



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Manatee Elementary School

5301 TICE ST

Fort Myers, FL 33905

239-694-2097

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 95%
Alternative/ESE Center No	Charter School No	Minority Rate 84%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 B	2009-10 B
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SIP Authority and Template

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

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 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

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

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

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

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
Focus Year 3 or more	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Manatee Elementary School

Principal

Michele Robinson

School Advisory Council chair

Kathy Good

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

Name	Title
Michele Robinson	Principal
Rebecca Savage	Assistant Principal
Carrie Jarman	TIF- Teacher Leader
Tracy Rosenthal	TIF- Teacher Leader
Kathy Good	Reading Resource Teacher
Carrie McKinley	Reading Coach
Dionne Morgan	Math Coach
Betty Silveira	Science/STEM Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

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 SAC is comprised of administration, the school based teacher leadership team, staff, parents and community members.

School Name: Manatee Elementary School Number: 0763

Membership

Category Ethnicity Name

[Last, First] Address Phone Number Email

SAC

Chair Teacher

White

Good, Kathy 6221 St Andrews Cr N
Fort Myers, Fl 33919 239-850-2044 Kathydolfan@gmail.com
DAC Teacher
White

Good, Kathy
6221 St Andrews Cr N
Fort Myers, Fl 33919 239-850-2044 Kathydolfan@gmail.com
DAC
Alt. Teacher
White

Grant, Jeremy 3311 SW 1st Ave
Cape coral, 33914 239-357-0022 JeremyLG@leeschools.net
Administrator
White

Robinson, Michele 5301 Tice Street
Fort Myers, Fl 33905 239-694-2097 MicheleRo@leeschools.net
Parent
White

Steinruck, Cissy 4649 25th ST.SW
Lehigh Acres, Fl 33976 239-285-8296 No Email
Parent

Hispanic
Gonzalez, Maria 367 Muskegon Avenue
Fort Myers, Fl 33905 239-878-2312 No Email
Parent
Black

Isaac, Robbie 2904 Donald Ave.
Lehigh Acres, Fl 33976 239-245-0150 Rbb_isaac@yahoo.com
Parent
Hispanic

Linda Avina 355 Muskegon Avenue
Fort Myers, Fl 33905 239-465-5288 No Email
Teacher
Black

Graflund, Anastasia 433 Candlewick Circle W
Lehigh Acres, Fl 33936 239-476-0545 anastasiasp@leeschools.net
Teacher
Hispanic

Anderson, Leslie
Support Staff
Hispanic
Hernandez, Adela 8264 Beacon Blvd.

Fort Myers, Fl 33907 239-936-1882 AdelaSHe@leeschools.net
Support Staff
Hispanic

Figueras-Ellis, Yolanda 407 SE 16th Place
Cape Coral, Fl 33990 239-458-4119 YolandaFi@leeschools.net
Community
White

Blessed Pope John XXIII 13060 Palomino Lane, Fort Myers, FL 33912 239-561-2245
holly@johnXXIII.net
Business
Black

Scafe, Tyrone 1813 Moore Avenue
 Lehigh Acers, Fl 33972 425-681-9818 scafetd@gmail.com
 Parent
 White
 Strause, Amy 15041 Orange River Rd
 Fort Myers, Fl 33905 443-309-7429 shamylane@aol.com
 Community
 Choose an item.
 Harry Chapin Food Bank 3760 Fowler Street
 Fort Myers, Fl 33901 239-334-7007
 Parent
 Hispanic
 Johnston, Maria 5301 Tice Street
 Fort Myers, Fl 33905 239-694-2097 mariajo@leeschools.net

Involvement of the SAC in the development of the SIP

The administration and leadership team reviewed data for improvement. Administration presented this information to teachers, staff, and parent stakeholders for additional input and to identify targets and goals. Parent and community input was solicited at SAC meetings. Students are involved in identifying individual and class goals which are aligned with school and district goals.

Activities of the SAC for the upcoming school year

The SAC will meet monthly to review progress monitoring data, to report learning gains and instructional strategies being implemented to increase student achievement.

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

The projected use of school improvement funds will be directly allocated according to the SAC approved goal-related initiatives as follows:
 teacher supplements for after hours training \$2,000
 substitutes for modeling effective instruction \$2,000
 consultant contracts for research based initiatives \$4,000
 materials/supplies for effective instruction \$2956.31

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:

Michele Robinson		
Principal	Years as Administrator: 15	Years at Current School: 0
Credentials	Mrs. Robinson has 23 years experience as a Florida educator, 15 as a school based administrator. She has experience in both Dade and Lee County. She holds a Bachelors Degree in Elementary Education from the University of South Florida, a Masters Degree in Curriculum and Instruction from Florida International Univeristy and a Masters Degree in Educational Leadership from the University of South Florida.	
Performance Record	Mrs. Robinson has had effective ratings during her 15 years of administation in Lee County.	

Rebecca Savage		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	Mrs. Savage has her Bachelors degree in English Literature from the University of Florida, her Masters in Educational Leadership from Florida Gulf Coast University, and is currently working on her Doctorate in Leadership from the University of Florida. She taught English at the high school level for 5 years and has worked at the District Office for 1.5 years as a Curriculum Master Teacher and Professional Development and Leadership Specialist.	
Performance Record	Mrs. Savage was rated as overall highly effective for the past 2 years of instructional level review.	

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Sue Rosema		
Part-time / District-based	Years as Coach: 1	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	Bachelors Degree Elem Ed 1-6 ESOL Endorsed	
Performance Record	Highly Effective	

Dionne Morgan		
Part-time / District-based	Years as Coach: 1	Years at Current School: 4
Areas	Mathematics	
Credentials	Bachelors Degree Elem k-6 ESOL Endorsed	
Performance Record	Effective	

Classroom Teachers

of classroom teachers
58

receiving effective rating or higher
47, 81%

Highly Qualified Teachers
100%

certified in-field
58, 100%

ESOL endorsed
34, 59%

reading endorsed
10, 17%

with advanced degrees
16, 28%

National Board Certified
0, 0%

first-year teachers
10, 17%

with 1-5 years of experience
19, 33%

with 6-14 years of experience
19, 33%

with 15 or more years of experience
10, 17%

Education Paraprofessionals

of paraprofessionals
10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

receiving effective rating or higher

(not entered because basis is < 10)

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

Michele Robinson, Principal, is responsible for the recruitment and retention of highly qualified teachers. All teachers who are in-field and highly qualified are given first consideration for hire. Teachers and staff are provided extensive training in strategies for meeting the needs of diverse populations. New teachers are provided school-based mentors and additional training and support. Mentors and experienced teachers are provided leadership opportunities to enhance their potential for advancement.

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

Our school is a recipient of the Teacher Incentive Fund grant, and will be following the teacher induction process outlined by the Mentor program under TIF and the district A.P.P.L.E.S. program. Mentors and Developing Professionals meet weekly for support and coaching, and the pairs meet monthly with administration for guidance, feedback, focus and additional support. District coursework is required of Developing Professionals. Monetary incentive is provided to both the Mentor and additional incentive is provided if both the Mentor and Developing Professional receive Highly Effective end of year reviews. Pairings of New and Mentor Teacher were determined by administration to ensure experienced and effective coaching techniques have been previously exhibited by mentors and were clinically educator certified.

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 MTSS Problem-Solving Team at Manatee Elementary meets at minimum monthly to review student data as it relates to grade level standard. The team continually monitors the progress of all students to identify those in need of more support. The data used is based on district-wide, school-wide and grade level formative/summative assessments. The MTSS leadership team meets to review targeted students ensuring Tier 2 and Tier 3 strategies are being implemented and are effectively helping students reach set goals. The MTSS coordinator for both academics and behavior follows up with coaches and

classroom teachers to review data, and coordinates meetings with the all stakeholders. The MTSS leadership team analyzes data, prescribes targeted small group and individual research-based strategies, and provides instructional support for classroom teachers and students.

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

The members of the MTSS Problem-Solving Team are as follows:

- Michele Robinson- Principal
- Rebecca Savage-Assistant Principal
- Carrie McKinley-MTSS Chair
- Barbara Lyon-Guidance Counselor
- Carrie Jarman-Teacher Leader
- Tracy Rosenthal-Teacher Leader
- Sue Rosema-Reading Coach
- Mary Wiggins-Strada-School Psychologist
- Jill Honeywell-Staffing Specialist (as needed)
- Jenny Jones-Speech and Language Pathologist
- Classroom Teacher

Parents

- The team reviews schoolwide and grade level data for trends and gaps in student progress as it relates to state targets for student proficiency. Student subgroup data is also reviewed and documented into our school improvement plan. Deficiencies are identified by our SIP team and school-wide interventions are implemented keeping these targets in mind when creating our master schedules, constructing classrooms, and placing faculty and staff.

Students who are not proficient and are in danger of falling below standard are "on watch" and provided interventions through targeted small group instruction during classroom time. Our school has implemented additional intervention time as well as SMART time to meet the needs of all students.

* Teachers assess additional student data using an ongoing process of progress monitoring such as STAR, STAR EarlyLit, District Assessments, Formative Assessments, and informal observations. Students who continue to need additional intervention are identified and provided multiple levels of intensive support based on the skill area of need. Additional time and intensity of interventions are provided utilizing available resources.

This process is closely monitored by the MTSS team at meetings to collaborate and identify specific strategies/interventions and to continuously monitor struggling students.

MTSS Chair

- Meet on a weekly basis with classroom teachers with students in the MTSS process to provide support with data collection and instruction as needed.
- Facilitates MTSS meetings.
- Schedule team meetings.
- Invite parents and appropriate school personnel to team meetings.
- Maintains log of students involved in the MTSS process.
- Complete necessary documentation to appropriately ensure the MTSS process is facilitated with fidelity to meet the requirements for individual students.
- Administer academic screenings as needed.
- Schedule vision and hearing screenings of students as they enter the MTSS process.
- Schedule colleague observations of students in the MTSS process.
- Train teachers as needed in the specified interventions, progress monitoring, and differentiated instruction.
- Collect school-wide data for team to use in determining at-risk students.

Reading and Math Resource Teachers, Teacher Leaders, STEM Teacher

- Train teachers as needed in the specified interventions, progress monitoring, and differentiated instruction.

- Administer screenings as needed.
- Perform colleague observations of students as needed.
- Collect school-wide data for team to use in determining at-risk students.

School Psychologist

- Attend MTSS Team meetings on students as needed.
- Monitor data collection for fidelity.
- Review and interpret progress monitoring data.
- Collaborate with MTSS Team on effective instruction and specific interventions.
- Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions.

ESE Chair and Staffing Specialist

- Consult with MTSS Team regarding Tier 3 interventions.
- Incorporate MTSS data when making eligibility decisions.

Speech-Language Pathologist

- Attend MTSS meetings for some Tier 2 and Tier 3 students.
- Completes communications skills screening for students on an as-needed basis.
- Assist with Tier 2 and Tier 3 interventions through collaboration, training, and/or intervention instruction.

Principal and Assistant Principal

- Facilitate implementation of MTSS in the building.
- Provide or coordinate professional development.
- Attend MTSS Team meetings to be active in the MTSS process.

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

The team reviews schoolwide and grade level data for trends and gaps in student progress as it relates to state targets for student proficiency. Student subgroup data is also reviewed and documented into our school improvement plan. Deficiencies are identified by our SIP team and school-wide interventions are implemented keeping these targets in mind when creating our master schedules, constructing classrooms, and placing faculty and staff.

Students who are not proficient and are in danger of falling below standard are "on watch" and provided targeted interventions through targeted small group instruction, utilizing additional resources, during intervention and SMART time per our master schedule.

* Teachers assess additional student skill data using an ongoing process of progress monitoring such as STAR, STAR EarlyLit, District Assessments, Formative Assessments, and informal observations. Students who continue to need additional intervention are identified and provided multiple levels of intensive support based on the skill area of need. Additional time and intensity of interventions are provided utilizing available resources. The leadership team monitors the fidelity of the MTSS process by reviewing data and supporting classroom teachers on an as-needed basis through modeling, observing, screening, and collaboration.

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

Data is continuously monitored and evaluated using a variety of classroom, school-based, district and state standardized and formative assessments. Tools such as Performance Matters provides our school data which can be used in a variety of ways as the team deems necessary. STAR and STAR Early Literacy assessments are utilized monthly to monitor student learning gains. District baseline, mid- year and end of year standardized assessments in reading, Math, Writing and Science will be conducted according to district requirements. Formative/ summative assessments in the classroom will determine student progress as it relates to grade level standards. Compass results will be used to provide learning paths for specific targeted instruction. MTSS Students will be given grade level probes to monitor trend and goal lines. Adjustments to intervention strategies will be made according to the trends shown.

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

The Manatee MTSS team has supported the understanding of the process by creating a document clearly outlining the steps needed to begin and follow the process. These steps follow the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are outlined above. The team creates a higher level of understanding through collaboration during progress monitoring meetings by offering support to teachers.

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: Extended Day for All Students

Minutes added to school year: 1,200

Manatee is committed to providing an enriched curriculum for all students by using PLC time for teachers to collaborate on lesson planning, providing a before and afterschool program for enrichment, and providing an additional hour of instruction daily so all students will have the opportunity to focus on core instruction targeting student need. Student data will be reviewed for effectiveness of this additional time, and implementation will be adjusted based on this data.

All teachers are involved in professional learning communities. A team of teachers along with administration have been trained in effective professional learning communities. Teachers are involved in schoolwide PLCs and meet once per week for a one hour period, to collaborate best practices, share strategies, review data as it relates to SIP goals and share model lessons. Classroom walk thru data will be utilized to determine implementation of learning strategies.

Manatee has a before and afterschool program. This program however small, provides an opportunity to target students for additional instruction. Use of instructional technology such as Compass Odyssey, Readers Theatre, STEM teams, Math clubs, Book clubs, and art and music will be focus areas in the future.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Progress monitoring through formative and summative assessments.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers and administrative/leadership team.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michele Robinson	Principal
Rebeca Savage	Assistant Principal
Tracy Rosenthal	Teacher Leader
Carrie Jarman	Teacher Leader
Carrie McKinley	Reading Coach
Sue Rosema	Literacy Resource Teacher
Kathy Good	Literacy Resource Teacher

How the school-based LLT functions

The Literacy Leadership Team meets weekly to review curricular strengths and barriers, and to facilitate instructional methods which support the school improvement strategies. This team then collaborates with assigned grade levels, also weekly, to make adjustments in implementation in response to data. Members of this team also provide modeling opportunities quarterly.

Major initiatives of the LLT

The goal of the Literacy Leadership Team this year is to review data, and prescribe strategies based on this data. The team will provide support to teachers and their students in small group, and provide model lessons. These lesson may include areas for improvement such as student engagement, effective instructional strategies, implementation of common core. This will ensure continuous focus and school alignment of our SIP goals.

Effective instructional strategies which will be modeled and evaluated include the following:

- * Consistent use of content area instruction and increased rigor with targeted increase of text complexity
- * Consistent instructional strategies using close reading and rereading of texts
- * Providing scaffolding for students below grade level, but also ensuring students are provided opportunity to receive on-grade level core instruction
- * Consistent use of text dependent questions with an increased emphasis on Webb's complexity.
- * Consistent use of questioning and expectation in which students are required to respond to their reading and learning in which students support their answers with evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teacher coaches, resource teachers, and special area teachers will "push in" during the literacy block time to help provide intervention strategies. This time has been designated as "intervention and SMART time" on our master schedule. The intervention team will provide grade level intervention team time in which all resource teachers push in to provide small group instruction for bubble students in the ELA block.

The intervention team will also provide a separate 40 min school wide intervention time "SMART TIME" in which all resources including special areas push in for targeted skills for all levels of learners. Ongoing progress monitoring of these students through data collected from district summative and school based common formative assessments will ensure student learning needs are met. Classrooms, grade levels, and individual students will set goals and reflect on their own data to set further goals.

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

Manatee provides services for students with IEP's ages 3 and 4 years old. These students are identified through Florida Disagnosis of Early Childhood Learners.

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	55%	46%	No	60%
American Indian				
Asian				
Black/African American	53%	42%	No	58%
Hispanic	54%	44%	No	59%
White	55%	53%	No	60%
English language learners	48%	31%	No	54%
Students with disabilities	36%	24%	No	42%
Economically disadvantaged	53%	44%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	27%	31%
Students scoring at or above Achievement Level 4	51	13%	18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	113	50%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	33	55%	59%

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)	30	24%	29%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	14%	19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	18%	23%

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	63	45%	90%
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	53%	40%	No	58%
American Indian				
Asian				
Black/African American	51%	32%	No	56%
Hispanic	52%	42%	No	57%
White	55%	45%	No	60%
English language learners	50%	34%	No	55%
Students with disabilities	30%	20%	No	37%
Economically disadvantaged	52%	38%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	21%	25%
Students scoring at or above Achievement Level 4	33	12%	17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	99	44%	49%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	43%	49%

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	32	27%	34%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

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)	10		15
Participation in STEM-related experiences provided for students	860	70%	75%

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	196	26%	0%
Students retained, pursuant to s. 1008.25, F.S.	127	15%	0%
Students who are not proficient in reading by third grade	448	53%	40%
Students who receive two or more behavior referrals	54	7%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	48	6%	0%

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

Increase parental involvement volunteer hours. In 2012-2013, Manatee Elementary logged 2337 parent volunteer hours.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
In 2013-2014, Manatee Elementary will increase our parent involvement hours by at least 5%, which will result in a total of at least 2,454 parent volunteer hours.	2337	55%	65%

Goals Summary

- G1.** All staff will increase student achievement gains school-wide by utilizing rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning.

Goals Detail

G1. All staff will increase student achievement gains school-wide by utilizing rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, 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

- Teacher Leaders and Coaches
- Teacher Resource Team
- District Support
- Weekly Professional Learning Communities

Targeted Barriers to Achieving the Goal

- Inconsistent utilization of data to plan and implement rigorous, differentiated, and research-based best practices which are aligned with the College and Career Readiness Standards.
- Inconsistent implementation of positive behavior and effective student engagement techniques.
-
-

Plan to Monitor Progress Toward the Goal

Teachers provide rigorous data-driven instruction that increases student achievement.

Person or Persons Responsible

Administrative Team DA Team District Staff Classroom Teachers Support Staff Students Parents

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FCAT 2.0, STAR Reports, District Assessments, Progression Data, Parent Survey, Student Survey, Discipline Data, Walk throughs data, teacher observation data, and evaluation data.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All staff will increase student achievement gains school-wide by utilizing rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning.

G1.B1 Inconsistent utilization of data to plan and implement rigorous, differentiated, and research-based best practices which are aligned with the College and Career Readiness Standards.

G1.B1.S1 Staff will consistently implement data-driven research-based instructional best practices to support rigorous differentiated instruction, by attending ongoing training and utilizing professional learning communities to guide collaboration between grade levels.

Action Step 1

Professional development on standards based instruction and analyzing data to plan and implement core instruction.

Person or Persons Responsible

District/Coaches will provide standards based instruction professional development. District/Coaches will provide professional development analyzing data.

Target Dates or Schedule

Standards Based instruction utilizing assessment analysis: October 23, 2013; October 30, 2013 and starting November 7, 2013 district support, twice a month at A+ meetings, and every Thursday at Coaches meeting.

Evidence of Completion

Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes, and Coaches logs.

Facilitator:

Michele Robinson, Rebecca Savage, Ashley LeMar, Carrie Jarman, Tracy Rosenthal, Betty Silveira, Carrie McKinley, Dionne Morgan, Kerri McCormick

Participants:

Administration, all teachers, instructional paraprofessionals

Action Step 2

Backwards Planning Design professional development.

Person or Persons Responsible

District/DA Team

Target Dates or Schedule

The week of November 18, 2013

Evidence of Completion

Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes, and Coaches logs.

Facilitator:

District Trainer

Participants:

Michele Robinson, Rebecca Savage, Carrie Jarman, Tracy Rosenthal, Betty Silveira, Carrie McKinley, Dionne Morgan, Kerri McCormick

Action Step 3

Professional development for all teachers in the Backwards Planning Design.

Person or Persons Responsible

Michele Robinson, Rebecca Savage, Carrie Jarman, Tracy Rosenthal, Betty Silveira, Carrie McKinley, Dionne Morgan, Kerri McCormick

Target Dates or Schedule

Through PLCs December 4, 2013

Evidence of Completion

Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes, Coaches logs and lesson plans.

Facilitator:

Michele Robinson, Rebecca Savage, Carrie Jarman, Tracy Rosenthal, Betty Silveira, Carrie McKinley, Dionne Morgan, Kerri McCormick

Participants:

All teachers

Action Step 4

Coaches model the Backwards Planning Design and facilitate the process with each grade level .

Person or Persons Responsible

Carrie Jarman, Tracy Rosenthal, Betty Silveira, Carrie McKinley, Dionne Morgan, Kerri McCormick

Target Dates or Schedule

Team planning meetings the week of December 9, 2013 and week of December 16, 2013

Evidence of Completion

Presentation materials, meeting minutes

Action Step 5

Provide training in content area integration into the literacy block.

Person or Persons Responsible

District

Target Dates or Schedule

Month of January, 2014

Evidence of Completion

Presentation materials, student-work samples with rubrics, lesson plans

Facilitator:

Michele Robinson, Rebecca Savage, District

Participants:

All teachers

Action Step 6

Provide 3rd, 4th and 5th grade teams with Core Connections Writing Training

Person or Persons Responsible

3rd, 4th, 5th grade classroom teachers Resource Teachers Coaches TIF Leaders

Target Dates or Schedule

February 18 and 19, 2014

Evidence of Completion

Core Connections materials, lesson plans

Facilitator:

Michelle Miller

Participants:

3rd, 4th, 5th grade teachers Resource Teachers Coaches TIF Leaders

Action Step 7

DA Coaching Support on Coaching Process Model

Person or Persons Responsible

Polly Kiely, Shanna Flecha, TIF Leaders, Coaches,

Target Dates or Schedule

December 6, 2013

Evidence of Completion

Presentation materials, coaches logs

Facilitator:

Polly Kiely

Participants:

TIF Leaders, Coaches

Action Step 8

DA Walkthrough and Data Review for Implementation Progress

Person or Persons Responsible

DA Team

Target Dates or Schedule

January 22, January 27

Evidence of Completion

Walkthroughs, lesson plans

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

Classroom observations, walkthroughs, teacher data binders, lesson plans, student produced work examples

Person or Persons Responsible

Michele Robinson, Rebecca Savage, Martha Hayes, DA Team, Carrie Jarman, Tracy Rosenthal, Carrie McKinley, Dionne Morgan, Betty Silveira, Kerri McCormick

Target Dates or Schedule

Weekly after November 7, 2013

Evidence of Completion

CWT, Coaches logs, classroom observations

Plan to Monitor Effectiveness of G1.B1.S1

Classroom observations, walk throughs, teacher data binders, lesson plans

Person or Persons Responsible

Michele Robinson, Rebecca Savage, Martha Hayes, DA team, Carrie Jarman, Tracy Rosenthal, Carrie McKinley, Dionne Morgan, Betty Silveira, and Kerri McCormick

Target Dates or Schedule

Weekly after November 7, 2013

Evidence of Completion

CWT, Coaches logs, classroom observations

G1.B1.S3 Provide and utilize content area reading, math, and science coaches to model content planning that is integrated and aligned to standards and provide modeling of integrated instructional practices.

Action Step 1

Go Math representative will model a math lesson in a 4th and 5th grade classroom while TIF Coaches observe and lesson is videotaped. TIF Coaches will then model the same lesson in all 3rd, 4th, & 5th grade classrooms. Classroom teachers will view video at PLC meetings.

Person or Persons Responsible

Administration: Michele Robinson, Rebecca Savage Academic Coaches: Carrie Jarman, Tracy Rosenthal Teachers Go Math Representative Reading Street Representative

Target Dates or Schedule

August 30, 2013 Monthly until May 2014

Evidence of Completion

TIF Coaches will return to each classroom to observe classroom teachers teaching the same lesson.

Action Step 2

The district math and literacy specialists will preview and model 6 lessons for all grade levels using manipulatives to support the lessons and focusing on student engagement and best practices. The district reading specialist will preview and model a reading lesson integrating Science and Social Studies for all grade levels. Administration will provide substitute teachers for the entire grade level so they may preview and debrief with District support for one hour before and immediately following the lesson.

Person or Persons Responsible

District Specialists: Math: Candace Allevato, Laurie Delikat Litrac: Christine Busenbark, Michelle Mell, and Rebecca Mendes Science: Jill Beck Principal: Michele Robinson Assistant Principal: Rebecca Savage Classroom Teachers

Target Dates or Schedule

September 4, 2013 September 6, 2013 September 9, 2013 September 10, 2013 September 13, 2013 September 16, 2013 September 17, 2013 Monthly professional development focus areas until May 2014

Evidence of Completion

TIF teachers will coach and mentor classroom teachers and facilitate additional professional development through the use of video taped model lessons.

Facilitator:

TIF Coaches

Participants:

District Specialists: Candace Allevato, Christine Busenbark, Jill Beck, Rebecca Mendes, Laurie Delikat, and Michelle Mell. Principal- Michele Robinson Assistant Principal - Rebecca Savage

Action Step 3

Backwards planning Team Meetings

Person or Persons Responsible

DA Team; District Trainer, Coaches

Target Dates or Schedule

Monday, November 18, 2013

Evidence of Completion

Lesson Plans

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

Model effective instructional strategies for teachers and co-teach in classrooms to increase instructional rigor to meet the needs of all learners, co-teach with colleagues to improve instruction and student achievement based on learning goals and success indicators, provide model lessons to improve instruction and student achievement with feedback and collaborative input, and confer, observe, and debrief to improve instruction and student achievement.

Person or Persons Responsible

Administration: Michele Robinson, Rebecca Savage TIF: Carrie Jarman and Tracy Rosenthal

Target Dates or Schedule

Ongoing; weekly, monthly

Evidence of Completion

Analyzing student data for mastery.

Plan to Monitor Effectiveness of G1.B1.S3

The Leadership Team will use questioning techniques to prompt teacher inquiry and problem solving, support teachers to differentiate their classroom practice through a focus on evidence-informed disciplinary and pedagogical content knowledge, engage in focused observations of teaching and learning interactions and behaviors and work with teachers or teams of teachers to improve classroom practice.

Person or Persons Responsible

Administration: Michele Robinson, Rebecca Savage TIF: Carrie Jarman, Tracy Rosenthal Leadership Team

Target Dates or Schedule

Ongoing; weekly, monthly

Evidence of Completion

The Leadership Team will provide feedback and demonstrate mutually agreed planning or instructional strategies as required to meet proficiency in all subject areas.

G1.B2 Inconsistent implementation of positive behavior and effective student engagement techniques.

G1.B2.S1 Provide onsite professional development, modeling, and instructional support to become proficient in common core curriculum and effective instructional best practices.

Action Step 1

District training on instructional strategies; School based training on best practices; release time for peer observations: using PLC time for sharing of best practices school wide.

Person or Persons Responsible

Administration: Michele Robinson, Rebecca Savage District Support: Candace Alleveto, Christine Busenbark, Laurie Delikat, Michelle Mell, and Jill Beck TIF Teacher Leaders Carrie Jarman, Tracy Rosenthal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Debriefings with District Support; broader knowledge base of current instructional materials; lesson plans; classroom walkthroughs, and student assessment scores.

Facilitator:

TIF Coaches, Teacher Leaders

Participants:

Administration: Michele Robinson, Rebecca Savage District Support: Candace Alleveto, Christine Busenbark, Laurie Delikat, Michelle Mell, and Jill Beck TIF Teacher Leaders: Carrie Jarman, Tracy Rosenthal Classroom Teachers

Action Step 2

Provide instruction to teachers in obtaining data and utilizing the data to progress monitor student achievement and drive lesson planning for differentiation.

Person or Persons Responsible

Michele Robinson, Rebecca Savage, District Support, TIF Coaches, DA Team, Title I Coaches, Classroom Teachers

Target Dates or Schedule

weekly during PLCs and grade level team collaboration

Evidence of Completion

Lesson plans, schoolwide, grade level, class and student data, standards reports

Facilitator:

District Trainers, TIF Leaders

Participants:

All teachers

Action Step 3

Provide instruction to teachers in obtaining data and utilizing the data to progress monitor student achievement and drive lesson planning for differentiation.

Person or Persons Responsible

Michele Robinson, Rebecca Savage, District Support, DA Team, TIF, Coaches, Title I Coaches, Classroom Teachers

Target Dates or Schedule

weekly during PLCs and grade level team collaboration

Evidence of Completion

lesson plans, school wide, grade level data, class and student data, standards reports

Facilitator:

District Trainers; TIF leaders

Participants:

Classroom Teachers

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

Leadership teams commit to and allocate time for educators to learn reading and math curriculum programs and improve instruction through individual and collaborative planning and reflection; high quality professional development will foster a deeper understanding of reading, math, and science priorities that will lead to effective implementation of proven practices.

Person or Persons Responsible

Administration: Michele Robinson, Rebecca Savage TIF: Carrie Jarman, Tracy Rosenthal Leadership Team: Rebecca Brown-ESE Chair Shannon Drew- Computer Technology Teacher Lisa Flannery- STEM Resource Teacher Kathy Good-Literacy Resource Teacher Jackie Johns- Literacy Resource Teacher Barb Lyon- School Counselor Carrie McKinley- Reading Coach Dionne Morgan-Math Coach Sue Rosema- Literacy Resource Teacher Luz Sierra- Literacy Resource Teacher Betty Silveira- Science Resource Teacher

Target Dates or Schedule

Ongoing monthly through May 2014

Evidence of Completion

Debriefing after each modeling session by district support staff, TIF Coaches, weekly PLC meetings, monthly staff meetings

Plan to Monitor Effectiveness of G1.B2.S1

Math, Reading, and Science Unit Assessments Daily formative assessments Quarterly STAR and Early Literacy Assessments

Person or Persons Responsible

Administration: Michele Robinson, Rebecca Savage

Target Dates or Schedule

ongoing weekly, monthly, quarterly

Evidence of Completion

Learning gains and proficiency on unit assessments in reading, math, and science for all students. Increased ZPD's on STAR and Early Literacy Assessments

G1.B2.S2 Implement the quality model for "Choosing Excellence" training and utilize our NEAF Coaches for a continuous collaborative process.

Action Step 1

Implement the quality model for "Choosing Excellence" training and utilize our NEAF coaches for a continuous collaborative process.

Person or Persons Responsible

Michele Robinson, Rebecca Savage, NEAF Coaches: Ashley Geisler, Jackie Johns, Classroom Teachers

Target Dates or Schedule

November 13, 2013

Evidence of Completion

Inservice record, quality classroom checklist

Facilitator:

Coaches

Participants:

Michele Robinson, Rebecca Savage, NEAF Coaches: Ashley Geisler, Jackie Johns, Classroom Teachers

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

Monthly site visits to provide modeling, coaching, and debriefing by Cindy McClung and Bob Hogland. In house modeling, coaching, and debriefing provided by Jackie Johns and Ashley Geisler.

Person or Persons Responsible

Michele Robinson, Rebecca Savage, NEAF Coaches: Bob Hogland, Cindy McClung, Jackie Johns, Ashley Geisler

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Quality Tools Checklist

Plan to Monitor Effectiveness of G1.B2.S2

Monthly site visits to provide modeling, coaching and debriefing by Cindy McClung and Bob Hogland. In house modeling, coaching and debriefing provided by Jacke Johns and Ashley Geisler.

Person or Persons Responsible

Michele Robinson, Rebecca Savage, NEAF Coaches: Ashley Geisler, Jackie Johns

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Quality Tools Checklist and conference feedback

G1.B2.S3 Provide professional development in building a positive school and classroom culture through positive behavior support.

Action Step 1

Send coaching team to Postive Behavior Support Training

Person or Persons Responsible

School Wide PBS Team

Target Dates or Schedule

November 14, 15, 16 2013

Evidence of Completion

Inservice Records

Facilitator:

District professional development mentors, PBS Consultant

Participants:

PBS Team

Action Step 2

Provide schoolwide Positive Behavior Support Training for all staff.

Person or Persons Responsible

PBS Team/PBS Consultant

Target Dates or Schedule

November 6, 2013

Evidence of Completion

Reduction of discipline referrals, increased student engagement as observed in CWT data

Facilitator:

PBS Team and PBS consultant

Participants:

All personnel

Action Step 3

Implement school wide positive behavior goals

Person or Persons Responsible

Faculty and staff

Target Dates or Schedule

November 6, 2013

Evidence of Completion

schoolwide behavior referrals, attendance at PBS celebrations, report card grades, STAR results.

Action Step 4

Positive Reward Celebrations for students

Person or Persons Responsible

Students, Staff

Target Dates or Schedule

Monthly

Evidence of Completion

Increased participation in behavior/academic celebrations.

Action Step 5

Positive Behavior Support Training

Person or Persons Responsible

Pam Bruning

Target Dates or Schedule

November 25, December 4, December 11

Evidence of Completion

Presentation Materials, School Wide Implementation Posters

Facilitator:

Pam Bruning

Participants:

Faculty and Staff

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

Classroom walk thru observation data, discipline referral data, student achievement data

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement, time on task, increased student engagement and positive atmosphere

Plan to Monitor Effectiveness of G1.B2.S3

Observation of classroom atmosphere for increased student engagement and positive interactions

Person or Persons Responsible

Administration and leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

increase of effective teacher behaviors as observed on classroom walk through data, teacher observations

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AMO. The PDP Includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title HI Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full

participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAIs used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Violence Prevention Program, The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed a "Food Pantry" in which nutritious food is available for pick up after school each week to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, Para Pro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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. All staff will increase student achievement gains school-wide by utilizing rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning.

G1.B1 Inconsistent utilization of data to plan and implement rigorous, differentiated, and research-based best practices which are aligned with the College and Career Readiness Standards.

G1.B1.S1 Staff will consistently implement data-driven research-based instructional best practices to support rigorous differentiated instruction, by attending ongoing training and utilizing professional learning communities to guide collaboration between grade levels.

PD Opportunity 1

Professional development on standards based instruction and analyzing data to plan and implement core instruction.

Facilitator

Michele Robinson, Rebecca Savage, Ashley LeMar, Carrie Jarman, Tracy Rosenthal, Betty Silveira, Carrie McKinley, Dionne Morgan, Kerri McCormick

Participants

Administration, all teachers, instructional paraprofessionals

Target Dates or Schedule

Standards Based instruction utilizing assessment analysis: October 23, 2013; October 30, 2013 and starting November 7, 2013 district support, twice a month at A+ meetings, and every Thursday at Coaches meeting.

Evidence of Completion

Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes, and Coaches logs.

PD Opportunity 2

Backwards Planning Design professional development.

Facilitator

District Trainer

Participants

Michele Robinson, Rebecca Savage, Carrie Jarman, Tracy Rosenthal, Betty Silveira, Carrie McKinley, Dionne Morgan, Kerri McCormick

Target Dates or Schedule

The week of November 18, 2013

Evidence of Completion

Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes, and Coaches logs.

PD Opportunity 3

Professional development for all teachers in the Backwards Planning Design.

Facilitator

Michele Robinson, Rebecca Savage, Carrie Jarman, Tracy Rosenthal, Betty Silveira, Carrie McKinley, Dionne Morgan, Kerri McCormick

Participants

All teachers

Target Dates or Schedule

Through PLCs December 4, 2013

Evidence of Completion

Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes, Coaches logs and lesson plans.

PD Opportunity 4

Provide training in content area integration into the literacy block.

Facilitator

Michele Robinson, Rebecca Savage, District

Participants

All teachers

Target Dates or Schedule

Month of January, 2014

Evidence of Completion

Presentation materials, student-work samples with rubrics, lesson plans

PD Opportunity 5

Provide 3rd, 4th and 5th grade teams with Core Connections Writing Training

Facilitator

Michelle Miller

Participants

3rd, 4th, 5th grade teachers Resource Teachers Coaches TIF Leaders

Target Dates or Schedule

February 18 and 19, 2014

Evidence of Completion

Core Connections materials, lesson plans

PD Opportunity 6

DA Coaching Support on Coaching Process Model

Facilitator

Polly Kiely

Participants

TIF Leaders, Coaches

Target Dates or Schedule

December 6, 2013

Evidence of Completion

Presentation materials, coaches logs

G1.B1.S3 Provide and utilize content area reading, math, and science coaches to model content planning that is integrated and aligned to standards and provide modeling of integrated instructional practices.

PD Opportunity 1

The district math and literacy specialists will preview and model 6 lessons for all grade levels using manipulatives to support the lessons and focusing on student engagement and best practices. The district reading specialist will preview and model a reading lesson integrating Science and Social Studies for all grade levels. Administration will provide substitute teachers for the entire grade level so they may preview and debrief with District support for one hour before and immediately following the lesson.

Facilitator

TIF Coaches

Participants

District Specialists: Candace Allevato, Christine Busenbark, Jill Beck, Rebecca Mendes, Laurie Delikat, and Michelle Mell. Principal- Michele Robinson Assistant Principal - Rebecca Savage

Target Dates or Schedule

September 4, 2013 September 6, 2013 September 9, 2013 September 10, 2013 September 13, 2013 September 16, 2013 September 17, 2013 Monthly professional development focus areas until May 2014

Evidence of Completion

TIF teachers will coach and mentor classroom teachers and facilitate additional professional development through the use of video taped model lessons.

G1.B2 Inconsistent implementation of positive behavior and effective student engagement techniques.

G1.B2.S1 Provide onsite professional development, modeling, and instructional support to become proficient in common core curriculum and effective instructional best practices.

PD Opportunity 1

District training on instructional strategies; School based training on best practices; release time for peer observations: using PLC time for sharing of best practices school wide.

Facilitator

TIF Coaches, Teacher Leaders

Participants

Administration: Michele Robinson, Rebecca Savage District Support: Candace Alleveto, Christine Busenbark, Laurie Delikat, Michelle Mell, and Jill Beck TIF Teacher Leaders: Carrie Jarman, Tracy Rosenthal Classroom Teachers

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Debriefings with District Support; broader knowledge base of current instructional materials; lesson plans; classroom walkthroughs, and student assessment scores.

PD Opportunity 2

Provide instruction to teachers in obtaining data and utilizing the data to progress monitor student achievement and drive lesson planning for differentiation.

Facilitator

District Trainers, TIF Leaders

Participants

All teachers

Target Dates or Schedule

weekly during PLCs and grade level team collaboration

Evidence of Completion

Lesson plans, schoolwide, grade level, class and student data, standards reports

PD Opportunity 3

Provide instruction to teachers in obtaining data and utilizing the data to progress monitor student achievement and drive lesson planning for differentiation.

Facilitator

District Trainers; TIF leaders

Participants

Classroom Teachers

Target Dates or Schedule

weekly during PLCs and grade level team collaboration

Evidence of Completion

lesson plans, school wide, grade level data, class and student data, standards reports

G1.B2.S2 Implement the quality model for "Choosing Excellence" training and utilize our NEAF Coaches for a continuous collaborative process.

PD Opportunity 1

Implement the quality model for "Choosing Excellence" training and utilize our NEAF coaches for a continuous collaborative process.

Facilitator

Coaches

Participants

Michele Robinson, Rebecca Savage, NEAF Coaches: Ashley Geisler, Jackie Johns, Classroom Teachers

Target Dates or Schedule

November 13, 2013

Evidence of Completion

Inservice record, quality classroom checklist

G1.B2.S3 Provide professional development in building a positive school and classroom culture through positive behavior support.

PD Opportunity 1

Send coaching team to Postive Behavior Support Training

Facilitator

District professional development mentors, PBS Consultant

Participants

PBS Team

Target Dates or Schedule

November 14, 15, 16 2013

Evidence of Completion

Inservice Records

PD Opportunity 2

Provide schoolwide Positive Behavior Support Training for all staff.

Facilitator

PBS Team and PBS consultant

Participants

All personnel

Target Dates or Schedule

November 6,2013

Evidence of Completion

Reduction of discipline referrals, increased student engagement as observed in CWT data

PD Opportunity 3

Positive Behavior Support Training

Facilitator

Pam Bruning

Participants

Faculty and Staff

Target Dates or Schedule

November 25, December 4, December 11

Evidence of Completion

Presentation Materials, School Wide Implementation Posters

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All staff will increase student achievement gains school-wide by utilizing rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning.	\$17,000
Total		\$17,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Evidence-Based Materials	Total
Title II	\$3,000	\$0	\$0	\$3,000
Title 1, Title 2	\$6,000	\$0	\$0	\$6,000
Title I, Title II, SIP	\$6,000	\$0	\$0	\$6,000
	\$0	\$0	\$0	\$0
School Improvement Funds	\$0	\$0	\$2,000	\$2,000
Total	\$15,000	\$0	\$2,000	\$17,000

Budget Details

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

G1. All staff will increase student achievement gains school-wide by utilizing rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning.

G1.B1 Inconsistent utilization of data to plan and implement rigorous, differentiated, and research-based best practices which are aligned with the College and Career Readiness Standards.

G1.B1.S1 Staff will consistently implement data-driven research-based instructional best practices to support rigorous differentiated instruction, by attending ongoing training and utilizing professional learning communities to guide collaboration between grade levels.

Action Step 6

Provide 3rd, 4th and 5th grade teams with Core Connections Writing Training

Resource Type

Professional Development

Resource

Supplemental Writing Curriculum Consultant Contract

Funding Source

Title II

Amount Needed

\$3,000

G1.B1.S3 Provide and utilize content area reading, math, and science coaches to model content planning that is integrated and aligned to standards and provide modeling of integrated instructional practices.

Action Step 2

The district math and literacy specialists will preview and model 6 lessons for all grade levels using manipulatives to support the lessons and focusing on student engagement and best practices. The district reading specialist will preview and model a reading lesson integrating Science and Social Studies for all grade levels. Administration will provide substitute teachers for the entire grade level so they may preview and debrief with District support for one hour before and immediately following the lesson.

Resource Type

Professional Development

Resource

Title 1, Title 2, SIP funding for substitutes and consultants.

Funding Source

Title 1, Title 2

Amount Needed

\$6,000

G1.B2 Inconsistent implementation of positive behavior and effective student engagement techniques.

G1.B2.S1 Provide onsite professional development, modeling, and instructional support to become proficient in common core curriculum and effective instructional best practices.

Action Step 1

District training on instructional strategies; School based training on best practices; release time for peer observations: using PLC time for sharing of best practices school wide.

Resource Type

Professional Development

Resource

Funding for substitutes and consultants.

Funding Source

Title I, Title II, SIP

Amount Needed

\$6,000

Action Step 2

Provide instruction to teachers in obtaining data and utilizing the data to progress monitor student achievement and drive lesson planning for differentiation.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2.S2 Implement the quality model for "Choosing Excellence" training and utilize our NEAF Coaches for a continuous collaborative process.

Action Step 1

Implement the quality model for "Choosing Excellence" training and utilize our NEAF coaches for a continuous collaborative process.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2.S3 Provide professional development in building a positive school and classroom culture through positive behavior support.

Action Step 4

Positive Reward Celebrations for students

Resource Type

Evidence-Based Materials

Resource

Positive Rewards for Student/Staff

Funding Source

School Improvement Funds

Amount Needed

\$2,000

Action Step 5

Positive Behavior Support Training

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed