials Surveys.Data spreadsheets, charts and graphs, count of teachers rated effective or highly effective	5/15/2018 one-time
G2.MA1 M407194	Calculate the school grade quarterly and assess for growth towards targets. Principal will present...	Masiello, Mike	8/10/2017	Spreadsheets to triangulate data sources to get a full picture of progress towards goals, individual spreadsheets, data sources from IREADY and School City.	5/17/2018 quarterly
G2.MA2 M407195	FOCUS attendance records, tardies, excused/unexcused absences, student grades	Henderson, Toya	8/10/2017	We will collect attendance records daily. Student absences will be reviewed and high-risk students will be identified. Contact will be made by the G.E.T. with the family and the student(s) attendance will be monitored, tracked and graphed. Additionally we will look for increases in the identified students Formative and summative assessment data, quarterly assessments, semi-monthly i-Ready reports, FOCUS quarterly grades. If applicable we will also look for a reduction in the number and frequency of behavior tracking forms and the number of student referrals for the identified student(s).	5/17/2018 weekly
G2.MA3 M407196	Behavior Tracking Forms, Referrals, ISS, and OSS	Flynn, Scott	8/10/2017	We will review student disciplinary data weekly to identify at-risk students with low levels of engagement. Additionally we will look for look for a reduction in the number and frequency of behavior tracking forms and the number of student referrals for the identified student(s). If applicable we will also look for increases in the identified students formative and summative assessment data, quarterly assessments, semi-monthly i-Ready reports, quarterly Fountas and Pinnell reading level assessments, FOCUS quarterly grades.	5/17/2018 weekly
G2.B3.S1.MA1 M407177	Administrators and coaches will analyze data including common lesson plans and consistency of...		8/24/2017	i-Ready reports, Quarter Assessment data (3rd-5th), SRA Progress, Core Reading (Wonders) and Math (GoMath) series assessments. Lesson Plans, walkthrough results, and record of team minutes..	5/17/2018 weekly

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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
G2.B3.S1.MA1 M407178	Administrators will monitor trainings and data collections by teachers to insure data is being used...	Masiello, Mike	8/24/2017	Agendas, Sign in sheets and PLC notes, as well as data sheets used during PLC, Keep in grade level binders.	5/17/2018 weekly
G2.B3.S1.A1 A376465	Teachers will meet in collaborative teams weekly with administrators and instructional coach to...	Masiello, Mike	8/24/2017	Sign-in sheets, agendas, meeting notes, data spreadsheets	5/24/2018 weekly
G1.B1.S1.MA1 M407146	Monitor student data in all academic areas for progress.	Brown, Terra	8/21/2017	classroom walkthroughs, instructional reviews, data reports	5/31/2018 weekly
G1.B1.S1.MA1 M407147	Administration will monitor the fidelity by conducting walk throughs of classrooms	Brown, Terra	8/10/2017	Data reports, classroom walkthroughs	5/31/2018 daily
G1.B1.S1.A1 A376435	Level 1 and 2 ELL students will be assigned to use the Imagine Learning program 100 minutes per...	Masiello, Mike	8/14/2017	Weekly monitoring of student use and data.	5/31/2018 daily
G1.B1.S1.A2 A376436	Reading Resource Teachers for grades k-2 and grades 3-5 will work with low level and mid level...	Masiello, Mike	8/10/2017	classroom walkthroughs, observations, lesson plans	5/31/2018 weekly
G1.B1.S1.A3 A376437	Utilize ESOL Resource Teacher to provide assistance to students and teachers with ELL strategies	Brown, Terra	8/10/2017	Teacher schedule of activities	5/31/2018 weekly
G1.B1.S1.A4 A376438	SRA Reading Mastery instruction will be provided for below level students to improve phonics and...	Masiello, Mike	10/10/2017	Data collection or reading progress	5/31/2018 daily
G1.B1.S1.A6 A376440	Supplemental texts and assessments to engage students in reading activities.	Maselli, Jennifer	11/30/2017		5/31/2018 monthly
G1.B2.S1.MA1 M407148	Analyze walkthrough data to note that what was learned in PD is being implemented in the classroom.	Masiello, Mike	8/10/2017	Walkthrough data, observations	5/31/2018 weekly
G1.B2.S1.MA1 M407149	Weekly walkthroughs of classrooms	Masiello, Mike	8/10/2017	Classroom walkthroughs, observations	5/31/2018 weekly
G1.B2.S1.A2 A376443	Supply teachers with Growth Mindset mentor texts to reinforce Growth Mindset.	Flynn, Scott	8/10/2017	Classroom walkthroughs	5/31/2018 quarterly
G2.B1.S1.MA1 M407151	Track student attendance to determine at risk students with high levels of absences.	Henderson, Toya	8/10/2017	FOCUS attendance records, tardies, excused/unexcused absences, student grades	5/31/2018 weekly
G2.B1.S1.MA1 M407152	Track student attendance to determine at risk students with high levels of absences.	Henderson, Toya	8/10/2017	FOCUS attendance records, tardies, excused/unexcused absences, student grades	5/31/2018 weekly
G2.B1.S1.A1 A376444	Track student attendance to determine at risk students with levels of absences.	Henderson, Toya	8/10/2017	FOCUS attendance records, tardies, excused/unexcused absences, student grades	5/31/2018 daily
G2.B1.S1.A2 A376445	Implement a check and connect system to provide mentoring for students identified as high risk.	Henderson, Toya	8/28/2017	Weekly logs of students who are mentored by staff members	5/31/2018 weekly
G2.B2.S1.MA1 M407153	Administration will monitor staff trainings and implementation of strategies school wide.	Masiello, Mike	8/10/2017	Classroom walkthrough data, observations	5/31/2018 monthly
G2.B2.S1.MA1 M407154	Classroom walkthroughs with a focus on reinforcement of school expectations.	Masiello, Mike	8/10/2017	Classroom Walkthroughs, observations	5/31/2018 weekly
G2.B2.S1.A1 A376446	Expand on a school wide Positive Behavior System program include training for staff on Growth...	Flynn, Scott	8/10/2017	Track and graph student participation numbers for PBS mini-events, track and graph student participation numbers for PBS big-events, track number of student referrals, track students who were issued referrals quarterly to see levels of frequency	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
				and cause of referral. DoJo points earned by students.	
G2.B2.S1.A2 A376447	The SSS, will provide coaching, modeling and professional development for teachers who need...	Flynn, Scott	8/10/2017	PD sign in sheets, log sheet of assistance provided	5/31/2018 weekly
G2.B2.S1.A3 A376448	Utilize the Thinking Maps strategies in all grades to provide students with a common structure to...	Brown, Terra	8/10/2017	Walkthrough data, observation data, assessment data	5/31/2018 daily
G2.B2.S1.A4 A376449	Utilize the Top Score writing program in conjunction with thinking maps to improve student writing.	Brown, Terra	8/10/2017	Walkthrough data, observation data, assessment data	5/31/2018 daily
G2.B2.S1.A5 A376450	Implement the Acaletics Math Program in grades 3-5 to reinforce math skills.	Masiello, Mike	8/10/2017	Walkthrough data, observation data, assessment data (Acaletics comp. assessment)	5/31/2018 daily
G2.B2.S1.A6 A376451	Implement an extended hour time in the school day to provide instruction in reading foundational...	Masiello, Mike	8/10/2017	Walkthrough data, observation data, assessment data	5/31/2018 daily
G2.B2.S1.A7 A376452	Utilize additional Para Professionals to support differentiated instruction in the core Reading and...	Masiello, Mike	11/30/2017	Walkthrough data, observation data,	5/31/2018 daily
G2.B3.S1.A2 A376466	Teachers will engage in ongoing professional development to include: Standards based planning using...	Masiello, Mike	8/10/2017	Sign-in sheets, agendas, meeting notes,	5/31/2018 quarterly
G2.B3.S1.A3 A376467	The school leadership will receive training in conducting system analysis in order to identify and...	Masiello, Mike	7/19/2017	Agendas	5/31/2018 monthly
G2.B3.S1.A4 A376468	District instructional specialist will provide ongoing support and facilitate professional...	Masiello, Mike	8/10/2017	sign in sheets, meeting minutes, schedule	5/31/2018 weekly
G2.B3.S1.A5 A376469	All grade levels will engage in ongoing professional development quarterly in standards based...	Maselli, Jennifer	8/1/2017	Sign in sheets, agendas	5/31/2018 quarterly
G2.B3.S1.A6 A376470	Coaching support will provided as a follow-up to professional development to include classroom...	Maselli, Jennifer	8/4/2017		5/31/2018 daily
G2.B4.S1.MA1 M407188	Classroom walkthroughs, observations of Science lessons, meet weekly with grade level team for...	Brown, Terra	8/24/2017	Coaches and administration will analyze student response artifacts during PLC which demonstrate student understanding of content objectives.	5/31/2018 weekly
G2.B4.S1.MA1 M407189	Administrators will meet with 5th grade team weekly during planning and ensure that Science...	Brown, Terra	8/24/2017	PLC lesson planning notes, lesson plans, walkthroughs	5/31/2018 weekly
G2.B4.S1.A1 A376482	5th grade Science teachers will utilize the FCAT 2.0 Science resources to familiarize students with...	Brown, Terra	8/10/2017	Classroom walkthroughs, observations	5/31/2018 weekly
G2.B4.S1.A2 A376483	Fund current 5th grade classroom teacher to enable two teachers to focus on Science and Math...	Brown, Terra	8/10/2017		5/31/2018 annually
G2.B4.S1.A3 A376484	Increase small group, differentiated instruction in Science core and add STEM activities utilizing...	Brown, Terra	11/30/2017	classroom walkthroughs, observations.	5/31/2018 daily

V. Professional Development Opportunities

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

G1. By the end of the 2017-18 school year, at least 60% of students in grades 3-5 will make learning gains in math and reading on the FSA. Learning gains for the lowest 25% will increase to 60% in ELA and 50% in Math.

G1.B2 Students lack of growth mindset which is seen in the level and quality of student work.

G1.B2.S1 Training in "Growth Mindset" strategies for staff.

PD Opportunity 1

Provide staff training in understanding and implementing Growth Mindset/Mindfulness strategies.

Facilitator

Scott Flynn

Participants

Teachers

Schedule

Every 2 Months, from 7/31/2017 to 3/14/2018

G2. By the end of the 2017-18 school year, the percentage of students in grades 3-5 meeting proficiency expectations on the FSA in ELA, Math and Science will increase by at least 20%. ELA =50%, Math=55%, Science=55%.

G2.B2 Low levels of student engagement

G2.B2.S1 Implement multiple strategies and programs to increase overall student engagement to increase student achievement.

PD Opportunity 1

The SSS, will provide coaching, modeling and professional development for teachers who need assistance with classroom control, consistency of expectations and positive behavior supports. Professional development in Growth Mindset lessons and Mindfulness strategies will be made available for staff.

Facilitator

Scott Flynn

Participants

Teachers and Paras

Schedule

Weekly, from 8/10/2017 to 5/31/2018

G2.B3 Consistent use of student data across grade level to inform instruction

G2.B3.S1 Provide administrators and teachers with professional development to improve all aspects of planning for effective instruction and analyzing data to insure rigor with teaching standards.

PD Opportunity 1

Teachers will engage in ongoing professional development to include: Standards based planning using backwards design, effective reading instruction using text structure, collaborative structures.

Facilitator

Jenn Maselli, Travis Hinkley, Lynn Yurshack

Participants

Teachers

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

PD Opportunity 2

The school leadership will receive training in conducting system analysis in order to identify and assess the multiple practices and resources in place at Ballard Elementary School and how they can be strengthened.

Facilitator

Mark Rowleski

Participants

School Administration, leadership team

Schedule

Monthly, from 7/19/2017 to 5/31/2018

PD Opportunity 3

All grade levels will engage in ongoing professional development quarterly in standards based planning to frame the structure and instructional progressions based on the unit overviews, pacing guide and ELA item specs.

Facilitator

Jenn Maselli

Participants

Teachers

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

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	Level 1 and 2 ELL students will be assigned to use the Imagine Learning program 100 minutes per week.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		0051 - Ballard Elementary School	Title, I Part A	1.0	\$0.00
<i>Notes: Staff training in Growth Mindset/Mindfulness strategies: NCH</i>						
2	G1.B1.S1.A2	Reading Resource Teachers for grades k-2 and grades 3-5 will work with low level and mid level students to improve reading.				\$44,103.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	Title, I Part A		\$44,103.00
<i>Notes: Reading Resource Teacher to provide instruction in grades k-2</i>						
3	G1.B1.S1.A3	Utilize ESOL Resource Teacher to provide assistance to students and teachers with ELL strategies				\$53,604.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	Title, I Part A		\$53,604.00
<i>Notes: Reading Resource Teacher to provide instruction in grades 3-5.</i>						
4	G1.B1.S1.A4	SRA Reading Mastery instruction will be provided for below level students to improve phonics and phonemic awareness.				\$0.00
5	G1.B1.S1.A5	Hold adult English classes for parents to learn the English Language.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	Title, I Part A		\$2,500.00
6	G1.B1.S1.A6	Supplemental texts and assessments to engage students in reading activities.				\$8,525.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	UniSIG		\$8,525.00
7	G1.B1.S1.A7	Provide ESOL after school tutoring for 15 weeks.				\$0.00
8	G1.B2.S1.A1	Provide staff training in understanding and implementing Growth Mindset/ Mindfulness strategies.				\$3,599.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	Title, I Part A		\$3,599.00
<i>Notes: Professional Development stipend pay</i>						
9	G1.B2.S1.A2	Supply teachers with Growth Mindset mentor texts to reinforce Growth Mindset.				\$2,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	Title, I Part A		\$2,700.00
<i>Notes: Growth Mindset mentor texts</i>						
10	G2.B1.S1.A1	Track student attendance to determine at risk students with levels of absences.				\$41,776.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	100-Salaries	0051 - Ballard Elementary School	Title I, Part D	1.0	\$41,776.00
<i>Notes: Salary provided by district Title One funds for a Graduation Enhancement Technician (GET)</i>						
11	G2.B1.S1.A2	Implement a check and connect system to provide mentoring for students identified as high risk.				\$0.00
12	G2.B2.S1.A1	Expand on a school wide Positive Behavior System program include training for staff on Growth Mindset and Mindfulness. The SSS will monitor both discipline referrals and check in/check out data to determine trends in behavior across the school.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	500-Materials and Supplies	0051 - Ballard Elementary School	School Improvement Funds		\$1,000.00
<i>Notes: Purchase books on mindfulness for teachers to teach strategies to students.</i>						
13	G2.B2.S1.A2	The SSS, will provide coaching, modeling and professional development for teachers who need assistance with classroom control, consistency of expectations and positive behavior supports. Professional development in Growth Mindset lessons and Mindfulness strategies will be made available for staff.				\$4,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	Title, I Part A		\$4,800.00
14	G2.B2.S1.A3	Utilize the Thinking Maps strategies in all grades to provide students with a common structure to help organize their thoughts.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

			0051 - Ballard Elementary School	Title, I Part A		\$4,400.00
15	G2.B2.S1.A4	Utilize the Top Score writing program in conjunction with thinking maps to improve student writing.				\$0.00
16	G2.B2.S1.A5	Implement the Acaletics Math Program in grades 3-5 to reinforce math skills.				\$0.00
17	G2.B2.S1.A6	Implement an extended hour time in the school day to provide instruction in reading foundational skills and acceleration for on level students. Utilize SRA Reading Mastery in grades k-2 and SRA Corrective Reading in grades 3-5 for below level students. Utilize Ready LAFS for on level students.				\$0.00
18	G2.B2.S1.A7	Utilize additional Para Professionals to support differentiated instruction in the core Reading and Math block.				\$63,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	UniSIG		\$63,000.00
19	G2.B2.S1.A8	Provide "FSA University" tutoring prep for all students in grades 3-5 for 10 weeks on Saturdays beginning in January.				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	Title, I Part A		\$6,500.00
20	G2.B3.S1.A1	Teachers will meet in collaborative teams weekly with administrators and instructional coach to plan for instruction based on data collected using common formative assessments.				\$0.00
21	G2.B3.S1.A2	Teachers will engage in ongoing professional development to include: Standards based planning using backwards design, effective reading instruction using text structure, collaborative structures.				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	UniSIG		\$13,000.00
22	G2.B3.S1.A3	The school leadership will receive training in conducting system analysis in order to identify and assess the multiple practices and resources in place at Ballard Elementary School and how they can be strengthened.				\$11,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	Title, I Part A		\$11,450.00
23	G2.B3.S1.A4	District instructional specialist will provide ongoing support and facilitate professional development for staff to improve standards based planning and instruction, including coaching and mentoring support, 2 days per week.				\$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	UniSIG		\$35,000.00

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24	G2.B3.S1.A5	All grade levels will engage in ongoing professional development quarterly in standards based planning to frame the structure and instructional progressions based on the unit overviews, pacing guide and ELA item specs.				\$6,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	Title, I Part A		\$6,600.00
25	G2.B3.S1.A6	Coaching support will provided as a follow-up to professional development to include classroom modeling and coaching cycles.				\$60,087.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	Title, I Part A		\$60,087.00
			<i>Notes: Salary for Reading Coach includes benefits</i>			
26	G2.B4.S1.A1	5th grade Science teachers will utilize the FCAT 2.0 Science resources to familiarize students with the language and vocabulary on the assessment. Provide teachers with additional Science resources and support through coaching and mentoring. FCAT 2.0 Science skills and assessment resources. Exposing students to Science questions and breaking them down.				\$3,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	UniSIG		\$3,700.00
			<i>Notes: Science supplies and resources</i>			
27	G2.B4.S1.A2	Fund current 5th grade classroom teacher to enable two teachers to focus on Science and Math instruction in departmentalized model. Reduce class size for small group differentiated instruction				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	UniSIG		\$55,000.00
28	G2.B4.S1.A3	Increase small group, differentiated instruction in Science core and add STEM activities utilizing technology.				\$10,255.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Ballard Elementary School	UniSIG		\$10,255.00
					Total:	\$431,599.00