

# Manatee Cove Elementary School



2014-15 School Improvement Plan

## Manatee Cove Elementary School

734 W OHIO AVE, Orange City, FL 32763

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
69%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
37%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Volusia 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Each one of us in the Manatee Cove family will work together to create a safe haven for learning where all can reach their personal best.

##### Provide the school's vision statement

We at Manatee Cove Elementary believe:

- in committing to high expectations which embrace progress and change while providing the opportunities for continuous physical, emotional, social and intellectual development.
- it is the responsibility of the school community to create a safe haven physically and emotionally for all.
- developing a love for learning and the discovery of new concepts will set the stage for all future educational endeavors.
- that a school community should embrace cultural diversity, a spirit of learning, mutual caring and respect.
- that all success and achievement should be recognized and celebrated.
- open communication and the involvement of students staff, families and community are vital to the school.

#### School Environment

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

- The following process is how Manatee Cove builds relationships between teachers and students:
- \*Each new student's parent that enters Manatee Cove Elementary completes a "Tell Me About Your Child" survey. This survey is then given to the child's teacher to begin to build a relationship with that child.
  - \*Teachers provide a Meet the Teacher day prior to school starting, this gives the students and teachers an opportunity to build rapport.
  - \*In May an orientation is scheduled for the upcoming kindergarten students and parents. Families are given the opportunity to tour the school and kindergarten classrooms prior to entering the following year.
  - \*Open House is an opportunity for parents and students to come into the classrooms and view the learning first hand.
  - \*Individual family conferences are done periodically throughout the school year.

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

- Each year the school-based leadership team reviews the schools policies and procedures intended for all students and staff and makes adjustments as needed to promote positive behavior and build a school community based upon safety and responsibility.
- All teachers and student safety patrols are expected to provide effective monitoring of campus throughout the day.
- Certain teachers are given supervisory duties around the campus to ensure a safe and secure entry and dismissal of students.
- School Advisory Council (SAC) provides opportunity at each meeting for parent input and for updates



on safety and security.

The school counselor addresses bullying prevention with staff and students during the school year.

**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**

School wide behavioral expectations and life skills are presented every morning through the schools AM news program. Each classroom reviews these expectations and provides a visual of the poster in their classroom. At the beginning of each school year administration visits kindergarten and 1st grade classrooms and has assemblies for grades 2-5 to review these expectations. The mission statement is then stated by all students and staff at the end of these assemblies and daily on the news. Instructional time is a priority and protected by administration. The importance of being on time and daily school attendance is addressed regularly with parents through parent/teacher conferences and the problem solving team as needed. Students misconduct is being handled immediately and with minimal interruption to instruction.

**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**

Manatee Cove offers the following:

- \*Student Mentoring Program
- \*Crisis Training Program
- \*Suicide Prevention Program
- \*Bullying Program (Known as Filling Your Bucket)

Administration and the guidance counselor meet quarterly with the school psychologist to review discipline referrals and the personal development section of report cards for each teacher to determine those students needing further assistance.

### 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**

The school regularly accesses the early warning system, which is a specialized report issued to all schools. The indicators are as follows:

- \*unweighted GPA (at risk if below 2.0)
- \*over age for grade
- \*office discipline Referrals (at risk of 2 or more)
- \*attendance below 90%, regardless of whether absence is excused
- \*Year to date suspensions (at risk if 1 or more)
- \*Number of prior retentions (at risk if 1 or more)
- \*level one score on the statewide standardized tests

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System Report.

**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**

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated, become the focus of the school-wide intervention efforts. These areas are addressed through Professional Learning Communities (PLC) in which group data are considered and evidenced-based interventions through differentiated instruction are developed.

Quarterly review of the Early Warning System report and report cards developmental growth section enables the school team to determine if interventions are successful in addressing areas of concern.

**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/188171>.

**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**

Manatee Cove Elementary builds and sustains partnerships with the local community through such programs/events as: Business Partners Program, Career and Vehicle Day, Family Nights for various subjects, PTA functions, Publix family night, and FLP educational programs. In addition donations of educational and clinic supplies are provided by Fish Memorial Hospital, The Jewish Federation and the Manatee Festival.

**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
Lassiter, Karen	SAC Member
Neal, Lori	Assistant Principal
Henderson, Serene	Teacher, K-12
Gonzalez, Alice	Principal
Abbey, William	Instructional Coach
Crane, Katherine	SAC Member

### Duties

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

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

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

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Alice Gonzalez	Principal
Lori Neal	Principal
Karen Lassiter	Teacher
Katherine Crane	Teacher
Donna Sizemore	Teacher
Sheri Langlais	Teacher
Vicki Scheetz	Education Support Employee
Diem Morgan	Parent
Heather Kiefer	Business/Community
Rupal Talati	Parent
Tiffany Rapp	Parent
Ann Axon	Parent
Dannah Niverson	Parent
Jessica Morton	Education Support Employee
Maria Servigna-Martinez	Parent
Jennifer Coleman	Parent
Kim Pertrillo	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*

In order to evaluate the effectiveness of last year's Manatee Cove Elementary's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council, to review input.

*Development of this school improvement plan*

- \* Reviewed FCAT and AMO data, attendance data, suspension data, last year's SIP strategies, changes in SIP format and data of parent, teachers, and staff surveys for the previous school year;
- \* Provided input for the development of the School Improvement Plan (SIP) strategies;
- \* Reviewed compliance of SAC membership; and
- \* Developed SAC budget allocations for this school year.

*Preparation of the school's annual budget and plan*

Manatee Cove Elementary's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC meetings.

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

These are approximate allocated amounts for projected use of school improvement funds:  
 \*Substitutes for staff to support SIP activities, such as professional development, attendance at workshops, trainings, & PLC planning \$ 2,500.00

\*Fees for conferences for professional development to support SIP \$ 800.00

\*Materials and supplies, including software and software licenses, to support SIP \$ 3,200.00

**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
Abbey, William	Instructional Coach
Henderson, Serene	Teacher, K-12
Benson-Culver, Michele	Teacher, K-12
McCoy, Michelle	Instructional Media
Fratius, Melissa	Teacher, K-12
Neal, Lori	Assistant Principal
Gonzalez, Alice	Principal
Werblo, Cija	Teacher, K-12
Adams, Michele	Teacher, ESE
Durrance, Charlene	Guidance Counselor
VanEngen, Susan	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT, having reviewed the literacy activities embedded in the 2014-15 SIP will monitor the literacy activities of the 2014-15 SIP goals. The LLT will focus on implementation of the Florida Standards (FS) to more effectively enable increasing literacy achievement within all subject areas, on implementation of standards-based instruction, and of assisting students and families to understand how student grades reflect achievement of FS, as well as how to provide family support with student attainment of grade-level FS.

**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**

Common planning, Professional Learning Communities (PLC's), and academic coaching are critical practices to help build positive, collaborative relationships among our teachers at Manatee Cove Elementary.

\*Common planning allows for teachers to participate in regular planning and adjusting instruction accordingly.

\*PLC's allow teachers to work together to review formative assessment data and prepare for students

academically. Teachers make recommendations for students to be reviewed and assisted by our school's Problem-Solving Team. During PLC time teachers are supported and encouraged to work together on common clear objects. This time also allows teachers to engage in reflective dialogue to deepen language and understanding of instructional practices.

\*Our academic coach is used to assist with teacher collaboration and professional development. The Academic coach play a significant part in designing instruction to meet student needs and encouraging the collaborative process.

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

\* Peer Assistance and Review (PAR) teachers and administration will assist new teachers with the VSET evaluation process and the E3 new teacher program

\* Administration will assign a highly qualified teacher mentor to each new teacher to assist with various school and district expectations for teachers and/ or will arrange peer classroom visits, other site visits as needed

\* Administration will have scheduled school-based professional learning community(PLC) for teachers to provide collaboration and planning time on effective instructional strategies, instructional resources, etc.

\* Administration will encourage all local colleges and universities to place Junior and Senior interns at Manatee Cove Elementary as a way to recruit new teachers.

\* Administration will provide access to professional development to all teachers to enhance each teacher's performance on implementation of effective instructional strategies, such as new district programs, Florida Standards, standards-based instruction, high effect instructional strategies, electronic grading

\* Administration will encourage leadership opportunities for teachers.

\* Administration will participate in District Job Fair and Recruitment Activities.

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

\* Peer Assistance and Review teachers and administration will assist new teachers with the VSET evaluation process and the Empowering Educator Excellence Program (E3) the new teacher program through coaching, observations and collaborative lesson planning.

\* Administration will assign a highly qualified teacher mentor who has a similar job-like role to each new teacher to assist with various school and district expectations for teachers.

\* Administration will arrange peer classroom visits, and other site visits as needed.

## **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***

Manatee Cove Elementary implements the Volusia County Curriculum Maps in all grades which are aligned to the Florida Standards.

#### **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***



Common Planning allows teachers to participate in PLC's regularly to review formative and summative assessment data and adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, academic coach and intervention teacher create intervention lessons. Students requiring intensive intervention receive additional support from mentors, intervention teacher and or certified teacher tutors. Additional grade level meetings are held to review student data and address specific instructional strategies across content areas. Students with behavioral concerns are also addressed at PLC meetings and are provided interventions referring those as needed to our problem solving team.

**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:** 1,800

To increase the amount and quality of learning time, Manatee Cove provides Title 1 funded STAR after school reading and/or math instruction supplemental program for at least two 60 minute sessions of instruction a week for at least 15 sessions to target students in grades 3-5 who scored a level one on the 2013-2014 FCAT. Title 1 school funds for tutoring will be used for those students in grades 1-5 who need additional assistance. These program afford those teachers providing the after school instructional program the time to collaborate, plan, and/or engage in professional development dialogue. Data is collected and analyzed and monthly progress reports are provided to the parents.

#### **Strategy Rationale**

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

#### **Strategy Purpose(s)**

- Core Academic Instruction

#### **Person(s) responsible for monitoring implementation of the strategy**

Adams, Michele, mmadams@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

### **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**

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

Providing the opportunity for ongoing communication between agencies to facilitate coordination of

programs and shared expectations for children's learning and development as the children transition to elementary school.

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

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

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

### **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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Provide differentiated instruction for students working below, at, or above proficiency levels to increase the percentage of student achievement in all areas.

## 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.** Provide differentiated instruction for students working below, at, or above proficiency levels to increase the percentage of student achievement in all areas. 1a

G040844

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	72.0
FSA - English Language Arts - Proficiency Rate	62.0
FCAT 2.0 Science Proficiency	74.0
ELA/Reading Gains	22.0
ELA/Reading Lowest 25% Gains	41.0
Math Gains	62.0
Math Lowest 25% Gains	46.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- The number of students who are working below or above level and have attendance and behavior issues.

**Plan to Monitor Progress Toward G1.** 8

Ongoing monitoring of district assessments for all students, especially those who have scored below or above proficiency of previously given state and district assessments, to note those scoring below 70% and above 90% on assessed state standards, the Volusia Literacy Test (VLT), or the Volusia Math Test (VMT). Monitor report cards and assessments to note correlation between report cards grades and assessments.

**Person Responsible**

Alice Gonzalez

**Schedule**

Quarterly, from 10/14/2014 to 10/14/2014

**Evidence of Completion**

Eduporia reports for each class in grades 2-5, &/or DRA level reports, and /or VLT or VMT assessments &/or reports of student progress for those attending before/after school programs and/or Saturday programs

## 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.** Provide differentiated instruction for students working below, at, or above proficiency levels to increase the percentage of student achievement in all areas. **1**

 G040844

**G1.B2** The number of students who are working below or above level and have attendance and behavior issues. **2**

 B112796

**G1.B2.S1** Teachers in each grade level will meet in Professional Learning Communities (PLC) with assistance from the academic coach, intervention teacher, guidance, and/or administration to identify students who are working below and/or above level, have attendance and/or behavior issues in each class in order to develop differentiated instruction for those identified students. **4**

 S124211

### Strategy Rationale

By differentiating the instructional strategies used to facilitate students mastering the new Florida Standards and by addressing ways to decrease attendance and behavior issues, the number of students who are working below and/or above level will be reduced.

### Action Step 1 **5**

Professional Learning Communities (PLC) for each grade level and departments will meet at least twice a month to develop differentiated instruction for all students.

#### Person Responsible

William Abbey

#### Schedule

Biweekly, from 10/14/2014 to 10/13/2015

#### Evidence of Completion

PLC minutes and district assessments.

**Action Step 2** 5

A Behavior Leadership Team, consisting of the school psychologist, the guidance counselor, the Problem Solving Team(PST) Chairs, the school attendance social worker, and/or administration will meet each quarter to monitor the students who are having attendance and/or behavior issues and then will notify the teachers of those students in order for them to address concerns with parents of the students and/or initiate PST for attendance.

**Person Responsible**

Charlene Durrance

**Schedule**

Quarterly, from 10/14/2014 to 10/13/2015

**Evidence of Completion**

Quarterly report card personal development, discipline referral, attendance, and students who made an "I" or "D/F" reports.

**Action Step 3** 5

To meet the needs of students, teachers will learn how to develop and implement differentiated instruction using the Florida Standards in various ways, such as the use of technology, project based learning, small groups, and/or center activities.

**Person Responsible**

Alice Gonzalez

**Schedule**

Daily, from 10/14/2014 to 10/13/2015

**Evidence of Completion**

Lesson plans and observations

**Action Step 4** 5

To involve parents on ways to assist their own children at home, a variety of workshops will be provided, such as Parent to Kids, on learning styles, on making homework less stressful, on handling difficult children, positive parenting styles, and/or on current parent concerns of cyber bullying gang awareness, ect.

**Person Responsible**

Alice Gonzalez

**Schedule**

On 10/13/2015

**Evidence of Completion**

Parent event sign in and comment sheets

**Action Step 5** 5

Title 1 and other school funds for tutoring and/or intensive interventions will be used for those students in grades 1-5 who need additional assistance. These program afford those teachers providing the after school instructional program the time to collaborate, plan, and/or engage in professional development dialogue. Data is collected and analyzed and monthly progress reports are provided to the parents.

**Person Responsible**

Michele Adams

**Schedule**

Every 6 Weeks, from 10/14/2014 to 10/13/2015

**Evidence of Completion**

Tutoring sign in sheets, tutored students achievement on assesments

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

Administrative observations of PLC's and differentiated instruction.

**Person Responsible**

Alice Gonzalez

**Schedule**

Quarterly, from 10/14/2014 to 10/14/2015

**Evidence of Completion**

PLC minutes, report card grades, district assessments, quarterly attendance and discipline referral reports

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

PLC minutes and achievement data for each class will be reviewed.

**Person Responsible**

Alice Gonzalez

**Schedule**

Biweekly, from 10/14/2014 to 10/13/2015

**Evidence of Completion**

PLC minutes, report card grades, district assessments, quarterly attendance and discipline referral reports

**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.B2.S1.A1	Professional Learning Communities (PLC) for each grade level and departments will meet at least twice a month to develop differentiated instruction for all students.	Abbey, William	10/14/2014	PLC minutes and district assessments.	10/13/2015 biweekly
G1.B2.S1.A2	A Behavior Leadership Team, consisting of the school psychologist, the guidance counselor, the Problem Solving Team(PST) Chairs, the school attendance social worker, and/or administration will meet each quarter to monitor the students who are having attendance and/or behavior issues and then will notify the teachers of those students in order for them to address	Durrance, Charlene	10/14/2014	Quarterly report card personal development, discipline referral, attendance, and students who made an "I" or "D/F" reports.	10/13/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	concerns with parents of the students and/or initiate PST for attendance.				
G1.B2.S1.A3	To meet the needs of students, teachers will learn how to develop and implement differentiated instruction using the Florida Standards in various ways, such as the use of technology, project based learning, small groups, and/or center activities.	Gonzalez, Alice	10/14/2014	Lesson plans and observations	10/13/2015 daily
G1.B2.S1.A4	To involve parents on ways to assist their own children at home, a variety of workshops will be provided, such as Parent to Kids, on learning styles, on making homework less stressful, on handling difficult children, positive parenting styles, and/or on current parent concerns of cyber bullying gang awareness, ect.	Gonzalez, Alice	10/14/2014	Parent event sign in and comment sheets	10/13/2015 one-time
G1.B2.S1.A5	Title 1 and other school funds for tutoring and/or intensive interventions will be used for those students in grades 1-5 who need additional assistance. These program afford those teachers providing the after school instructional program the time to collaborate, plan, and/or engage in professional development dialogue. Data is collected and analyzed and monthly progress reports are provided to the parents.	Adams, Michele	10/14/2014	Tutoring sign in sheets, tutored students achievement on assesments	10/13/2015 every-6-weeks
G1.MA1	Ongoing monitoring of district assessments for all students, especially those who have scored below or above proficiency of previously given state and district assessments, to note those scoring below 70% and above 90% on assessed state standards, the Volusia Literacy Test (VLT), or the Volusia Math Test (VMT). Monitor report cards and assessments to note correlation between report cards grades and assessments.	Gonzalez, Alice	10/14/2014	Eduporia reports for each class in grades 2-5, &/or DRA level reports, and /or VLT or VMT assessments &/or reports of student progress for those attending before/after school programs and/or Saturday programs	10/14/2014 quarterly
G1.B2.S1.MA1	PLC minutes and achievement data for each class will be reviewed.	Gonzalez, Alice	10/14/2014	PLC minutes, report card grades, district assessments, quarterly attendance and discipline referral reports	10/13/2015 biweekly
G1.B2.S1.MA1	Administrative observations of PLC's and differentiated instruction.	Gonzalez, Alice	10/14/2014	PLC minutes, report card grades, district assessments, quarterly attendance and discipline referral reports	10/14/2015 quarterly

## 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.** Provide differentiated instruction for students working below, at, or above proficiency levels to increase the percentage of student achievement in all areas.

**G1.B2** The number of students who are working below or above level and have attendance and behavior issues.

**G1.B2.S1** Teachers in each grade level will meet in Professional Learning Communities (PLC) with assistance from the academic coach, intervention teacher, guidance, and/or administration to identify students who are working below and/or above level, have attendance and/or behavior issues in each class in order to develop differentiated instruction for those identified students.

### PD Opportunity 1

Professional Learning Communities (PLC) for each grade level and departments will meet at least twice a month to develop differentiated instruction for all students.

#### Facilitator

Administration, Curriculum Teacher Chairs, and/or Instructional Coach

#### Participants

Manatee Cove teachers

#### Schedule

Biweekly, from 10/14/2014 to 10/13/2015

### PD Opportunity 2

A Behavior Leadership Team, consisting of the school psychologist, the guidance counselor, the Problem Solving Team(PST) Chairs, the school attendance social worker, and/or administration will meet each quarter to monitor the students who are having attendance and/or behavior issues and then will notify the teachers of those students in order for them to address concerns with parents of the students and/or initiate PST for attendance.

#### Facilitator

Administration and/or guidance counselor

#### Participants

Guidance, school psychologist, school attendance social worker, administration and teachers

#### Schedule

Quarterly, from 10/14/2014 to 10/13/2015



### **PD Opportunity 3**

To meet the needs of students, teachers will learn how to develop and implement differentiated instruction using the Florida Standards in various ways, such as the use of technology, project based learning, small groups, and/or center activities.

#### **Facilitator**

Administration and/or Instructional coach

#### **Participants**

Classroom teachers, Instructional Coach, and/or Intervention teacher

#### **Schedule**

Daily, from 10/14/2014 to 10/13/2015

### **PD Opportunity 4**

To involve parents on ways to assist their own children at home, a variety of workshops will be provided, such as Parent to Kids, on learning styles, on making homework less stressful, on handling difficult children, positive parenting styles, and/or on current parent concerns of cyber bullying gang awareness, ect.

#### **Facilitator**

Administration, guidance, Family Center Paraprofessional, and/or Instructional Coach

#### **Participants**

Parents

#### **Schedule**

On 10/13/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Provide differentiated instruction for students working below, at, or above proficiency levels to increase the percentage of student achievement in all areas.	206,835
<b>Grand Total</b>	<b>206,835</b>

### Goal 1: Provide differentiated instruction for students working below, at, or above proficiency levels to increase the percentage of student achievement in all areas.

Description	Source	Total
<b>B2.S1.A1</b> - Academic Coach to assist with data analysis of student achievement of the Florida Standards and with implementation of instructional strategies to assist teachers with increasing student mastery of Florida Standards,	Title I Part A	55,279
<b>B2.S1.A3</b> - Opportunities for teachers to develop and implement differentiated instructional strategies through a variety of professional learning activities such as workshops, researching professional literature, extended PLC time, and/or the use of technology to enhance learning.	Title II	57,615
<b>B2.S1.A4</b> - To provide parents with a variety of workshops on how to assist their own children's achievement of the Florida Standards.	Title I Part A	10,000
<b>B2.S1.A4</b> - 4 hour Family Center paraprofessional liaison to assist families with information on how to provide own children with support at home to improve attendance, behavior and/or student achievement of the Florida Standards.	Title I Part A	14,500
<b>B2.S1.A5</b> - Before and after school tutoring	Other	10,000
<b>B2.S1.A5</b> - Intervention Teacher to provide additional intensive interventions during school hours to students who are working below proficiency.	Title I Part A	59,441
<b>Total Goal 1</b>		<b>206,835</b>