

Manatee Elementary School

5301 TICE ST, Fort Myers, FL 33905

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

95%

Alternative/ESE Center

No

Charter School

No

Minority

84%

School Grades History

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

School Board Approval

This plan is pending approval by the Lee 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
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

By creating and supporting a nurturing and student-centered environment, the faculty and staff at Manatee Elementary will lead by example to ensure high levels of learning for all by using student data to plan for instruction that is rigorous, differentiated and standards-based.

Provide the school's vision statement

Learners today; leaders for life.

School Environment

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

Through the adoption of the Leader in Me program and the continuation of a strong Positive Behavior Support program, Manatee Elementary actively seeks to ensure that student identity development is at the center of what we do. Manatee Teachers build solid student relationships by soliciting information from students starting at the beginning of the year regarding their backgrounds, prior experiences, strengths and interests in class.

This information is used to collaboratively develop a class mission statement that includes all students input through the use of Quality tools, and is aligned with the school mission and vision statements developed collaboratively with staff at the beginning of the school year as well.

Throughout the year, Manatee teachers actively build and strengthen relationships with students and families by establishing a strong line of communication through school and classroom events, student-centered curricular projects, and actively incorporating student interest and background experience into the core curricular framework.

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

Through the continuation of year 2 of the Positive Behavior Support plan, the needs of safety and respect are exhibited before, during, and after school. The school safety team reviews safety procedures school-wide to create effective systems of safety that all students and faculty properly adhere to.

Students who attend the morning and afternoon childcare program Manatee Zone, are supervised by school personnel ensuring that child safety is observed. Manatee Zone will be introducing various student clubs and activities that will promote creativity and synergy through peer collaboration.

With the inclusion of the parent involvement specialist and bilingual support, teachers can create strong ties with families while maintaining sensitivity to the various cultural differences of students in the classroom.

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

Manatee Elementary utilizes the Positive Behavior Support Plan. There are several expectations that students are expected to follow in order to be a Manatee STAR student, and earn school wide

privileges each month. The goal for this support plan is for students to model the behaviors, so we are creating good citizens. The expectations are: Show Respect, Treat Others Kindly, Always Be Safe, Reach for the Stars.

Manatee Elementary is taking steps to become a Leader in Me school. We will be learning the 7 habits of highly effective people. The Leader in Me provides students with tools to promote the self-confidence and skills they need to thrive in the 21st-century. Manatee we will be teaching the 7 Habits not as a curriculum, but integrating them into the curriculum, traditions, systems, and culture of our school. We will be teaching the 7 Habits and looking for our new leaders every day here at Manatee Elementary School.

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

The social-emotional needs of all students are being met through the implementation of the Second Steps program. Students will receive instruction from the school counselor as well as additional support in the classroom. Teachers trained in Choosing Excellence utilize the Glasser techniques such as. Mentoring opportunities for students within the school and with students at Oak Hammock Middle School. Teacher mentors for the bottom 25% in 4th and 5th grade. Food Pantry, Laces for Love, glasses, backpacks. Our school was the recipient of a grant to implement the Leader in Me program for our students. This program will support the development of a culture of shared leadership and the development and growth of the whole child.

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

Manatee Elementary utilizes the Florida MTSS Systems of Support model for supplying and implementing early warning systems for all of our students. MTSS covers behavior as well as academics, and follows a three-tiered support structure where students requiring support are provided prescriptive, needs-based interventions.

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
	K	1	2	3	4	5	
Attendance below 90 percent	39	27	26	22	11	18	143
One or more suspensions	1	6	7	31	31	18	94
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	2	3	1	8

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

Manatee Elementary utilizes the Florida MTSS Systems of Support model for supplying and implementing early warning systems for all of our students. MTSS covers behavior as well as academics, and follows a three-tiered support structure where students requiring support are provided prescriptive, needs-based interventions. Students are identified by teachers for academic and behavior MTSS, and meetings are held with MTSS specialists, teachers, parents, administrators and psychologists in order to create a plan of support for students. Data is also tracked on the success of the intervention for a period of time prior to reevaluation as well.

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/182408>.

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

Initially, the Parent Involvement Plan is reviewed and created by the Assistant Principal, SAC Chair, Parent Involvement Specialist, and Assistant Principal at the Parent Involvement Plan training on 3/31/14.

At the first SAC meeting the principal will explain to parents how much Parent Involvement money there is, where it comes from, how and for what purposes it can be used, and then conduct a discussion with parents on how they would like to see the money used. At scheduled SAC meetings throughout the year, the principal will review how the plan is being implemented, how the money has been spent, or intends to be spent. Agendas, sign-in sheets and minutes of SAC meetings will be maintained in the Title I toolkit throughout the year. The plan will be reviewed by the member of SAC as well as the administration on an ongoing basis to make sure that the plan is being followed; the activities are being implemented, and discuss ways to improve the activities or plan. Members of SAC will be determined to represent the population of Manatee and include representatives from the parent base, teachers, administrators and community members including volunteers and other appropriate stakeholders. Parents will be encouraged and invited to participate through the Parent Guide, school newsletters, ParentLink, Twitter, OnCourse teacher websites, parent letters and personal invitations. Student planners will be used as a means of daily communication with parents. In order to encourage parent involvement, transportation will be provided by the Parent Involvement Specialist as requested and child care will be provided at all school Parent Involvement events.

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
Robinson, Michele	Principal
Savage, Rebecca	Assistant Principal
Jarman, Carrie	Instructional Coach
Camputaro, Joseph	Instructional Coach
Berry, Donna	Instructional Coach
McKinley, Carrie	Instructional Coach
Morgan, Dionne	Instructional Coach
Osgood, Laura	Assistant Principal
Worley, Kevin	Instructional Coach
McCormick, Kerri	Instructional Coach

Duties

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

The members of the Leadership Problem-Solving Team are:

- Michele Robinson - Principal
- Rebecca Savage - Assistant Principal
- Carrie McKinley - MTSS Chair/ Reading Coach
- Kerri McCormick - MTSS Chair / Reading Specialist
- Carrie Jarman -Teacher Leader
- Joe Camputaro -Teacher Leader
- Sue Rosema - Writing Coach
- Donna Berry - Resource Teacher
- Kevin Worley - Science Coach
- Dionne Morgan - Math Coach

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:

Meets 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.
Schedules team meetings.
Invites parents and appropriate school personnel to team meetings.
Maintains log of students involved in the MTSS process.
Completes necessary documentation to appropriately ensure the MTSS process is facilitated with fidelity to meet the requirements for individual students.
Administers academic screenings as needed.
Schedules vision and hearing screenings of students as they enter the MTSS process.
Schedules colleague observations of students in the MTSS process.
Trains teachers as needed in the specified interventions, progress monitoring, and differentiated instruction.
Collects school-wide data for team to use in determining at-risk students.
Reading and Math Resource Teachers, Science Coach, Teacher Leaders, STEM Teacher
Trains teachers as needed in the specified interventions, progress monitoring, and differentiated instruction.
Administers screenings as needed.
Performs colleague observations of students as needed.
Collects school-wide data for team to use in determining at-risk students.
School Psychologist:
Attends MTSS Team meetings on students as needed.
Monitors data collection for fidelity.
Reviews and interpret progress monitoring data.
Collaborates with MTSS Team on effective instruction and specific interventions.
Incorporates 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
Attends MTSS meetings for some Tier 2 and Tier 3 students.
Completes communications skills screening for students on an as-needed basis.
Assists with Tier 2 and Tier 3 interventions through collaboration, training, and/or intervention instruction.
Principal and Assistant Principals
Facilitate implementation of MTSS in the building.
Provide or coordinate professional development.
Attend MTSS Team meetings to be active in the MTSS process.

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 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 MTSSSS 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.

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 III 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. SAIs 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.

Other

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michele Robinson	Principal
Laura Osgood	Principal
Rebecca Savage	Principal
Donna Berry	Teacher
Annabell Potter	Parent
Latoya Smith	Parent
Adela Hernandez	Education Support Employee
Marianna Schine	Business/Community
Jaime Serrano	Business/Community
Jose Sanchez	Parent
Miriam Villanueva	Parent
William Sparks	Parent
Dolores F Felipe	Parent
Maria Diesconde	Parent
Brenda Garcia	Parent
Belen Arocho	Parent
Meaghan Towne	Parent
David Tilton	Parent
Celia Andres	Parent
Lorenza Martin	Parent
Jeanne Blaney	Teacher
Nadina Roberts	Teacher
Lisa DuBrava	Teacher
Linda Santiago	Teacher
Sarah Kelly	Teacher
Lakeisna Davis	Education Support Employee
Terria Cody	Education Support Employee
St. Vincent de Paul	Business/Community
	Student

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

Donna Berry, in efforts with Carrie Jarman, Joe Camputaro and Rebecca Savage had collaborative input in in writing the current SIP. Overall goals were written to show learning at an accelerated rate and to meet requirements from the state. SIP needs input from all: teachers, support staff, and parents. Overall goals for improvement will be shared at the first SAC meeting. Mrs. Robinson will

explain that the SIP is important because we want to prepare our children for the work force, middle school access, train them to be self-sufficient and open the doors for jobs and college. SAC is responsible for approving the School Improvement Plan.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The budget is reviewed by the SAC annually, beginning with the September 4th meeting.

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Robinson, Michele	Principal
Savage, Rebecca	Assistant Principal
Jarman, Carrie	Teacher, K-12
Camputaro, Joseph	Teacher, K-12
Osgood, Laura	Assistant Principal
McCormick, Kerri	Instructional Coach
McKinley, Carrie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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).

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

Teachers were provided with leadership training for highly effective habits based on Stephen Covey's research and book *The 7 Habits of Highly Effective People*. These strategies and principles will be implemented throughout our school culture.

To increase collaboration and shared investment school wide, we formed goal teams. Our goal teams consist of members from the leadership team as well as representatives from each grade level in order to provide both vertical and horizontal alignment. The teams meet regularly to implement school goals and problem solve areas of concern.

The master schedule provides teachers with daily common planning time. In addition to this time, teachers also attend weekly team PLC time every Tuesday for 50 minutes as well as an additional 35 minutes for faculty professional development.

During our literacy and math instructional blocks, teachers are provided with push in support from coaches, resource teachers, ESE teachers, bilingual and basic paraprofessionals.

With the addition of new teachers to our school and district, the APPLES program allows for peer mentors to provide additional support to teachers on a weekly basis, ensuring the transition of moving into the classroom is seamless. Mentor teachers work closely with new teachers, providing support within the Professional Learning Community, coaching as needed on all areas of concern that the mentee may encounter.

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

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.

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

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

Teachers utilize the district academic plans to ensure alignment with the Florida standards. The academic plans provide recommended resources to support the core instruction and mastery of the standards.

Focusing on the Universal Backwards Design model, teachers received training on the planning process and unpacking the standards to support their instruction. In addition, the teachers will be provided with continuous modeling and support of the UBD process from the leadership team and coaches.

A team of teacher will meet weekly to develop common formative assessments for all a grade levels in reading and math that are aligned to the standards as well.

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

Through the use of data analysis, teachers are able to identify specific areas of content, down to the standard, that they can either provide additional support through intervention, or build upon mastery of standards through enrichment opportunities. An additional 25 minutes of instruction is combined with regular day intervention and enrichment time, allowing for greater focus on mastery of standards. Teachers of Manatee Elementary will analyze data from common formative assessments based on backwards planning of standards aligning to the Florida Standards Assessment, end of unit concept test, Star Early Literacy, and Star Literacy. Through the use of this data analysis, teachers will have multiple artifacts to provide instruction and differentiate to meet the needs of all learners through immediate intensive intervention, as well as literacy center instruction.

With the use of Performance Matters tracking of standards over multiple assessments, teachers will monitor the progress of student mastery. Data analysis will be a focus during team PLC time to develop a plan of intervention or enrichment. In addition, student data conferences will be utilized to develop goals and plans for improvement and growth. Students who do not meet mastery of standards being tracked will receive additional support in a small group setting, which would include differentiated centers, interactive lessons, and opportunity for feedback either by the classroom teacher, TIF Teacher Leader, or Academic Coach. Formative checks will provide ongoing data to identify if instruction needs to continue being scaffold, or if the learner has mastered the standard.

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

Strategy: Extended School Day

Minutes added to school year: 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 after school 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 facilitating effective professional learning communities. Teachers are involved in school wide PLCs and meet once per week for a 50 minute period and once every other week for an additional 50 minute period to collaboratively review data as it relates to planning for rigorous core instruction and planning for targeted interventions. This one hour intervention period is from 8:55-9:55 every day. During this time, students receive academic interventions targeted at their specific needs related to the previous week's assessed standard,

Strategy Rationale

The additional hour is utilized as an instructional intervention period where students receive instruction targeted at their immediate academic needs based on the use of a single-standard-based weekly formative assessment checkpoint. Students who have not yet mastered the essential standard will be provided instruction in a new method than previously utilized, appealing to their specific modality of learning. Students who have already mastered the standard will be given additional extension instruction to broaden and deepen their knowledge of the essential standard.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Michele, michelero@leeschools.net

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

Progress monitoring through formative and summative assessments.

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

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.

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

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

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

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

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

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. All staff will increase student achievement gains school-wide by utilizing rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning. 1a

G039309

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	66.0
ELA/Reading Gains	66.0
Math Lowest 25% Gains	66.0
Math Gains	70.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- 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 G1. 8

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

Person Responsible

Joseph Camputaro

Schedule

Weekly, from 8/18/2014 to 5/22/2015

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


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. All staff will increase student achievement gains school-wide by utilizing rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning. **1**

 G039309

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. **2**

 B094647

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. **4**

 S105701

Strategy Rationale

Action Step 1 **5**

Creating and supporting the horizontal PLC systems of support for grade levels and the leadership team to align school goals and focus which support design data-driven instruction and assessment aligned to standards and designed with the purpose of driving instruction and student success.

Person Responsible

Michele Robinson

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes

Action Step 2 5

Common Assessment Writing (CAW) PLCs are comprised of grade level teacher representatives who meet weekly in order to create formative assessments for assessing mastery standards weekly.

Person Responsible

Kerri McCormick

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes

Action Step 3 5

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

Person Responsible

Carrie Jarman

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Presentation materials, meeting minutes

Action Step 4 5

Provide additional 25 minute instruction combined with regular day intervention time for a total of one hour of intervention and enrichment time to be focused on mastery standards and enrichment.

Person Responsible

Michele Robinson

Schedule

Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion

intervention and enrichment section of lesson plans; PLC agendas and meeting minutes, intervention support schedule

Action Step 5 5

Leadership Team PLC creates and evaluates the structure of the master schedule to include 90 minutes of continuous LA (150 min total) and 60 minutes of math (30 min total) for cohesive instructional blocks with push in support from coaches, resource teachers, ESE teachers, bilingual and basic paraprofessionals.

Person Responsible

Michele Robinson

Schedule

Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion

master schedule

Action Step 6 5

Create a coaching schedule and coaching cycle for teacher support based on needs assessment by goal team and leadership team. Support from DA requested.

Person Responsible

Joseph Camputaro

Schedule

Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion

Presentation materials, coaches logs

Action Step 7 5

Creating a push in support of core instruction for teacher support

Person Responsible

Carrie McKinley

Schedule

Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion

coaches logs

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

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

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

CWT, Coaches logs, classroom observations

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

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

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/25/2015

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. 4

 S105703

Strategy Rationale

Action Step 1 5

TIF Coaches and Math Coach will model a math lesson in 3rd, 4th and 5th grade classrooms while teachers observe.

Person Responsible

Dionne Morgan

Schedule

Monthly, from 8/22/2014 to 5/22/2015

Evidence of Completion

TIF Coaches will return to each classroom to observe classroom teachers teaching a similar lesson.

Action Step 2 5

Reading Coaches will model a Language Arts lesson in a 3rd, 4th, and 5th grade classrooms while the teachers observe.

Person Responsible

Carrie Jarman

Schedule

Quarterly, from 8/18/2014 to 5/22/2015

Evidence of Completion

TIF teachers will coach and model for classroom teachers and facilitate additional professional development through the use of effective reading strategies; coaching logs

Action Step 3 5

Differentiated accountability professional development support with differentiated instruction through the close reading model.

Person Responsible

Michele Robinson

Schedule

On 5/22/2015

Evidence of Completion

Lesson Plans

Action Step 4 5

Differentiated accountability on math assessment portion of MFAS (CPalms)

Person Responsible

Michele Robinson

Schedule

On 5/22/2015

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

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 Responsible

Schedule

Evidence of Completion

Analyzing student data for mastery.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

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 Responsible

Schedule

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. 2

 B094648

G1.B2.S1 Provide onsite professional development, modeling, and instructional support to become proficient in common core curriculum and effective instructional best practices. 4

 S105704

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

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 Responsible

Schedule

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 Implementation of G1.B2.S1 7

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

Person Responsible

Schedule

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. 4

S105705

Strategy Rationale

Action Step 1 5

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

Person Responsible

Rebecca Savage

Schedule

Biweekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Inservice record, quality classroom checklist, walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

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 Responsible

Schedule

Evidence of Completion

Quality Tools Checklist

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

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 Responsible

Schedule

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. 4

 S105706

Strategy Rationale

Action Step 1 5

Collaborate to support teachers in implementing Postive Behavior Support Training

Person Responsible

Kerri McCormick

Schedule

Biweekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Inservice Records

Action Step 2 5

Provide schoolwide Positive Behavior Support Training for all staff.

Person Responsible

Kerri McCormick

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Observation of classroom atmosphere for increased student engagement and positive interactions

Person Responsible

Schedule

Evidence of Completion

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

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
G1.B1.S1.A1	Creating and supporting the horizontal PLC systems of support for grade levels and the leadership team to align school goals and focus which support design data-driven instruction and assessment aligned to standards and designed with the purpose of driving instruction and student success.	Robinson, Michele	8/18/2014	Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes	5/22/2015 weekly
G1.B1.S3.A1	TIF Coaches and Math Coach will model a math lesson in 3rd, 4th and 5th grade classrooms while teachers observe.	Morgan, Dionne	8/22/2014	TIF Coaches will return to each classroom to observe classroom teachers teaching a similar lesson.	5/22/2015 monthly
G1.B2.S2.A1	Implement the quality model for "Choosing Excellence" training and utilize our NEAF coaches for a continuous collaborative process.	Savage, Rebecca	8/18/2014	Inservice record, quality classroom checklist, walkthrough data	5/22/2015 biweekly

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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.B2.S3.A1	Collaborate to support teachers in implementing Positive Behavior Support Training	McCormick, Kerri	8/18/2014	Inservice Records	5/22/2015 biweekly
G1.B2.S1.A1	[no content entered]			one-time	
G1.B1.S1.A2	Common Assessment Writing (CAW) PLCs are comprised of grade level teacher representatives who meet weekly in order to create formative assessments for assessing mastery standards weekly.	McCormick, Kerri	8/18/2014	Sign-in sheets, agenda, inservice points, presentation materials, meeting minutes	5/22/2015 weekly
G1.B1.S3.A2	Reading Coaches will model a Language Arts lesson in a 3rd, 4th, and 5th grade classrooms while the teachers observe.	Jarman, Carrie	8/18/2014	TIF teachers will coach and model for classroom teachers and facilitate additional professional development through the use of effective reading strategies; coaching logs	5/22/2015 quarterly
G1.B2.S3.A2	Provide schoolwide Positive Behavior Support Training for all staff.	McCormick, Kerri	8/18/2014	Reduction of discipline referrals, increased student engagement as observed in CWT data	5/22/2015 monthly
G1.B1.S1.A3	Coaches model the Backwards Planning Design (UbD) and facilitate the process with each grade level .	Jarman, Carrie	8/18/2014	Presentation materials, meeting minutes	5/22/2015 weekly
G1.B1.S3.A3	Differentiated accountability professional development support with differentiated instruction through the close reading model.	Robinson, Michele	8/18/2014	Lesson Plans	5/22/2015 one-time
G1.B1.S1.A4	Provide additional 25 minute instruction combined with regular day intervention time for a total of one hour of intervention and enrichment time to be focused on mastery standards and enrichment.	Robinson, Michele	8/18/2014	intervention and enrichment section of lesson plans; PLC agendas and meeting minutes, intervention support schedule	5/22/2015 daily
G1.B1.S3.A4	Differentiated accountability on math assessment portion of MFAS (CPalms)	Robinson, Michele	8/18/2014	lesson plans	5/22/2015 one-time
G1.B1.S1.A5	Leadership Team PLC creates and evaluates the structure of the master schedule to include 90 minutes of continuous LA (150 min total) and 60 minutes of math (30 min total) for cohesive instructional blocks with push in support from coaches, resource teachers, ESE teachers, bilingual and basic paraprofessionals.	Robinson, Michele	8/18/2014	master schedule	5/22/2015 daily
G1.B1.S1.A6	Create a coaching schedule and coaching cycle for teacher support based on needs assessment by goal team and leadership team. Support from DA requested.	Camputaro, Joseph	8/18/2014	Presentation materials, coaches logs	5/22/2015 daily
G1.B1.S1.A7	Creating a push in support of core instruction for teacher support	McKinley, Carrie	8/18/2014	coaches logs	5/22/2015 daily
G1.MA1	Teachers provide rigorous data-driven instruction that increases student achievement.	Camputaro, Joseph	8/18/2014	FCAT 2.0, STAR Reports, District Assessments, Progression Data, Parent Survey, Student Survey, Discipline Data, Walk throughs data, teacher observation data, and evaluation data.	5/22/2015 weekly
G1.B1.S1.MA1	Classroom observations, walk throughs, teacher data binders, lesson plans		8/25/2014	CWT, Coaches logs, classroom observations	5/25/2015 weekly
G1.B1.S1.MA1	Classroom observations, walkthroughs, teacher data binders, lesson plans, student produced work examples		8/25/2014	CWT, Coaches logs, classroom observations	5/25/2015 weekly
G1.B2.S1.MA1	Math, Reading, and Science Unit Assessments Daily formative		Learning gains and proficiency	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	assessments Quarterly STAR and Early Literacy Assessments		on unit assessments in reading, math, and science for all students. Increased ZPD's on STAR and Early Literacy Assessments		
G1.B2.S1.MA1	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.		Debriefing after each modeling session by district support staff, TIF Coaches, weekly PLC meetings, monthly staff meetings	once	
G1.B2.S2.MA1	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.		Quality Tools Checklist and conference feedback	once	
G1.B2.S2.MA1	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.		Quality Tools Checklist	once	
G1.B1.S3.MA1	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.		The Leadership Team will provide feedback and demonstrate mutually agreed planning or instructional strategies as required to meet proficiency in all subject areas.	once	
G1.B1.S3.MA1	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.		Analyzing student data for mastery.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.MA1	Observation of classroom atmosphere for increased student engagement and positive interactions		increase of effective teacher behaviors as observed on classroom walk through data, teacher observations	once	
G1.B2.S3.MA1	Classroom walk thru observation data, discipline referral data, student achievement data		Increased student achievement, time on task, increased student engagement and positive atmosphere	once	

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.

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

Creating and supporting the horizontal PLC systems of support for grade levels and the leadership team to align school goals and focus which support design data-driven instruction and assessment aligned to standards and designed with the purpose of driving instruction and student success.

Facilitator

Michele Robinson, Rebecca Savage, Carrie Jarman, Joe Camputaro, Kevin Worley, Carrie McKinley, Dionne Morgan, Kerri McCormick, Donna Berry, grade chairs

Participants

Administration, all teachers, instructional paraprofessionals

Schedule

Weekly, from 8/18/2014 to 5/22/2015

PD Opportunity 2

Common Assessment Writing (CAW) PLCs are comprised of grade level teacher representatives who meet weekly in order to create formative assessments for assessing mastery standards weekly.

Facilitator

Michele Robinson, Rebecca Savage, Carrie Jarman, Joe Camputaro, Kevin Worley, Carrie McKinley, Dionne Morgan, Kerri McCormick,, Donna Berry

Participants

Teacher representatives from each grade team and leadership team

Schedule

Weekly, from 8/18/2014 to 5/22/2015

PD Opportunity 3

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

Facilitator

Michele Robinson, Rebecca Savage, Carrie Jarman, Carrie McKinley, Dionne Morgan, Kerri McCormick, DA

Participants

All teachers

Schedule

Weekly, from 8/18/2014 to 5/22/2015

PD Opportunity 4

Provide additional 25 minute instruction combined with regular day intervention time for a total of one hour of intervention and enrichment time to be focused on mastery standards and enrichment.

Facilitator

Leadership team

Participants

All teachers

Schedule

Daily, from 8/18/2014 to 5/22/2015

PD Opportunity 5

Create a coaching schedule and coaching cycle for teacher support based on needs assessment by goal team and leadership team. Support from DA requested.

Facilitator

Leadership team

Participants

TIF Leaders, Coaches, teachers, DA support

Schedule

Daily, from 8/18/2014 to 5/22/2015

PD Opportunity 6

Creating a push in support of core instruction for teacher support

Facilitator

Leadership team

Participants

TIF Leaders, Coaches, teachers

Schedule

Daily, from 8/18/2014 to 5/22/2015

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

TIF Coaches and Math Coach will model a math lesson in 3rd, 4th and 5th grade classrooms while teachers observe.

Facilitator

Morgan, Dionne; Camputaro, Joseph; Jarman, Carrie

Participants

TIF Coaches, Math coach, teachers

Schedule

Monthly, from 8/22/2014 to 5/22/2015

PD Opportunity 2

Reading Coaches will model a Language Arts lesson in a 3rd, 4th, and 5th grade classrooms while the teachers observe.

Facilitator

Leadership team

Participants

Leadership team, 3rd-5th teachers

Schedule

Quarterly, from 8/18/2014 to 5/22/2015

PD Opportunity 3

Differentiated accountability professional development support with differentiated instruction through the close reading model.

Facilitator

Dr. Carol Cron

Participants

administration and teachers

Schedule

On 5/22/2015

PD Opportunity 4

Differentiated accountability on math assessment portion of MFAS (CPalms)

Facilitator

Randy Vincent

Participants

administration and teachers

Schedule

On 5/22/2015

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

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

Quality Coaches Jackie Johns and Donna Berry

Participants

Classroom Teachers

Schedule

Biweekly, from 8/18/2014 to 5/22/2015

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

PD Opportunity 1

Collaborate to support teachers in implementing Positive Behavior Support Training

Facilitator

PBS PLC Facilitators Kerri McCormick, Carrie McKinley

Participants

Manatee Elementary Faculty

Schedule

Biweekly, from 8/18/2014 to 5/22/2015

PD Opportunity 2

Provide schoolwide Positive Behavior Support Training for all staff.

Facilitator

PBS Team and PBS consultant

Participants

All personnel

Schedule

Monthly, from 8/18/2014 to 5/22/2015

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: All staff will increase student achievement gains school-wide by utilizing rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning.	11,500
Grand Total	11,500

Goal 1: All staff will increase student achievement gains school-wide by utilizing rigorous, data-driven instruction through collaboration with all stakeholders and continuous professional learning.

Description	Source	Total
B1.S1.A1 - Provide substitute time for teachers to visit model classrooms which assessments and standards based lessons are supporting student goals.	Title I Part A	5,000
B1.S1.A2 - Provide teacher supplements to create formative assessments and universal backward design plans aligned with intervention and core standards.	School Improvement Funds	2,000
B1.S1.A3 - Provide teacher stipend for additional planning time for teams.	School Improvement Funds	3,000
B1.S1.A6		0
B1.S2.A1 - Planning supplements for backward design	Title II	1,500
Total Goal 1		11,500