

Oneco Elementary School

5214 22ND STREET CT E, Bradenton, FL 34203

www.manatee.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
93%

Alternative/ESE Center
No

Charter School
No

Minority
77%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	D	C	B

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Oneco Elementary is to provide a foundation that empowers our students to persevere towards the achievement of social, emotional, and academic goals that maximize their potential.

Provide the school's vision statement

The staff at Oneco Elementary will engage students using current best practices that will provide the knowledge necessary to meet the demands of Florida Standards.

School Environment

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

At back to school night, parents are given a survey to include cultures that are represented in their home. This information is used to purchase books for the media center that represent the various cultures. The survey will also inquire about ways the school can support the family.

A Positive Behavior Support (PBS) System is implemented from the school buildings to the classrooms. Teachers are also provided training in Kagan Cooperative Learning with an expectation of using class building and team building structures.

Multi-tiered System of Support (MTSS) is focused on integration of social/emotional and academic supports to meet the needs of all students.

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

A Positive Behavior Support (PBS) System is implemented from the school buildings to the classrooms. Teachers are also provided training in Kagan Cooperative Learning with an expectation of using class building and team building structures.

Multi-tiered System of Support (MTSS) is focused on integration of social/emotional and academic supports to meet the needs of all students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A Positive Behavior Support (PBS) System is implemented from the school buildings to the classrooms. Teachers are also provided training in Kagan Cooperative Learning with an expectation of using class building and team building structures. Tier 1 Training took place in August 2014 for 11 staff members. This information was brought back to the school site and provided to all staff later in the month at a staff meeting. A Student Support Specialist provided by the district is being used on the Oneco campus to support PBS.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

A Student Support Specialist provided by the district is being used on the Oneco campus to support PBS.

Oneco's guidance counselor provides social skills on a weekly basis to kindergarten students and on an as-needed basis for other grade levels. The counselor is also available on a daily basis to meet with students and families to support the social-emotional needs of the students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Accessing a centralized district database will provide the following information that is applicable to Oneco:

- attendance
- behavior/suspensions
- failure report
- Level 1 students

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- attendance- Title I funds to purchase an additional day of a school social worker to follow up on frequent tardies and absences
- behavior- a district supported Student Support Specialist position to provide assistance with PBS
- failure report- using district data to drive instruction and grouping of students for intervention
- Level 1 students- daily small group instruction in the area of need

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180293>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

For the 2014-2015 school year, Oneco Elementary has created a plan for after school enrichment opportunities for students that also includes a learning piece for parents to support their children. Community partnerships are needed to provide a venue for parents to be exposed to content in advance of student learning and as a result be better equipped to support student learning.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Delgado, Mirla	Other
Hodge, Doni	Teacher, K-12
Reilly, Elizabeth	Other
Stancil, Tina	Principal
Tackett, Brandy	Assistant Principal

Duties

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

Mirla Delgado is an ELL teacher and coach. She leads the 4 ELL paras at the school to support the ELL students. Mrs. Delgado uses the data of ELL to prioritize resources to increase the percentage of ELLS who are proficient in literacy and math.

Liz Reilly is an instructional coach. She works primarily with intermediate grade level teachers to support instruction that will increase the percentage of students proficient in literacy and math as well as using data to prioritize resources needed.

Doni Hodge is a primary grades teacher who is a literacy leader connecting the school and the district.

Brandy Tackett is the assistant principal. Her role in the SIP is to use data to make decisions that support our goals.

Tina Stancil is the principal. Her role in the SIP is to use data to make decisions that support our goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school district is requiring the use of iReady diagnostic assessments in grades kindergarten through fifth. This information will be used to identify students who need additional support using LLI in literacy. This data will also be used to determine where the Title I instructional coaches will focus their time to increase the percentage of students who are proficient in literacy and math and meet Oneco's SIP goals.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tina Stancil	Principal
Doni Hodge	Teacher
Sue Adams	Business/Community
Laurie Aldama	Parent
Tonisha Wilcox	Parent
Barbara Pummer	Education Support Employee
Francie Snyder	Teacher
Graceadieu Blanc	Parent

Duties

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

Evaluation of last year's school improvement plan

Five out of the eight SIP goals were met for the 2013-2014 school year. The two areas that remain a challenge for Oneco is the percentage of students who are proficient in literacy and math.

Development of this school improvement plan

On September 25, 2014, the School Advisory Council was given the opportunity to provide feedback for the two goals that will be the focus for the 2014-2015 school year.

Preparation of the school's annual budget and plan

The Title I budget was presented to the School Advisory Council on September 25, 2014 for feedback.

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

Less than \$200 dollars from SIP funds were used during the 2013-2014 school year. The one item that was purchased using these funds were for t-shirts for students in grades third through fifth who were on the school's honor roll.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The members of the Oneco SAC will continue to invite parents or community members to reflect the demographic of the school.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Delgado, Mirla	Other
Hodge, Doni	Teacher, K-12
Reilly, Elizabeth	Other
Stancil, Tina	Principal
Tackett, Brandy	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

- * A family involvement night focused on literacy standards
- * Enrichment/Inquiry opportunities for students outside of the student day
- * Parent information classes
- * Coaching support to develop teacher capacity w/ monitoring of fidelity
- * LLT will help to determine which Literacy Professional Development opportunities are needed as determined by data and teacher need

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Part of the school's schedule is for team planning on a regular basis. Additionally, teams meet at least once a week for planning of instruction and assessment. Each leadership team member is provided with the training needed to lead their teams using norms and protocols. Professional development is school-wide for common language as well as differentiated based on the experiences of the teacher. This professional development provides additional opportunities for collaborative planning and instruction. Teams will use data based problem solving to make instructional and curriculum decisions. Differentiated instruction, to include Tier 2 and Tier 3 instructional supports will be used to meet the needs of all students.

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

Scaffolded professional development is provided to all teachers in consideration of their level of experience and need. Title I funds are used to provide three instructional coaches who support classroom instruction based on data, therefore providing support to all students and teachers. To recruit, develop, and retain new teachers, the philosophy at Oneco is for the entire leadership team to provide differentiated support for new instructional staff members. Ongoing professional development targeted to new staff is part of the professional development calendar. Leadership opportunities are provided through a distributed approach.

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

Teacher mentoring is based on grade level or special area. There is a team leader in each area and instructional coaches that are designated to provide additional support for new teachers. Mentoring activities are part of the professional development calendar.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

A data team of administration, three instructional coaches and the student support specialist gather on a weekly basis to review and discuss data that drive decisions for instruction.

The master schedule includes additional opportunities for supplemental and intensive instruction outside of the core content area classes.

Reading intervention is staggered in the schedule to provide the necessary resources of support through coaches and qualified paraprofessionals.

Students are grouped homogeneously in flexible groups according to need based on data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,800

Three, 10-day sessions are designed to promote enrichment of the core standards for students in grades kindergarten through fifth.

Strategy Rationale

Improve student performance through a front-loading approach.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stancil, Tina, stancilt@manateeschools.net

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

iReady, district assessments, student work using rubrics

Strategy: Weekend Program

Minutes added to school year: 720

Students in grades third through fifth are provided support in reading and math standards in advance of state assessments

Strategy Rationale

Improve student performance through targeted exposure and application of power standards

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tackett, Brandy, tackettb@manateeschools.net

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

District Assessments, iReady

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Middle schools are invited to present their program to students during the student day and to parents during a School Advisory Council (SAC) meeting.

Oneco Elementary has four, pre-k classrooms. The parents of those students are welcomed to attend all school events.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Adherence to the core standards aligned with college and career readiness.

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

NA

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

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If parents are connected to the school through various methods of communication and involvement activities, then student achievement will increase.
- G2.** If students are provided small group instruction on a daily basis as determined by data, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant.
- G3.** If all students are provided opportunities for cross content writing based on rubrics for responses on a daily basis, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If parents are connected to the school through various methods of communication and involvement activities, then student achievement will increase. 1a

G043611

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	90.0

Resources Available to Support the Goal 2

- agendas
- workshops
- classes
- resources
- newsletters

Targeted Barriers to Achieving the Goal 3

- materials
- time for parent workshops
- bilingual communication

Plan to Monitor Progress Toward G1. 8

iReady

Person Responsible

Tina Stancil

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

iReady data for K-5

G2. If students are provided small group instruction on a daily basis as determined by data, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant. 1a

G036500

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Reading - All Students	61.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- LLI
- Teacher PD
- Instructional coaches
- leveled text/classroom libraries
- Core Reading Series: Wonders
- iReady
- Comprehension Toolkit
- Units of Study
- DRA 2
- data
- experts

Targeted Barriers to Achieving the Goal 3

- Lack of metacognition
- Limited vocabulary
- Percentage of time spent reading
- Lack of resources at home
- Levels of teaching experiences
- Data to drive instruction
- Necessary resources in the classroom
- Additional time needed for collaborative planning

Plan to Monitor Progress Toward G2. 8

iReady, DRAs, and report card grades will be used to monitor progress toward the goal.

Person Responsible

Tina Stancil

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

SAC minutes and staff powerpoint presentations can be used as evidence.

G3. If all students are provided opportunities for cross content writing based on rubrics for responses on a daily basis, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant. 1a

G036357

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Wonders
- Manatee County roadmaps
- Lucy Calkins Units of Study
- Mentor Texts
- PD texts for Teachers
- Student dictionaries
- Write Score

Targeted Barriers to Achieving the Goal 3

- Time to write in all areas
- Time to create rubrics
- Understanding of the AIR assessment
- Team Planning
- Professional Development Needs
- Resources to increase vocabulary
- Scoring written responses accurately to new standards

Plan to Monitor Progress Toward G3. 8

iReady, DRA, and classroom grades

Person Responsible

Brandy Tackett

Schedule

Quarterly, from 10/1/2014 to 6/8/2015

Evidence of Completion

Scores from iReady and DRA and grades on report cards

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If parents are connected to the school through various methods of communication and involvement activities, then student achievement will increase. **1**

 G043611

G1.B1 materials **2**

 B106870

G1.B1.S1 Use of agendas, parent workshops, trainings, and materials to support the school's goals. **4**

 S118206

Strategy Rationale

Parents who have the resources and understand their level of involvement has a direct correlation to student achievement will participate at a higher level.

Action Step 1 **5**

Parents will be provided with resources to increase involvement that will positively impact student achievement.

Person Responsible

Tina Stancil

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

samples of student agendas, sign in sheets for parent workshops

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

School newsletter

Person Responsible

Brandy Tackett

Schedule

Every 2 Months, from 9/1/2014 to 6/5/2015

Evidence of Completion

Copies of Oneco newsletters

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

Parent Involvement activities

Person Responsible

Brandy Tackett

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Sign in sheets

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

Increase in student achievement

Person Responsible

Tina Stancil

Schedule

Quarterly, from 9/15/2014 to 4/30/2015

Evidence of Completion

iReady data for K-5

G1.B2 time for parent workshops 2

 B106871

G1.B2.S1 Parent Involvement Activities/workshops 4

 S142314

Strategy Rationale

Parents who are involved in school-based activities will have a greater understanding of school goals.

Action Step 1 5

Parent Involvement Activities and Workshops will be scheduled throughout the year to support student achievement goals

Person Responsible

Tina Stancil

Schedule

Quarterly, from 10/1/2014 to 5/15/2015

Evidence of Completion

Parent sign-in sheets

G1.B3 bilingual communication 2

 B111610

G1.B3.S1 written and oral communication that is provided in English and Spanish 4

 S123082

Strategy Rationale

Parents are more likely to attend trainings and school events when notices and information is provided in English and Spanish

Action Step 1 5

Oral and written communications will be presented in English and Spanish.

Person Responsible

Mirla Delgado

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Connect-ed messages, school newsletters, and flyers

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Keeping newsletters and flyers

Person Responsible

Brandy Tackett

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Newsletters and flyers

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parent participation of those whose language is Spanish

Person Responsible

Brandy Tackett

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Sign in sheets for events

G2. If students are provided small group instruction on a daily basis as determined by data, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant. 1

G036500

G2.B1 Lack of metacognition 2

B087419

G2.B1.S1 field trips vocabulary resources BrainPop RazKids 4

S117976

Strategy Rationale

Field trips can provide background experiences needed for students to make connections and apply metacognition in their work.

Action Step 1 5

Students will be given opportunities through field trips and access to reading about various topics through Raz Kids and BrainPop to build background experiences.

Person Responsible

Brandy Tackett

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

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

Person Responsible

Tina Stancil

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

SAC agendas

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

Person Responsible

Schedule

Evidence of Completion

G2.B3 Percentage of time spent reading 2

 B087429

G2.B3.S1 Classroom libraries Text for students to read at home 4

 S117969

Strategy Rationale

Classrooms with libraries that provide text for independent reading appropriate for all levels will increase a student's ability to maintain engagement during independent reading. Students need to be able to take books home to continue their reading and written responses.

Action Step 1 5

Purchasing text for classroom libraries and independent reading for students

Person Responsible

Elizabeth Reilly

Schedule

Quarterly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Orders for text and reading resources

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

Ordering text for classroom libraries and independent reading

Person Responsible

Elizabeth Reilly

Schedule

Quarterly, from 9/15/2014 to 5/1/2015

Evidence of Completion

orders

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

classroom walkthroughs and visits noting students reading appropriate text independently

Person Responsible

Tina Stancil

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

lesson plans

G2.B4 Lack of resources at home **2**

 B087430

G2.B4.S1 Family events and resources for parents to use at home that support the standards being taught at school. **4**

 S117970

Strategy Rationale

Families who are able to support learning are more likely to have students who are higher achieving in school.

Action Step 1 **5**

Family events to support student learning of state standards

Person Responsible

Brandy Tackett

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Parent Sign in sheets, orders for items

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

Monthly parent involvement committee meetings will support the focus on parent involvement activities to support understanding of grade level standards.

Person Responsible

Brandy Tackett

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Committee notes

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

Parent Involvement Committee

Person Responsible

Brandy Tackett

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Parent sign in sheets and feedback forms from parents

G2.B5 Levels of teaching experiences 2

 B087431

G2.B5.S1 Text for differentiated PD to support teacher learning 4

 S117971

Strategy Rationale

Teachers have various levels of expertise and thus need differentiated PD.

Action Step 1 5

Teachers will be provided differentiated PD based on their experience and need.

Person Responsible

Tina Stancil

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PD calendar and sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Teacher PDPs

Person Responsible

Tina Stancil

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Teacher PDPs

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B6 Data to drive instruction 2

 B087432

G2.B6.S1 Triangulating data from iReady, DRAs, and class grades data meetings substitutes materials for data meetings PD text 4

 S112418

Strategy Rationale

The data should be communicating the same performances outcomes. If there are outliers, then we will need to determine the cause.

Action Step 1 5

Data from iReady, DRAs, and class grades will be triangulated to identify students in need of additional support.

Person Responsible

Tina Stancil

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Data from iReady, DRAs, and class grades will be the evidence.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

The fidelity will be ensured through staff and SAC presentations.

Person Responsible

Tina Stancil

Schedule

On 5/1/2015

Evidence of Completion

SAC agendas and minutes and staff powerpoint presentations will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

When triangulations of the data indicates outliers then professional development for the data source will be provided.

Person Responsible

Brandy Tackett

Schedule

On 5/1/2015

Evidence of Completion

SAC minutes and staff powerpoint presentations

G2.B7 Necessary resources in the classroom 2

 B087433

G2.B7.S1 classroom supplies needed to facilitate instruction for small groups as well as students working independently (including ACALETICS for math) 4

 S117972

Strategy Rationale

various supplies are needed for teachers and students in small group instruction as well as when students are working independently

Action Step 1 5

Needed supplies for teachers and students to be used in small group and independent work will be ordered.

Person Responsible

Tina Stancil

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

orders

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B10 Additional time needed for collaborative planning 2

 B087436

G2.B10.S1 Collaborative data and team planning 4

 S117980

Strategy Rationale

Teachers need time to reflect on data and plan collaboratively for the various needs of students.

Action Step 1 5

Teachers will be given time to analyze data and plan collaboratively with administrators and peers.

Person Responsible

Tina Stancil

Schedule

Monthly, from 10/1/2014 to 5/15/2015

Evidence of Completion

ATDs

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

Following school/district assessments teams will have the opportunity to analyze the data and plan collaboratively.

Person Responsible

Tina Stancil

Schedule

Monthly, from 10/1/2014 to 5/13/2015

Evidence of Completion

ATDs

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

Person Responsible

Schedule

Evidence of Completion

G3. If all students are provided opportunities for cross content writing based on rubrics for responses on a daily basis, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant. 1

G036357

G3.B2 Time to create rubrics 2

B101172

G3.B2.S1 Teachers will collaborate to create common rubrics for cross content writing. 4

S122405

Strategy Rationale

Common rubrics will enable teachers to analyze cross content writing at each grade level and to have a common standard for proficiency.

Action Step 1 5

Teachers will work collaboratively to create common rubrics.

Person Responsible

Tina Stancil

Schedule

Every 6 Weeks, from 10/1/2014 to 4/30/2015

Evidence of Completion

Grade level rubrics for written responses in reading and other content areas will be collected.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teachers will indicate in advance the days and times they will be meeting to create rubrics for pre-approval from administration.

Person Responsible

Tina Stancil

Schedule

Monthly, from 10/1/2014 to 4/24/2015

Evidence of Completion

Evidence will come from the teacher created rubrics.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administration will work with the teams to monitor the rigor of the rubrics.

Person Responsible

Tina Stancil

Schedule

On 4/24/2015

Evidence of Completion

The evidence will come from the rubrics.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administration will work with the teams to monitor the rigor of the rubrics.

Person Responsible

Tina Stancil

Schedule

On 4/24/2015

Evidence of Completion

The evidence will come from the rubrics.

G3.B3 Understanding of the AIR assessment 2

 B101173

G3.B3.S1 Using Write Score to provide opportunities for students in fourth and fifth grade to write in response to reading and have it scored by an outside source. 4

 S112419

Strategy Rationale

Objective feedback from an outside source will provide information on progress toward writing in response to reading at a level that is expected on the AIR assessment.

Action Step 1 5

Purchasing opportunities for students to write in response to reading from Write Score..

Person Responsible

Brandy Tackett

Schedule

On 4/1/2015

Evidence of Completion

Title I budget purchase

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Calendar of dates for assessment and Data meetings with teams to analyze the information.

Person Responsible

Brandy Tackett

Schedule

Quarterly, from 10/1/2014 to 4/1/2015

Evidence of Completion

Data meeting agendas

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Professional development with fourth and fifth grade teachers

Person Responsible

Brandy Tackett

Schedule

On 11/1/2014

Evidence of Completion

increase in DRA scores and classroom grades

G3.B6 Resources to increase vocabulary 2

 B106900

G3.B6.S1 Student dictionaries that can be used to support content area vocabulary when writing. Unit Overviews and Roadmaps will also be used to find ways to imbed content specific vocabulary into daily writing. Mentor texts and other supportive texts will be utilized to support the building of content specific vocabulary, as well as Tier 2 vocabulary words. 4

 S118232

Strategy Rationale

Students need to use appropriate content vocabulary in written responses.

Action Step 1 5

Students may use dictionaries to support content area vocabulary in writing.

Person Responsible

Brandy Tackett

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Student writing samples, orders of dictionaries

G3.B7 Scoring written responses accurately to new standards **2**

 B108638

G3.B7.S1 Use of Write Score for fourth and fifth grade students to respond in writing to text and have scored by an outside source. **4**

 S120074

Strategy Rationale

There is limited time for teachers to create rubrics for written responses and the expectation by the state is unknown. Additionally, the scoring by an outside source may be more reliable.

Action Step 1 **5**

Fourth and fifth grade students will have at least three opportunities to provide a written response to a text that will be evaluated by Write Score.

Person Responsible

Tina Stancil

Schedule

Every 2 Months, from 10/13/2014 to 2/25/2015

Evidence of Completion

Student score reports

Plan to Monitor Fidelity of Implementation of G3.B7.S1 **6**

Materials will be provided for students and returned to principal to be sent to Write Score for scoring.

Person Responsible

Tina Stancil

Schedule

Every 2 Months, from 10/17/2014 to 2/27/2015

Evidence of Completion

Score reports

Plan to Monitor Effectiveness of Implementation of G3.B7.S1 7

Analyzing scores with information from ELA grades

Person Responsible

Tina Stancil

Schedule

Every 2 Months, from 10/13/2014 to 2/27/2015

Evidence of Completion

Data meeting notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B6.S1.A1	Data from iReady, DRAs, and class grades will be triangulated to identify students in need of additional support.	Stancil, Tina	10/1/2014	Data from iReady, DRAs, and class grades will be the evidence.	5/1/2015 quarterly
G3.B3.S1.A1	Purchasing opportunities for students to write in response to reading from Write Score..	Tackett, Brandy	10/1/2014	Title I budget purchase	4/1/2015 one-time
G2.B3.S1.A1	Purchasing text for classroom libraries and independent reading for students	Reilly, Elizabeth	9/15/2014	Orders for text and reading resources	5/1/2015 quarterly
G2.B4.S1.A1	Family events to support student learning of state standards	Tackett, Brandy	9/8/2014	Parent Sign in sheets, orders for items	5/29/2015 monthly
G2.B5.S1.A1	Teachers will be provided differentiated PD based on their experience and need.	Stancil, Tina	9/1/2014	PD calendar and sign-in sheets	5/29/2015 monthly
G2.B7.S1.A1	Needed supplies for teachers and students to be used in small group and independent work will be ordered.	Stancil, Tina	9/1/2014	orders	5/29/2015 daily
G2.B1.S1.A1	Students will be given opportunities through field trips and access to reading about various topics through Raz Kids and BrainPop to build background experiences.	Tackett, Brandy	9/1/2014		5/29/2015 monthly
G2.B10.S1.A1	Teachers will be given time to analyze data and plan collaboratively with administrators and peers.	Stancil, Tina	10/1/2014	ATDs	5/15/2015 monthly
G1.B1.S1.A1	Parents will be provided with resources to increase involvement that will positively impact student achievement.	Stancil, Tina	9/1/2014	samples of student agendas, sign in sheets for parent workshops	6/5/2015 daily
G3.B6.S1.A1	Students may use dictionaries to support content area vocabulary in writing.	Tackett, Brandy	9/1/2014	Student writing samples, orders of dictionaries	6/5/2015 daily
G3.B7.S1.A1	Fourth and fifth grade students will have at least three opportunities to provide a written response to a text that will be evaluated by Write Score.	Stancil, Tina	10/13/2014	Student score reports	2/25/2015 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Oral and written communications will be presented in English and Spanish.	Delgado, Mirla	9/1/2014	Connect-ed messages, school newsletters, and flyers	6/5/2015 daily
G3.B2.S1.A1	Teachers will work collaboratively to create common rubrics.	Stancil, Tina	10/1/2014	Grade level rubrics for written responses in reading and other content areas will be collected.	4/30/2015 every-6-weeks
G1.B2.S1.A1	Parent Involvement Activities and Workshops will be scheduled throughout the year to support student achievement goals	Stancil, Tina	10/1/2014	Parent sign-in sheets	5/15/2015 quarterly
G1.MA1	iReady	Stancil, Tina	9/15/2014	iReady data for K-5	6/5/2015 quarterly
G1.B1.S1.MA1	Increase in student achievement	Stancil, Tina	9/15/2014	iReady data for K-5	4/30/2015 quarterly
G1.B1.S1.MA1	School newsletter	Tackett, Brandy	9/1/2014	Copies of Oneco newsletters	6/5/2015 every-2-months
G1.B1.S1.MA2	Parent Involvement activities	Tackett, Brandy	10/1/2014	Sign in sheets	5/29/2015 monthly
G1.B3.S1.MA1	Parent participation of those whose language is Spanish	Tackett, Brandy	9/1/2014	Sign in sheets for events	6/5/2015 daily
G1.B3.S1.MA1	Keeping newsletters and flyers	Tackett, Brandy	9/1/2014	Newsletters and flyers	6/5/2015 daily
G2.MA1	iReady, DRAs, and report card grades will be used to monitor progress toward the goal.	Stancil, Tina	10/1/2014	SAC minutes and staff powerpoint presentations can be used as evidence.	5/1/2015 quarterly
G2.B6.S1.MA1	When triangulations of the data indicates outliers then professional development for the data source will be provided.	Tackett, Brandy	10/1/2014	SAC minutes and staff powerpoint presentations	5/1/2015 one-time
G2.B6.S1.MA1	The fidelity will be ensured through staff and SAC presentations.	Stancil, Tina	10/1/2014	SAC agendas and minutes and staff powerpoint presentations will be used as evidence.	5/1/2015 one-time
G2.B3.S1.MA1	classroom walkthroughs and visits noting students reading appropriate text independently	Stancil, Tina	9/8/2014	lesson plans	6/5/2015 daily
G2.B3.S1.MA1	Ordering text for classroom libraries and independent reading	Reilly, Elizabeth	9/15/2014	orders	5/1/2015 quarterly
G2.B4.S1.MA1	Parent Involvement Committee	Tackett, Brandy	9/1/2014	Parent sign in sheets and feedback forms from parents	5/29/2015 monthly
G2.B4.S1.MA1	Monthly parent involvement committee meetings will support the focus on parent involvement activities to support understanding of grade level standards.	Tackett, Brandy	9/1/2014	Committee notes	5/29/2015 monthly
G2.B5.S1.MA1	[no content entered]			one-time	
G2.B5.S1.MA1	Teacher PDPs	Stancil, Tina	9/8/2014	Teacher PDPs	5/29/2015 quarterly
G2.B7.S1.MA1	[no content entered]			one-time	
G2.B7.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	[no content entered]	Stancil, Tina	9/1/2014	SAC agendas	5/29/2015 quarterly
G2.B10.S1.MA1	[no content entered]			one-time	
G2.B10.S1.MA1	Following school/district assessments teams will have the opportunity to analyze the data and plan collaboratively.	Stancil, Tina	10/1/2014	ATDs	5/13/2015 monthly
G3.MA1	iReady, DRA, and classroom grades	Tackett, Brandy	10/1/2014	Scores from iReady and DRA and grades on report cards	6/8/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.MA1	Professional development with fourth and fifth grade teachers	Tackett, Brandy	10/1/2014	increase in DRA scores and classroom grades	11/1/2014 one-time
G3.B3.S1.MA1	Calendar of dates for assessment and Data meetings with teams to analyze the information.	Tackett, Brandy	10/1/2014	Data meeting agendas	4/1/2015 quarterly
G3.B7.S1.MA1	Analyzing scores with information from ELA grades	Stancil, Tina	10/13/2014	Data meeting notes	2/27/2015 every-2-months
G3.B7.S1.MA1	Materials will be provided for students and returned to principal to be sent to Write Score for scoring.	Stancil, Tina	10/17/2014	Score reports	2/27/2015 every-2-months
G3.B2.S1.MA1	Administration will work with the teams to monitor the rigor of the rubrics.	Stancil, Tina	10/1/2014	The evidence will come from the rubrics.	4/24/2015 one-time
G3.B2.S1.MA1	Administration will work with the teams to monitor the rigor of the rubrics.	Stancil, Tina	10/1/2014	The evidence will come from the rubrics.	4/24/2015 one-time
G3.B2.S1.MA1	Teachers will indicate in advance the days and times they will be meeting to create rubrics for pre-approval from administration.	Stancil, Tina	10/1/2014	Evidence will come from the teacher created rubrics.	4/24/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If students are provided small group instruction on a daily basis as determined by data, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant.

G2.B5 Levels of teaching experiences

G2.B5.S1 Text for differentiated PD to support teacher learning

PD Opportunity 1

Teachers will be provided differentiated PD based on their experience and need.

Facilitator

Tina Stancil/Jill Bradley/Liz Reilly

Participants

Oneco Teachers

Schedule

Monthly, from 9/1/2014 to 5/29/2015

G2.B6 Data to drive instruction

G2.B6.S1 Triangulating data from iReady, DRAs, and class grades data meetings substitutes materials for data meetings PD text

PD Opportunity 1

Data from iReady, DRAs, and class grades will be triangulated to identify students in need of additional support.

Facilitator

Administrations

Participants

Grade level teachers

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

G3. If all students are provided opportunities for cross content writing based on rubrics for responses on a daily basis, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant.

G3.B3 Understanding of the AIR assessment

G3.B3.S1 Using Write Score to provide opportunities for students in fourth and fifth grade to write in response to reading and have it scored by an outside source.

PD Opportunity 1

Purchasing opportunities for students to write in response to reading from Write Score..

Facilitator

Brandy Tackett

Participants

Fourth and fifth grade teachers

Schedule

On 4/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: If parents are connected to the school through various methods of communication and involvement activities, then student achievement will increase.	5,800
Goal 2: If students are provided small group instruction on a daily basis as determined by data, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant.	123,200
Goal 3: If all students are provided opportunities for cross content writing based on rubrics for responses on a daily basis, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant.	4,250
Grand Total	133,250

Goal 1: If parents are connected to the school through various methods of communication and involvement activities, then student achievement will increase.

Description	Source	Total
B1.S1.A1 - Student agendas	Title I Part A	1,800
B1.S1.A1 - Parent workshops and materials	Title I Part A	3,000
B3.S1.A1 - Translations for written communication such as flyers and newsletters	Title I Part A	1,000
Total Goal 1		5,800

Goal 2: If students are provided small group instruction on a daily basis as determined by data, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant.

Description	Source	Total
B1.S1.A1 - Field Trips	Title I Part A	1,800
B1.S1.A1 - RazKids	Title I Part A	1,600
B1.S1.A1 - BrainPop	Title I Part A	2,400
B3.S1.A1 - Purchasing text for classroom libraries and independent reading.	Title I Part A	12,000
B4.S1.A1 - Materials for family events to support students reading and writing on grade level.	Title I Part A	6,000
B5.S1.A1 - Books for PD based on teacher need.	Title I Part A	2,400
B5.S1.A1 - Conferences/Workshops/Guest Speakers based on teacher experiences and need.	Title I Part A	12,000
B6.S1.A1	Title I Part A	10,000
B7.S1.A1 - Materials for small group and independent work	Title I Part A	60,000
B10.S1.A1 - Substitutes for data analysis and collaborative planning Funds for collaborative planning outside of the student day	Title I Part A	15,000

Goal 2: If students are provided small group instruction on a daily basis as determined by data, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant.

Description	Source	Total
Total Goal 2		123,200

Goal 3: If all students are provided opportunities for cross content writing based on rubrics for responses on a daily basis, then growth will be evident by percentile rankings of the higher achievement and higher growth quadrant.

Description	Source	Total
B3.S1.A1	Title I Part A	2,000
B6.S1.A1 - Student dictionaries Resources to increase content appropriate vocabulary.	Title I Part A	250
B7.S1.A1 - Write Score testing materials for fourth and fifth graders.	Title I Part A	2,000
Total Goal 3		4,250