



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Manatee Cove Elementary School**

734 W OHIO AVE

Orange City, FL 32763

386-775-5200

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 69%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 37%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Manatee Cove Elementary School

##### Principal

Alice Gonzalez

##### School Advisory Council chair

Karen Lassiter and Katherine Crane

##### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Alice A. Gonzalez	Principal
Lori Neal	Assistant Principal
Karen Lassiter	SAC co-chair & kdg teacher
Katherine Crane	SAC co-chair
Heather Kiefer	SAC Secretary & PTA V. Pres.
Donna Sizemore	SAC Treasurer & teacher

#### District-Level Information

##### District

Volusia

##### Superintendent

Dr. Margaret A Smith

##### Date of school board approval of SIP

12/10/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district and who are representative of the ethnic, racial, and economic community served by the school. The SAC is composed of the following:

\* 9 members who are employed by Volusia County School district, who are:

- principal, assistant principal, 3 teachers from the school, a support person from the school, with one of the teachers is also a business partner, 2 parents who are district substitute teachers, and a former school support person now employed by the district

\* 12 members who are parents, with two of them being business partners

#### Involvement of the SAC in the development of the SIP

\* Reviewed FCAT and AMO data, attendance data, suspension data, last year's SIP strategies, changes in SIP format and data of parent, teachers, and staff surveys for the previous school year;

- \* Provided input for the development of the School Improvement Plan (SIP) strategies;
- \* Reviewed compliance of SAC membership; and
- \* Developed SAC budget allocations for this school year.

### **Activities of the SAC for the upcoming school year**

During the 2013-2014 school year, Manatee Cove Elementary's School Advisory Council (SAC) will focus SAC meetings as follows:

- \* Nominate and elect annually the SAC chairperson(s), secretary, and treasurer.
- \* Provide input for the development of the School Improvement Plan (SIP) strategies;
- \* Review FCAT and AMO data, attendance data, suspension data, and data of parent, teachers, and staff surveys for the previous school year to focus SIP development of strategies.
- \* Monitor the implementation of the SIP, to assist in providing input on how to support the plan's implementation;
- \* Schedule time at all SAC meetings for Public Input to address parent and community issues,
- \* Review bi-annually the school's operating budget and the school's SAC budget to provide input of budgets at the beginning of the school year and for the upcoming school year,
- \* Provide review of the SAC budget and vote on requested expenditures that support the SIP as they are presented at each scheduled regular SAC meeting;
- \* Provide review of the SAC by-laws, school's mission, school's belief statements and make revisions as recommended by SAC;
- \* Review the school's programs, services and parental rights per school AMO status of Florida's waiver of the NCLB law ;
- \* Review the Student Code of Conduct annually;
- \* Review the minutes and upcoming agenda of the District Advisory Council(DAC) meetings to address concerns at upcoming DAC monthly meeting;
- \* Monitor the SAC membership for compliance of by-laws, and 5 Star Award attendance requirement of SAC; and
- \* Develop the agenda for each upcoming SAC meeting.

### **Projected use of school improvement funds, including the amount allocated to each project**

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

- \*Substitutes for staff to support SIP activities, such as professional development, attendance at workshops, trainings, & PLC planning \$ 2,500.00
- \*Fees for conferences for professional development to support SIP \$ 800.00
- \*Materials and supplies, including software and software licenses, to support SIP \$ 3,200.00

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

### **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Administrators**

##### **# of administrators**

2

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**



**Alice Gonzalez**

Principal

Years as Administrator: 21

Years at Current School: 8

**Credentials**

Degrees:

- \* Bachelor degree in Elementary Education K-6,
- \* Master of Science in Educational Leadership K-12

Certifications:

- \* Elementary Education, 1-6
- \* Early Childhood Nursery-Kindergarten,
- \* Middle School English 5-9,
- \* ESOL Endorsement
- \* School Principal

**Performance Record**

\* 2012-13 Manatee Cove Elementary: Grade "B" / FCAT levels 3 or higher: 69% reading(AMO- 68%), 68% math (AMO- 62%), 66% writing (proficiency changed from previous year's at levels 3 or higher to levels 3.5 and higher), 69% science / 68% making reading learning gains, 59% making math gains, 60% lowest quartile making reading learning gains, and 54% lowest quartile making math learning gains.

\* 2011-12 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher(using new cut scores for reading, math & writing): 64% reading, 62% math, 78% writing, 64% science/ 67% making reading learning gains, 73% making math learning gains, 63% lowest quartile making reading learning gains and 59% of lowest quartile making math gains

\* 2010-11 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher: 82% reading, 79% math, 86% writing, 63% science/ 71% making reading learning gains, 65% making math learning gains,

53% lowest quartile making reading learning gains and 66% of lowest quartile making math gains/and 97% criteria met for AYP  
 \* 2009-10 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher: 79% reading, 74% math, 83% writing, / 65% making reading learning gains,61% making math learning gains,62% of lowest quartile

making reading learning gains and 70% of the lowest quartile making math learning gains/ and 90% criteria met for AYP

\* 2008-09 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher:82%reading, 80% math, 82% writing, 62% science/ 70% making reading learning gains,63% making math learning gains,70% of lowest quartile making reading learning gains and 67% of the lowest quartile making math learning gains/ and 92% criteria met for AYP

\* 2007-08 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher:81% reading, 79% math, 61% writing, 58% science/ 70% making reading learning gains,63% making math learning gains,70% of lowest quartile making reading learning gains and 67% of the

lowest quartile making math learning gains/ and 90% criteria met

for AYP

\* 2006-07 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher:82% reading, 71% math, 66% writing, 47% science/ 78% making reading learning gains,57% making math learning gains,57% of lowest quartile making reading learning gains and 71% of the lowest quartile making math learning gains/ and 87% criteria met for AYP

\* 2005-06 No data -preparing opening future Manatee Cove Elem.

\* 2004-05 Orange City Elem.: Grade "A" / FCAT levels 3 or higher:86% reading, 77% math, 78% writing, n/a science/ 75% making reading learning gains,74% making math learning gains,57% of lowest quartile making reading learning gains and n/a for the lowest quartile making math learning gains/ and 93% criteria met for AYP

\* 2003-04 Orange City Elem.: Grade "A" / FCAT levels 3 or higher: 81% reading, 74% math, 91% writing, n/a science/ 76% making reading learning gains,70% making math learning gains,72% of lowest quartile making reading learning gains and n/a for the lowest quartile making math learning gains/ and 100% criteria met for AYP

**Lori Neal**

Asst Principal

Years as Administrator: 5

Years at Current School: 2

**Credentials**

Degrees:

\* B.S. Elementary Education, 1-6

\* M.S. Educational Leadership 1-12

Certifications:

\* Elementary Education

\* Educational

\* Leadership

\* Exceptional Student Education

**Performance Record**

\* 2012-13 Manatee Cove Elementary: Grade "B" / FCAT levels 3 or higher: 69% reading(AMO- 68%), 68% math (AMO- 62%), 66% writing (proficiency changed from previous year's at levels 3 or higher to levels 3.5 and higher), 69% science / 68% making reading learning gains, 59% making math gains, 60% lowest quartile making reading learning gains, and 54% lowest quartile making math learning gains.

\* 2011-12 Pierson Elementary: Grade "C" /FCAT levels 3 or higher(using new cut scores for reading, math & writing): 45% reading\*, 45% math\*, 72% writing\*, 54% science/ 57% making learning gains\*, 66%

making math learning gains\*, 55% of lowest quartile making reading learning gains\* and 66% of lowest quartile making math gains\* (Note: \* % Proficient Reading/Math; % Learning Gains Reading/ Math; % Lowest 25% Learning Gains Reading/Math

\* 2010-11 Pierson Elementary: Grade "C" /FCAT levels 3 or higher: 63% reading, 64% math, 87% writing, 46% science/ 61% making reading learning gains, 52% making math learning gains, 67% lowest quartile making reading learning gains and 46% of lowest quartile making math gains/and 77% criteria met for AYP

\* 2009-10 Pierson Elementary: Grade "B" / FCAT levels 3 or higher: 68% reading, 71% math, 67% writing, 59% science/ 58% making reading learning gains, 65% making math learning gains, 49% of lowest quartile making reading learning gains and 58% of the lowest quartile making math learning gains/ and79% criteria met for AYP

\* Prior to 2009-10 school year was INSTRUCTIONAL

**Classroom Teachers**

**# of classroom teachers**

57

**# receiving effective rating or higher**

57, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

55, 96%

**# ESOL endorsed**

29, 51%

**# reading endorsed**

8, 14%

**# with advanced degrees**

16, 28%

**# National Board Certified**

3, 5%

**# first-year teachers**

4, 7%

**# with 1-5 years of experience**

3, 5%

**# with 6-14 years of experience**

24, 42%

**# with 15 or more years of experience**

26, 46%

**Education Paraprofessionals****# of paraprofessionals**

10

**# Highly Qualified**

10, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

- \* Peer Assistance and Review (PAR) teachers and administration will assist new teachers with the VSET evaluation process and the E3 new teacher program
- \* Administration will assign a highly qualified teacher mentor to each new teacher to assist with various school and district expectations for teachers and/ or will arrange peer classroom visits, other site visits as needed
- \* Administration will have scheduled school-based professional learning community(PLC) for teachers to provide collaboration and planning time on effective instructional strategies, instructional resources, etc.
- \* Administration will encourage all local colleges and universities to place Junior and Senior interns at Manatee Cove Elementary as a way to recruit new teachers.
- \* Administration will provide access to professional development to all teachers to enhance each teacher's performance on implementation of effective instructional strategies, such as new district programs, Common Core State Standards, standards-based instruction, high effect instructional strategies, electronic grading

- \* Administration will encourage leadership opportunities for teachers.
- \* Administration will participate in District Job Fair and Recruitment Activities.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 540

To increase the amount and quality of learning time, Manatee Cove provides a before and after school reading and/or math instruction supplemental program for at least 6 weeks to targeted students in grades 3-5 using our school-based Extended Day Enrichment Program (EDEP) and any other funds which may become available for this program. The school affords those teachers providing the before or after school instructional program fifteen minutes of time for each session to collaborate, plan, and/or engage in professional development dialogue. This program provides targeted students two 45 minutes of instruction a week for at least 6 weeks. Data is collected and analyzed during monthly grade level professional learning communities with grade level teachers and administration using Pinnacle Insight and Scantron Achievement Series reports on each student's achievement level for specific state standards in core subjects. Discussion at these data-analyzing meetings includes noting which students who are in need of the additional before or after school program and the monitoring of the progress of the targeted students with noted achievement needs and if additional weeks within the program is beneficial.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

From the data collected from Pinnacle Insight and Scantron Achievement Series reports on student achievement on district interim assessments for core subjects, teachers and administration note the students who are not achieving at least at 70 percent proficiency for the state standards assessed to target them to receive the additional before and/or after school program instruction. At monthly grade level professional learning community meetings with administration, student progress on the district interim assessments are monitored, specifically noting how well those targeted students score following the six weeks of supplemental instruction.

**Who is responsible for monitoring implementation of this strategy?**

Administration with the assistance of the before and after school program facilitator teacher is responsible for monitoring implementation of this strategy.

**Strategy:** Weekend Program**Minutes added to school year:** 600

To increase the amount and quality of learning time, Manatee Cove provides an additional 10 hours of science instruction within 5 Saturdays to targeted students in grade 5, using our school-based EDEP funds and any other funds which may become available for this program. The school affords those teachers providing the weekend instruction the time to collaborate, plan, and/ or engage in professional development dialogue regarding how the science enrichment instruction will be delivered. Data is collected and analyzed during monthly grade level professional learning community with fifth grade teachers and administration using Pinnacle Insight and Scantron Achievement Series reports on each student's achievement level for specific state standards for science. Discussion at these data-analyzing meetings includes noting which students are in need of the weekend program and the monitoring of progress of the targeted students with noted achievement needs.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

From the data collected from Pinnacle Insight and Scantron Achievement Series reports on student achievement on district science interim assessments, teachers and administration note the students who are not achieving at least at 70 percent proficiency for the state standards assessed to target them to receive the additional Saturday instructional program. At monthly grade level professional learning community meetings with administration, student progress on the district interim assessments is monitored, specifically noting how well those targeted students score following the five weeks of additional enrichment instruction.

**Who is responsible for monitoring implementation of this strategy?**

Administration is responsible for monitoring implementation of this strategy.



**Strategy:** Summer Program**Minutes added to school year:** 4,800

To increase the amount and quality of learning time, Manatee Cove provides access to the district's summer enrichment program for at least 4 weeks to targeted students in grades 3-5, which is delivered within 6 hours a day, four days a week and for 4 weeks. The district affords those teachers providing the summer school instruction the time to collaborate, plan, and engage in professional development dialogue. The data to target those students for the district's summer school program will be collected during monthly grade level professional learning communities with grade level teachers and administration using Pinnacle Insight.

**Strategy Purpose(s)**

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**How is data collected and analyzed to determine the effectiveness of this strategy?**

The summer school program data for each targeted student attending is reviewed following the conclusion of the summer program to determine effectiveness of the program for those targeted students attending. During the fall of the next school year, those targeted attending students are monitored for sustained benefit of summer program by how well those targeted students do on the following year's interim assessments.

**Who is responsible for monitoring implementation of this strategy?**

Administration is responsible for monitoring implementation of this strategy.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Alice A. Gonzalez	Principal
Lori Neal	Assistant Principal
Robin Haughwout	Kindergarten level teacher representative
Michele Benson-Culver	First grade teacher representative
Susan VanEngen	Second grade teacher representative teacher
Serene Henderson	Third grade teacher representative
Vicki Jacques	Fourth grade teacher representative
Melissa Fratus	Fifth grade teacher representative
Sheri Langlais	Art teacher
Deborah Anyiam	Music teacher
Aimee Bentley	Physical Education teacher representative
Martha Reagan	ESOL teacher
Paula Loughran	ESE Support Facilitation Kindergarten - 2nd Grade teacher
Michelle Adams	ESE Support Facilitation - 3rd-4th Grade teacher
Suzanne Ball	ESE Support Facilitation 4th-5th Grade teacher/ PST Co-Chair

Name	Title
Michele McCoy	Media Center teacher
Charlena Durrance	Guidance teacher

### How the school-based LLT functions

The LLT functions to monitor and enhance the implementation of the School Improvement Plan goals and strategies related to literacy. The LLT meets regularly as directed by the Principal. Recommendations are conveyed to the SAC and rest of faculty for implementation

### Major initiatives of the LLT

The LLT, having reviewed the literacy activities embedded in the 2013-14 SIP will monitor the literacy activities of the 2013-14 SIP goals. The LLT will focus on implementation of the Common Core State Standards to more effectively enable increasing literacy achievement within all subject areas, on implementation of standards-based instruction, and of assisting students and families to understand how student grades reflect achievement of CCSS, as well as how to provide family support with student attainment of grade-level CCSS.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

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

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

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

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	69%	Yes	73%
American Indian				
Asian	70%	80%	Yes	73%
Black/African American	49%	52%	Yes	54%
Hispanic	67%	57%	No	70%
White	73%	74%	Yes	76%
English language learners	46%	52%	Yes	51%
Students with disabilities	43%	22%	No	48%
Economically disadvantaged	63%	63%	Yes	67%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	27%	30%
Students scoring at or above Achievement Level 4	145	42%	43%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	160	65%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	36	56%	58%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	18	43%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		20%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	79	66%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	68%	Yes	67%
American Indian				
Asian	85%	80%	No	87%
Black/African American	37%	48%	Yes	43%
Hispanic	58%	60%	Yes	63%
White	68%	72%	Yes	71%
English language learners	38%	60%	Yes	45%
Students with disabilities	41%	28%	No	47%
Economically disadvantaged	54%	61%	Yes	59%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	32%	32%
Students scoring at or above Achievement Level 4	123	36%	36%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	138	56%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	50%	52%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	25%	26%
Students scoring at or above Achievement Level 4	56	45%	45%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		11
Participation in STEM-related experiences provided for students	516	75%	80%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	38	6%	5%
Students who are not proficient in reading by third grade	38	34%	30%
Students who receive two or more behavior referrals	57	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	28	3%	2%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Our PTA, SAC and school provide family involvement opportunities for the families of our students in the following ways: Meet the Teacher Day, Open House Night, several PTA family events, 5th grade Science Fair Info night, parent-teacher conferences, SAC Input night,

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Each enrolled student & a family member attends Meet the Teacher Day	552	78%	79%
Each enrolled student & a family member attends Open House Night	515	71%	72%
Each enrolled student & a family member attends at least one PTA Special Family event	309	40%	41%
Each fifth grade student with a family member attend Science Fair Info night	52	39%	40%
Each student who experiences academic &/or behavior issues has family member attend conference for problem-solving	214	29%	28%

## Goals Summary

- G1.** Provide interventions for those students working below proficiency level (intensive) and for those working above proficiency (enrichment) to increase the percentage of student achievement in all areas.

## Goals Detail

**G1.** Provide interventions for those students working below proficiency level (intensive) and for those working above proficiency (enrichment) to increase the percentage of student achievement in all areas.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Funding Sources for Supplemental Instructional Opportunities, such as: Extended Day Enrichment Program (EDEP) school funds, Title III (ESOL) Supplemental Academic Instruction, &/or District's Supplemental Academic Instruction (SAI) funds if available
- Supplemental funds(District Substitute funds, SAI funds, School Advisory Council (SAC) funds, PTA funds & any other available funds) for ongoing professional development and/or supplemental instructional materials as determined by the results of student achievement data

### Targeted Barriers to Achieving the Goal

- Lack of district funding for supplemental intensive intervention, for enrichment intervention and for instructional intervention materials for those students working below proficiency levels &/or for those working above proficiency in all areas.
- Professional development opportunities on data analyzing and on implementation of effective differentiated instructional delivery methods for increasing student achievement in all areas.
- Students who have issues with attendance /arriving on-time to school which affect academic achievement
- Students who have behavior issues which affect academic achievement

## Plan to Monitor Progress Toward the Goal

Ongoing monitoring of district assessments for all students, especially of those who have scored below proficiency of previously given state and district assessments (targeted subgroups of students from scores on 2013 FCAT, Stanford 10, DA Assessments, Writing Prompt samples and/or CELLA ), to note those scoring below 70% and above 90% on assessed state standards or of writing rubric scores of district writing prompt samples. Monitor FAIR and DA assessments to note correlation between those assessments and of the district's interim assessments.

### **Person or Persons Responsible**

administration

### **Target Dates or Schedule:**

Following each district assessment throughout the school year

### **Evidence of Completion:**

Pinnacle Insight reports after each interim assessment, &/or Scantron Achievement Series reports for each class in grades 2-5, &/or FAIR reports, DRA level reports, and /or formative assessments for kindergarten and first grades &/or Reports of student progress for those attending before/after school programs and/or Saturday programs



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Provide interventions for those students working below proficiency level (intensive) and for those working above proficiency (enrichment) to increase the percentage of student achievement in all areas.

**G1.B1** Lack of district funding for supplemental intensive intervention, for enrichment intervention and for instructional intervention materials for those students working below proficiency levels &/or for those working above proficiency in all areas.

**G1.B1.S1** Provide supplemental instruction (tutoring) facilitator for supplemental instructional programs for grades 3-5 using available EDEP school funds to assist with securing and training tutors on effective instruction for sessions, with paperwork to secure identified students for supplemental instructional sessions, and with monitoring tutoring sessions and academic progress of identified students attending sessions.

### **Action Step 1**

Provide supplemental instruction program facilitator to assist with implementing before/after school program for at least two 45 minutes of supplemental instruction for two 6 week sessions for grades 3-5 in reading, writing, and math &/or Saturday School session of 90 minutes each week for 5 weeks for fifth graders in science.

#### **Person or Persons Responsible**

Administration & supplemental tutoring facilitator

#### **Target Dates or Schedule**

From end of October 2013 to the first of April 2014

#### **Evidence of Completion**

Sign-in logs of identified students attending sessions

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

Observations of supplemental instruction facilitator providing program implementation parental permission forms, training of tutors, signing attendance logs for each teacher providing additional support for targeted students per each tutoring time, and gathering achievement data for targeted students at completion of 6 week tutoring session or of 10 hours of Saturday School

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

From end of October 2013 through mid April 2014

#### **Evidence of Completion**

Parent permission forms for targeted students to attend additional instructional support days/times, signed tutor training log, targeted student attendance logs per tutor, and interim assessment data reports for each targeted student attending program(s)

### **Plan to Monitor Effectiveness of G1.B1.S1**

Pre and post interim assessment data reports for each targeted students attending

#### **Person or Persons Responsible**

supplemental instruction facilitator and administration

#### **Target Dates or Schedule**

Prior to the additional instruction support program implementation and following the program's conclusion

#### **Evidence of Completion**

Pinnacle or Scanton Achievement Series pre/post interim assessment data reports for each targeted student attending the program(s)

**G1.B1.S2** Using research-based materials and strategies, certified teachers will provide supplemental instruction to those students who are working below proficiency and are identified as needing additional instructional support: \* for before/after school for at least two 45 minutes of supplemental instruction a week for 6 weeks in grades 3-5 for reading/writing & math, &/or \* for Saturday School for at least 90 minutes of instruction for 5 weeks for those students in grade 5 identified as needing additional instructional support in science, and \* for giving teachers providing the additional instructional support 15 minutes of planning the instruction for each 45 minutes of instructional time.

### **Action Step 1**

Provide identified students in grades 3-5 the instructional support (tutoring) using research-based materials and strategies in reading, math &/or writing from certified teachers during before/after for at least a 6 week session or during one weekend day for at least 1 & 1/2 hours for up to 5 weeks/10 hours for fifth graders needing additional support in science.

#### **Person or Persons Responsible**

administration, supplemental tutoring facilitator & certified teachers who will be providing supplemental instruction to identified students

#### **Target Dates or Schedule**

From end of October 2013 to the first of April 2014

#### **Evidence of Completion**

Supplemental Instructional logs of students attending tutoring sessions

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

Supplemental instruction program facilitator secures certified teacher tutors for before/after school program for at least two 45 minutes of supplemental instruction for two 6 week sessions for grades 3-5 in reading, writing, and math &/or Saturday School session of 90 minutes each week for 5 weeks for fifth graders in science. Tutors attend a training given by the facilitator prior to the beginning of the program session(s). Teacher tutors provide supplemental instruction to targeted students as specified and provide a brief report to each family of each targeted student attending at the conclusion of program sessions.

#### **Person or Persons Responsible**

Supplemental instruction program facilitator

#### **Target Dates or Schedule**

From first of November 2013 through mid April 2014

#### **Evidence of Completion**

Attendance log for tutor training, targeted student attendance logs for each teacher tutor and copies of brief report to each family of attending targeted student

## Plan to Monitor Effectiveness of G1.B1.S2

Pre and post interim assessment data reports for each targeted student attending

### Person or Persons Responsible

supplemental instruction facilitator and administration

### Target Dates or Schedule

Prior to the additional instruction support program implementation and following the program's conclusion

### Evidence of Completion

Pinnacle Insight reports &/or Scanton Achievement Series pre/post interim assessment data reports for each targeted student attending the program(s)

**G1.B1.S3** Using research-based materials and strategies, classroom teacher will provide interventions within the scheduled intervention times during the school day to those students who are achieving: \* below proficiency in reading /writing &/or math and are in need of intensive interventions with scores below 70% on district interim assessments for state standards assessed in reading/language arts & math (for grades 2-5), for those students who scored below the proficient level on 2013 FCAT (for grade 4 & 5 students & mandatory retained 3rd graders), for those who scored proficiency on 2013 Stanford 10 (for grade 3 students) and/or for those whose score below grade level on FAIR, DRA, and/or on reading/ math formative assessments (for grades kindergarten & first grade). \* above proficiency in reading/ writing &/or math and are in need of enrichment interventions with scores above 90% on district interim assessments for state standards assessed in reading/language arts &/or math (for grades 2-5) , for those students who scored above proficient level 4 on 2013 FCAT (for grade 4 & 5 students), for those who scored well above proficiency level on 2013 Stanford 10 (for grade 3 students), and/or for those who score well above grade level on FAIR, DRA, and/or on reading/ math formative assessments (for grades kindergarten & first grade).

### Action Step 1

Teachers provide intensive and/or enrichment intervention strategies during administrative-scheduled instructional intervention times for grade level, using research-based strategies/materials.

### Person or Persons Responsible

Administration & teachers

### Target Dates or Schedule

From early October 2013 through May 2014

### Evidence of Completion

Class lesson plans and PST documentation

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

Administrative observations of intervention times

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

From early October 2013 through end of May 2014

#### **Evidence of Completion**

teacher lesson plans, ePST documentation, &/or administrative documentation of classroom observations &/or walk throughs

### **Plan to Monitor Effectiveness of G1.B1.S3**

Ongoing monitoring of district assessments for all students for all students, noting those scoring below 70% and those scoring above 90%

#### **Person or Persons Responsible**

Instructional Support Teacher and administration

#### **Target Dates or Schedule**

at end of each quarter

#### **Evidence of Completion**

Pinnacle Insight reports and/or Scantron Achievement Series Standards reports after each interim assessment for each class in grades 2-5 DRA levels and formative assessments for kindergarten and first grade

**G1.B2 Professional development opportunities on data analyzing and on implementation of effective differentiated instructional delivery methods for increasing student achievement in all areas.**

**G1.B2.S1** If additional time beyond the PLC scheduled time is needed, provide time within the daily schedule for Professional Learning Communities(PLC) to meet at least once a semester with administration to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment and to plan for implementation of CCSS.

**Action Step 1**

From data analyzed regarding patterns of standards not being mastered, professional development time will be scheduled during the school day for teachers to collaboratively meet in professional learning communities (PLC) to receive additional effective and differentiated instructional delivery assistance and have time to plan for how to deliver those instructional strategies.

**Person or Persons Responsible**

Administration, district's Instructional Support teacher, PLC grade level team members

**Target Dates or Schedule**

At least once a semester as needed from first of November 2013 to end of May 2014

**Evidence of Completion**

report of substitutes, PLC agenda & meeting days

**Facilitator:**

Administration &/or district's Instructional Support teacher

**Participants:**

grade level PLC team members

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

Observations of PLC discussions and data analyses of achievement scores of standards assessed on district interim assessments

**Person or Persons Responsible**

classroom teachers, instructional support teacher and administration

**Target Dates or Schedule**

During monthly PLC grade level meetings with administration

**Evidence of Completion**

PLC grade level meetings minutes, teacher lesson plans, interim assessments, etc.

## Plan to Monitor Effectiveness of G1.B2.S1

Ongoing monitoring of district assessments for all students, especially of those who have scored below proficiency of previously given state and district assessments (targeted subgroups of students from scores on 2013 FCAT, Stanford 10, DA Assessments, Writing Prompt samples and/or CELLA ), to note those scoring below 70% and above 90% on assessed state standards or of writing rubric scores of district writing prompt samples. Monitor FAIR and DA assessments to note correlation between those assessments and of the district's interim assessments.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

At end of each grading period

### Evidence of Completion

Pinnacle Insight reports and/or Scantron Achievement Series reports for each class in grades 2 -5 after each interim assessment DRA level and formative assessments for kindergarten and first grade

**G1.B2.S2** Provide professional development opportunities for new teachers to be trained on previous school-wide trainings (i.e. cooperative learning structures, Thinking Maps, Write From the Beginning, etc.) and to receive follow up coaching to further implementation of trainings given.

### Action Step 1

Provide opportunity for new teachers to receive professional development training on previously given school-wide trainings, such as cooperative learning structures, Thinking Maps, Write From the Beginning and provide follow-up coaching to assist implementation of trainings given.

### Person or Persons Responsible

district's Instructional Support teacher &/or school-based teacher trainers and new teachers

### Target Dates or Schedule

from end of October 2013 to end of January 2014 as needed

### Evidence of Completion

Substitute teacher log, Instructional Support teacher log, administrative classroom observations

### Facilitator:

district's Instructional Support teacher or school-based teacher trainer

### Participants:

new and newly hired teachers to the school

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2**

During observations of classroom instruction and walk throughs and/or in follow-up coaching observation sessions

#### **Person or Persons Responsible**

district's Instructional Support Teacher or school-based teacher trainer

#### **Target Dates or Schedule**

Within one month of professional development opportunity

#### **Evidence of Completion**

coaching logs and/or administrative classroom observations and/or walk throughs

### **Plan to Monitor Effectiveness of G1.B2.S2**

Ongoing monitoring of district assessments for all students

#### **Person or Persons Responsible**

administration

#### **Target Dates or Schedule**

at end of each grading period following professional development opportunity

#### **Evidence of Completion**

Pinnacle Insight reports and/or Scantron Achievement Series reports for each district interim assessment for grades 2-5 FAIR reports, DRA levels and/or formative assessments for grades kindergarten and first



**G1.B2.S3** Provide professional development opportunities for teachers to be receive follow-up training/ coaching on previous school-wide trainings (i.e. cooperative learning structures, Thinking Math, differentiated math centers, Thinking Maps, Write From the Beginning, etc.) and/or to learn other effective instructional strategies to increase student achievement for all learners.

**Action Step 1**

Using the Deliberate Practice Plans of teachers and the student achievement needs in all core subjects provide opportunities for teachers to receive professional development on effective instructional strategies which will enhance student achievement on CCSS (i.e. professional reading books, training on additional effective instructional strategies, and /or time to develop lessons from the professional development.

**Person or Persons Responsible**

classroom teachers, instructional support teacher and administration

**Target Dates or Schedule**

from end of October 2013 until May 2014

**Evidence of Completion**

attendance logs for professional development, teacher lesson plans, documentation of classroom observations and/or walk throughs and student interim assessments

**Facilitator:**

Administration &/or Instructional Support Teacher

**Participants:**

classroom teachers

**Plan to Monitor Fidelity of Implementation of G1.B2.S3**

During Observations of classroom instruction and classroom walk throughs and/or in follow-up coaching observation sessions

**Person or Persons Responsible**

district's Instructional Support Teacher &/or school-based teacher trainer

**Target Dates or Schedule**

Within one month of professional development opportunity

**Evidence of Completion**

coaching logs and / or administrative classroom observations and/or walk throughs

## Plan to Monitor Effectiveness of G1.B2.S3

Ongoing monitoring of district assessments for all students.

### Person or Persons Responsible

administration

### Target Dates or Schedule

at interim and at end of each grading period following professional development opportunity

### Evidence of Completion

Pinnacle Insight reports and/or Scantron Achievement Series reports of interim assessments for grades 2-5 and of FAIR and/or DRA levels for grades kindergarten and first

## G1.B3 Students who have issues with attendance /arriving on-time to school which affect academic achievement

**G1.B3.S1** Monitor student unexcused absences/lates to identify those with at least 10 absences/lates and hold teacher/parent/student conferences or hold Problem Solving Team meeting with parent to discuss plan to reduce unexcused absences/lates of identified students.

### Action Step 1

Teachers of identified student(s) with excessive unexcused absences/lates and/or guidance counselor will meet with each parent of each identified student and develop plan to assist in reducing unexcused absences/lates. Problem-Solving Team(PST) meeting will be held after teacher has had two conferences with parent of identified student and unexcused absences/lates continue.

### Person or Persons Responsible

classroom teacher &/or guidance counselor &/or PST chair

### Target Dates or Schedule

After 10 unexcused absences or lates occur

### Evidence of Completion

Parent-Teacher Conference Record of scheduled meeting, PST documentation

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Guidance counselor and Office Specialist I for monitoring attendance/lates will confer once a month to identify students with 10 or more unexcused absences/lates to facilitate teacher scheduling parent-teacher &/or PST meeting to discuss plan for improving attendance and on-time arrival of identified student(s).

#### **Person or Persons Responsible**

Guidance counselor, office specialist I, classroom teacher, PST chair

#### **Target Dates or Schedule**

Once a month

#### **Evidence of Completion**

Letters sent to parent regarding attendance/lates, Conference records, PST documentation,

### **Plan to Monitor Effectiveness of G1.B3.S1**

Reports for attendance/lates for identified students will note decrease in unexcused absences/lates. Identified student(s) academic progress reports will show improvement

#### **Person or Persons Responsible**

Guidance counselor

#### **Target Dates or Schedule**

at end of each grading period

#### **Evidence of Completion**

Crosspointe report for attendance/lates and/or Pinnacle grade reports

## **G1.B4 Students who have behavior issues which affect academic achievement**

**G1.B4.S1** Guidance Counselor will secure quarterly reports for discipline referrals and discuss with administration need for PST meeting with teacher/parent/student to develop plan to improve behavior issues which are affecting academic progress

### **Action Step 1**

Classroom teacher will refer identified student with behavior issues to PST chair to secure a PST meeting with parent, guidance counselor and /or administration to develop behavior intervention plan.

#### **Person or Persons Responsible**

classroom teacher, guidance counselor, PST chair &/or administration

#### **Target Dates or Schedule**

At end of each grading period &/or after third referral for behavior issue which is disrupting academic learning

#### **Evidence of Completion**

PST documentation

## **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Guidance Counselor and administration will meet to review quarterly discipline referrals for those identified students with continuing behavior issues and discuss scheduled conferences/PST meetings

#### **Person or Persons Responsible**

Guidance Counselor &/or administration

#### **Target Dates or Schedule**

At end of each grading period or after identified student has third referral for behavior issue which is disrupting academic learning

#### **Evidence of Completion**

Conference records with parents &/or PST documentation

## **Plan to Monitor Effectiveness of G1.B4.S1**

Guidance Counselor & administration will review identified student(s) discipline referrals and academic progress to note effectiveness of behavior plan

### **Person or Persons Responsible**

Guidance Counselor & administration

### **Target Dates or Schedule**

At end of each grading period

### **Evidence of Completion**

Quarterly discipline referral reports, conference records, Pinnacle grade reports

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Provide interventions for those students working below proficiency level (intensive) and for those working above proficiency (enrichment) to increase the percentage of student achievement in all areas.

**G1.B2** Professional development opportunities on data analyzing and on implementation of effective differentiated instructional delivery methods for increasing student achievement in all areas.

**G1.B2.S1** If additional time beyond the PLC scheduled time is needed, provide time within the daily schedule for Professional Learning Communities(PLC) to meet at least once a semester with administration to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment and to plan for implementation of CCSS.

### PD Opportunity 1

From data analyzed regarding patterns of standards not being mastered, professional development time will be scheduled during the school day for teachers to collaboratively meet in professional learning communities (PLC) to receive additional effective and differentiated instructional delivery assistance and have time to plan for how to deliver those instructional strategies.

#### Facilitator

Administration &/or district's Instructional Support teacher

#### Participants

grade level PLC team members

#### Target Dates or Schedule

At least once a semester as needed from first of November 2013 to end of May 2014

#### Evidence of Completion

report of substitutes, PLC agenda & meeting days

**G1.B2.S2** Provide professional development opportunities for new teachers to be trained on previous school-wide trainings (i.e. cooperative learning structures, Thinking Maps, Write From the Beginning, etc.) and to receive follow up coaching to further implementation of trainings given.

**PD Opportunity 1**

Provide opportunity for new teachers to receive professional development training on previously given school-wide trainings, such as cooperative learning structures, Thinking Maps, Write From the Beginning and provide follow-up coaching to assist implementation of trainings given.

**Facilitator**

district's Instructional Support teacher or school-based teacher trainer

**Participants**

new and newly hired teachers to the school

**Target Dates or Schedule**

from end of October 2013 to end of January 2014 as needed

**Evidence of Completion**

Substitute teacher log, Instructional Support teacher log, administrative classroom observations

**G1.B2.S3** Provide professional development opportunities for teachers to be receive follow-up training/ coaching on previous school-wide trainings (i.e. cooperative learning structures, Thinking Math, differentiated math centers, Thinking Maps, Write From the Beginning, etc.) and/or to learn other effective instructional strategies to increase student achievement for all learners.

**PD Opportunity 1**

Using the Deliberate Practice Plans of teachers and the student achievement needs in all core subjects provide opportunities for teachers to receive professional development on effective instructional strategies which will enhance student achievement on CCSS (i.e. professional reading books, training on additional effective instructional strategies, and /or time to develop lessons from the professional development.

**Facilitator**

Administration &/or Instructional Support Teacher

**Participants**

classroom teachers

**Target Dates or Schedule**

from end of October 2013 until May 2014

**Evidence of Completion**

attendance logs for professional development, teacher lesson plans, documentation of classroom observations and/or walk throughs and student interim assessments

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Provide interventions for those students working below proficiency level (intensive) and for those working above proficiency (enrichment) to increase the percentage of student achievement in all areas.	\$23,900
Total		\$23,900

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Professional Development	Total
EDEP school-based funds	\$1,000	\$0	\$0	\$1,000
school-based EDEP funds	\$0	\$8,000	\$0	\$8,000
school-based EDEP funds, SAC funds, PTA funds, and any other funding source available	\$0	\$1,000	\$0	\$1,000
School Substitute Funds, Supplemental Academic Instruction funds for PD, SAC professional development substitute Funds allocated, PTA funds, and/or any other available fund source	\$0	\$0	\$3,500	\$3,500
Substitute school funds, SAC substitute funds allocated, PTA, and/or any other available fund source	\$0	\$0	\$1,400	\$1,400
If allocated, district grant for Supplemental Academic Instruction funds for school's professional development proposal	\$0	\$0	\$9,000	\$9,000
Total	\$1,000	\$9,000	\$13,900	\$23,900

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*



**G1.** Provide interventions for those students working below proficiency level (intensive) and for those working above proficiency (enrichment) to increase the percentage of student achievement in all areas.

**G1.B1** Lack of district funding for supplemental intensive intervention, for enrichment intervention and for instructional intervention materials for those students working below proficiency levels &/or for those working above proficiency in all areas.

**G1.B1.S1** Provide supplemental instruction (tutoring) facilitator for supplemental instructional programs for grades 3-5 using available EDEP school funds to assist with securing and training tutors on effective instruction for sessions, with paperwork to secure identified students for supplemental instructional sessions, and with monitoring tutoring sessions and academic progress of identified students attending sessions.

**Action Step 1**

Provide supplemental instruction program facilitator to assist with implementing before/after school program for at least two 45 minutes of supplemental instruction for two 6 week sessions for grades 3-5 in reading, writing, and math &/or Saturday School session of 90 minutes each week for 5 weeks for fifth graders in science.

**Resource Type**

Personnel

**Resource**

Extended Day Enrichment Program (EDEP) school-based funds and Title III (ESOL) funds or supplemental instructional program for identified students to pay for supplemental instruction (tutoring) facilitator

**Funding Source**

EDEP school-based funds

**Amount Needed**

\$1,000

**G1.B1.S2** Using research-based materials and strategies, certified teachers will provide supplemental instruction to those students who are working below proficiency and are identified as needing additional instructional support: \* for before/after school for at least two 45 minutes of supplemental instruction a week for 6 weeks in grades 3-5 for reading/writing & math, &/or \* for Saturday School for at least 90 minutes of instruction for 5 weeks for those students in grade 5 identified as needing additional instructional support in science, and \* for giving teachers providing the additional instructional support 15 minutes of planning the instruction for each 45 minutes of instructional time.

### **Action Step 1**

Provide identified students in grades 3-5 the instructional support (tutoring) using research-based materials and strategies in reading, math &/or writing from certified teachers during before/after for at least a 6 week session or during one weekend day for at least 1 & 1/2 hours for up to 5 weeks/10 hours for fifth graders needing additional support in science.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

certified teacher tutors and tutoring materials

#### **Funding Source**

school-based EDEP funds

#### **Amount Needed**

\$8,000

**G1.B1.S3** Using research-based materials and strategies, classroom teacher will provide interventions within the scheduled intervention times during the school day to those students who are achieving: \* below proficiency in reading /writing &/or math and are in need of intensive interventions with scores below 70% on district interim assessments for state standards assessed in reading/language arts & math (for grades 2-5), for those students who scored below the proficient level on 2013 FCAT (for grade 4 & 5 students & mandatory retained 3rd graders), for those who scored proficiency on 2013 Stanford 10 (for grade 3 students) and/or for those whose score below grade level on FAIR, DRA, and/or on reading/ math formative assessments (for grades kindergarten & first grade). \* above proficiency in reading/ writing &/or math and are in need of enrichment interventions with scores above 90% on district interim assessments for state standards assessed in reading/language arts &/or math (for grades 2-5) , for those students who scored above proficient level 4 on 2013 FCAT (for grade 4 & 5 students), for those who scored well above proficiency level on 2013 Stanford 10 (for grade 3 students), and/or for those who score well above grade level on FAIR, DRA, and/or on reading/ math formative assessments (for grades kindergarten & first grade).

### **Action Step 1**

Teachers provide intensive and/or enrichment intervention strategies during administrative-scheduled instructional intervention times for grade level, using research-based strategies/materials.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Research-based materials for intensive interventions, enrichment instructional materials, STEM-related instructional materials, CCSS supplemental materials

#### **Funding Source**

school-based EDEP funds, SAC funds, PTA funds, and any other funding source available

#### **Amount Needed**

\$1,000

**G1.B2** Professional development opportunities on data analyzing and on implementation of effective differentiated instructional delivery methods for increasing student achievement in all areas.

**G1.B2.S1** If additional time beyond the PLC scheduled time is needed, provide time within the daily schedule for Professional Learning Communities(PLC) to meet at least once a semester with administration to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment and to plan for implementation of CCSS.

**Action Step 1**

From data analyzed regarding patterns of standards not being mastered, professional development time will be scheduled during the school day for teachers to collaboratively meet in professional learning communities (PLC) to receive additional effective and differentiated instructional delivery assistance and have time to plan for how to deliver those instructional strategies.

**Resource Type**

Professional Development

**Resource**

Substitute funding to afford opportunities for grade level teachers to meet in extended time for professional learning communities

**Funding Source**

School Substitute Funds, Supplemental Academic Instruction funds for PD, SAC professional development substitute Funds allocated, PTA funds, and/or any other available fund source

**Amount Needed**

\$3,500

**G1.B2.S2** Provide professional development opportunities for new teachers to be trained on previous school-wide trainings (i.e. cooperative learning structures, Thinking Maps, Write From the Beginning, etc.) and to receive follow up coaching to further implementation of trainings given.

**Action Step 1**

Provide opportunity for new teachers to receive professional development training on previously given school-wide trainings, such as cooperative learning structures, Thinking Maps, Write From the Beginning and provide follow-up coaching to assist implementation of trainings given.

**Resource Type**

Professional Development

**Resource**

Substitute funds for new teachers to receive professional development opportunities

**Funding Source**

Substitute school funds, SAC substitute funds allocated, PTA, and/or any other available fund source

**Amount Needed**

\$1,400

**G1.B2.S3** Provide professional development opportunities for teachers to be receive follow-up training/ coaching on previous school-wide trainings (i.e. cooperative learning structures, Thinking Math, differentiated math centers, Thinking Maps, Write From the Beginning, etc.) and/or to learn other effective instructional strategies to increase student achievement for all learners.

### **Action Step 1**

Using the Deliberate Practice Plans of teachers and the student achievement needs in all core subjects provide opportunities for teachers to receive professional development on effective instructional strategies which will enhance student achievement on CCSS (i.e. professional reading books, training on additional effective instructional strategies, and /or time to develop lessons from the professional development.

#### **Resource Type**

Professional Development

#### **Resource**

\* Substitute funding for teachers to participate in certain all day professional development opportunities, \* Professional development update training fees for school-based personnel to have school-based trainer for some professional development, \* Purchases of professional reading materials/books needed for some professional development events

#### **Funding Source**

If allocated, district grant for Supplemental Academic Instruction funds for school's professional development proposal

#### **Amount Needed**

\$9,000