

Brevard Public Schools School Improvement Plan 2018 -2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

K. Jane Cline

Principal Supervisor:

Dr. Carol Mela

Name of School:

Manatee Elementary

Principal:

Shannon Daly

SAC Chairperson:

Kelly Coffin

School Grade History	2017-18: A	2016-17: A	2015-16: A
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Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student's social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices
- Obj.R3 Increase system-wide proactive communications

Mission Statement:

The Manatee Elementary School community will design quality learning experiences; fostering an environment of high academic and character standards. (Revised 2017)

Vision Statement:

The Manatee Elementary School community strives to create a nurturing environment which will empower students to meet the challenges of the future.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Over the summer, a PowerPoint presentation was put together by Mrs. Daly to share data from 2017-18 FSA and FSSA testing and iReady. The PowerPoint was presented to instructional staff and support staff during pre-planning. The draft of the SIP will be created with the faculty during preplanning meetings. The goal is that all stakeholders have a clear understanding of the why behind our School Improvement Plan goal. The SIP draft and data presentation will be presented to the School Advisory Council in September where members will be able to provide feedback and recommendations. A copy of the plan will be placed in a binder in the front office for parents to review and uploaded to our school website. The leadership team and the School Advisory Council will revisit the plan throughout the year to monitor progress toward the goal. Once approved the plan will be presented to the faculty and support staff

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Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

Successes:

Manatee Elementary has consistently demonstrated overall student proficiency in the subject areas of Reading and Math. Teachers at Manatee have been trained through ongoing professional development on how to effectively use essential questions as a focus on lessons. Teachers understand the purpose and have found success in using them in lessons. This year, we will focus on students achieving learning gains as we dive deeper in the rigor of the standard.

During administrative walk-throughs in the spring of 2018, 78.8% of teachers had an essential question. At Manatee, 82.8% of our students with disabilities spent 80% or more of their time with non-disabled peers in the 2017-18 school year.

Of our current 4th through 6th grade students with disabilities, 67% made learning gains of the FSA math.

Areas of Improvement:

During administrative walk-throughs it was observed that although in a majority of classrooms essential questions were posted, several of the student tasks observed were not aligned to the standard. When analyzing the essential questions it was evident that they were not aligned to the standards, they were general content questions.

On the teacher Insight Survey item “in the past six months someone at my school or district has helped me develop new skills or content knowledge that I was able to immediately apply in my own classroom”, 87% of teachers reported positively in 2016, but 2017 reported a decrease to 73%.

Of our current students with disabilities in 4th through 6th grade, only 44% made learning gains on FSA Reading.

On i-Ready reading, 44% of our students with disabilities will move up a level or stay on grade level from the Fall 2017 diagnostic to the Fall 2018 diagnostic.

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Specify subgroups that represent concerns. Provide data to support concerns.

During the 2017-2018 school year iReady data shows that at the beginning of the school year, 59% of students were on or above grade level compared to 88% at the end of the year. The chart below is based on FSA data and indicates learning gains in ELA is an area of concern.

Reporting Category	2016-2017	2017-2018
ELA Level 3+	87	87
ELA Learning Gains	70	68
ELA Learning Gains (lowest 25%)	61	62
Math Level 3+	94	93
Math Learning Gains	82	78
Math Learning Gains (lowest 25%)	81	83

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

The data above supports the need for increased professional development in the area of standards aligned instruction. Teachers expressed a need for better professional development and coaching for planning and instruction. Data from walk-throughs indicated that student tasks observed frequently did not align with the standard, indicating a lack of understanding of planning, with fidelity, lessons to support a standard. If students receive higher quality, standards aligned instruction, their achievement will improve. By working closely with the instructional coach, with a focus on standards aligned planning and instruction, and collaborating with grade level teams for planning, instructional practices will be strengthened.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Manatee Elementary ensures that standards aligned instruction is provided in all content areas through a variety of methods. Administrators use classroom walk-throughs and informal observations to ensure that grade levels are covering the appropriate standards in alliance with the district pacing guides. The data collected from these classroom visits are used to start a conversation with teachers about standards and the pace of their instruction. This dialogue between administration and teachers supports the emphasis of standards aligned instruction at Manatee.

This year, the administrators are doing weekly walk throughs during the ELA block to ensure that the lesson being taught and the student tasks are aligned to the posted standard. In addition, each administrator has been assigned specific grade levels and will participate in the PLC and Data Team meetings for their grade levels. The goal is to gain a comprehensive understanding of the grade level standards, along with a working knowledge of the teacher and student needs. Administration will meet monthly with the Instructional Coach to analyze student work samples with a focus on standards alignment. Teachers will continue to post student writing on the hallway bulletin boards with the standard displayed. Administration will analyze the standards alignment during weekly classroom visits.

School-Based Goal: What can be done to improve instructional effectiveness?

If Manatee teachers gain a deeper understanding of the rigor of the Florida ELA standards and align the instruction and planning to the standards, then overall student learning will increase.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Manatee teachers have a foundational level of understanding of the ELA standards and the vertical progression from one grade to the next, but need to reflect more deeply on the structure and purpose of the standards.	An instructional Coach was hired and attended several trainings over the summer. 2 hours of Pre-planning PD time was devoted to grade level training to interpret the standards.	Administration Instructional Coach Teachers	August	Admin. Walk-throughs with feedback, PD and PLC agendas
	Pre-planning and PD time will be devoted to teaching teachers to frame the lesson with the expectation that this will transfer back into classroom instruction. This theory is based upon <i>The Fundamental Five</i> by Sean Cain and Mike Laird. Beginning in February the focus will be conducting a lesson from “the power zone”.	Administration Instructional Coach Teachers	August - May	Admin. Walk-throughs with feedback, PD and PLC agendas, lesson plans and student work products with feedback
Manatee teachers need to consistently designing lessons beginning with the standard. Teachers also need to include tasks and activities that are aligned to the rigor of the standards.	Pre-planning time and Early Release PD time is set aside for grade levels to collaboratively plan. These lessons will be implemented in the classrooms.	Administration Teachers	August-May	PD agendas and meeting minutes, lesson plans and Admin walks with feedback

	<p>The instructional coach will provide training in how to plan quality, engaging lessons that are geared toward specific standards as outlined in the standards focused documents.</p> <p>To ensure the transfer of PD back into the classroom, Administrators will conduct weekly classroom observations to monitor implementation.</p>	<p>Administration Instructional Coach Teachers</p> <p>Administration</p>	<p>August- May</p> <p>September-May</p>	<p>PD agendas and resource materials and lesson plans</p> <p>Feedback notes</p>
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EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes:

Measures the level of implementation of professional practices as a result of school improvement planning.

Qualitative: Walk through data at the end of the year will indicate that teachers are consistently posting the standard being taught and that the lesson and tasks are aligned with the posted standard. Manatee administrators will conference with teachers and provide feedback at 3 points of the year, based on instructional alignment and knowledge of state adopted standards. (In addition to the IPPAS requirements)

Quantitative: Based on the walk through data the percentage of teachers whose lesson are specifically aligned to the posted standard will increase from 24% to 70%. Last year, Manatee had 75% of teachers who scored Distinguished in Dimension 1, Element 4 “Requires students to understand and demonstrate skills and competencies.” This year the percentage should increase to 85%.

Qualitative and Quantitative Student Achievement Outcomes:

Qualitative: During administrative walk throughs, students will be able to state the goal of the lesson being taught and explain how they will demonstrate understanding of the concept. They will be able to understand the expectation of the standard being taught, and can apply the knowledge.

Quantitative: Based on our school goal of diving deeper in standards aligned instruction, our overall ELA learning gain scores will increase across grade levels. 93% of our students will be on or above grade level based on the final iReady diagnostic assessment at the end of the year.

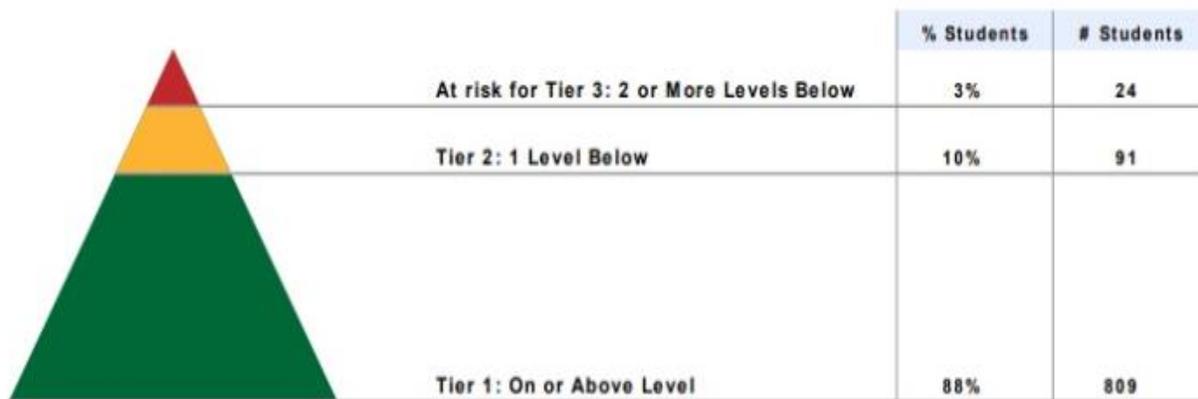
Our ELA learning gains on the FSA have decreased over the past 2 years as noted in the following chart. We are hoping to increase our learning gains to 80% for the 2018-2019 school year.

	2016-2017	2017-2018	2018-2019
ELA Learning Gains (LG)	70	68	80

iReady was our progress monitoring tool for the 2017-2018 school year. The following chart represented the end of the year data based on the final diagnostic window. After a year of use with the program, data shows that the number of students not on grade level at the end of the year had decreased.

School Summary

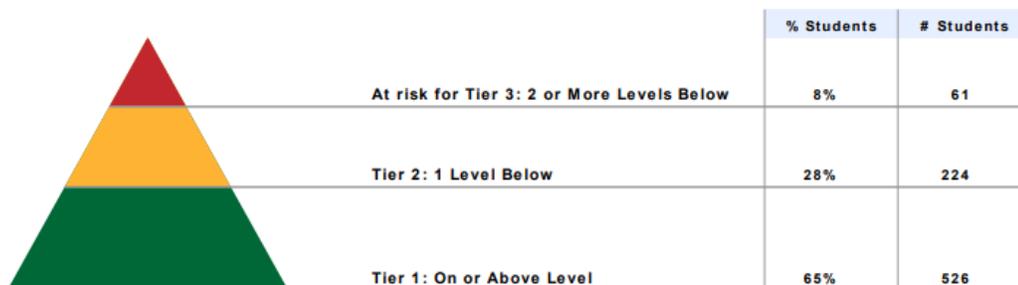
924 out of 927 Students Tested



For the 2018-2019 school year, the diagnostic was administered to all grades. Here is what the results show for Grade 1-6. The number of students who are not on grade level is higher. With full implementation of iReady lessons this year, we would anticipate the number of students in Tier 2 and 3 to decrease by the end of the year. Currently, we have 65% of students on grade level based on iReady. Our goal is to have 93% of students on grade level.

School Summary

811 out of 940 Students Tested



Part 2: Support Systems for Student Achievement(Federal, State, and District Mandates)or the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19. SS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school’s data-based problem-solving process and school-based structures in place to address MTSS implementation. See below

2. List below who monitors the Early Warning System and how often.

Student attendance is monitored by the Attendance Committee, which is led by the Assistant principal. He will contact families when the student reaches a high number of tardies or after three absences. After 5 absences a letter will be sent home. He will also schedule meetings when these become excessive. The number of suspensions at Manatee is very low. Administrators monitor suspensions. The Assistant Principals monitor Level 1s in Reading and Math as well as students who are identified through Data Team meetings.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	39	26	35	35	25	23	25	208
1 or more ISS or OSS	0	1	0	3	0	2	5	11
Level 1 in ELA or Math				2	6	8	3	19
Substantial Reading Deficiency	0	0	0					0
2 or more indicators	0	0	0	0	2	3	1	6

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

- a) Grade level data teams meet every other week to discuss struggling students, interventions and to brainstorm ideas to help increase student achievement.
- b) Manatee educators believe that all students can achieve high standards and have created a culture that supports MTSS. Highly effective personnel deliver tiered interventions that are research and evidence based instructional approaches. The leadership team met over the summer to produce a calendar for data team meetings and to discuss the expectations for school wide RtI. Data Team meetings, per grade level, are held bi-monthly led by administration and the school’s MTSS Facilitator. Student’s response to the tiered interventions are used to guide meaningful, systematic, problem solving and instructional decisions individualized across the continuum of students’ needs. Teachers will track students using a shared data sheet that will incorporate iReady data, FSA data and other formative and summative data sources depending on the grade level. This data will be analyzed at each data team meeting to ensure fidelity.

- c) Manatee has a dedicated RTI time for all students not being successful with Tier 1 core instruction. Students are grouped based on their different needs into additional tier intervention. Students who display they are not successful with Tier 2 interventions are discussed in an IPST meeting with parents on the team. Teachers reflect routinely on their Tier 1 core academic instruction. When less than 80% of students are not mastering the standard, teachers know how to look at their core instruction. Administration conducts frequent walk-throughs to ensure our teachers' core instruction is effective. Feedback is given based on those walk-throughs. Teachers also utilize PLC meetings to align core instruction within grade levels to state adopted standards. Teachers meet with our instructional coach during these PLCs to dive deeper in the standards.
- d) The leadership team does weekly classroom walk-throughs to ensure the fidelity of the SIP and MTSS and results are also recorded on peer observations. The SIP has been reviewed with all staff members and everyone works toward the implementation of the strategies to ensure positive results for our students.
- e) The Manatee Elementary leadership team uses many data sources to track the effectiveness of the instruction provided to our students. Edline reports are pulled quarterly to monitor below grade level students, Performance Matters is used to monitor all district assessments and the data is discussed with teachers in Data Team meetings monthly. Progress monitoring plans and 504 plans are reviewed quarterly with teachers in Data Team meetings.
- f) Data team meetings and early release professional development trainings will be utilized to support staff understanding of the MTSS. Grade level parent information meetings and the biweekly newsletter will be utilized to share the process with parents.

PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced)

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

The results of the Parent Survey indicate that Manatee parents are highly satisfied that the school system maintains and communicates a purpose and direction that is committed to high expectation for learning, as well as shared values and beliefs about teaching and learning. 91% of parents report feeling well informed, and 93% report that Manatee offers a welcoming environment to families. Parents also feel that the school leadership and staff at all levels of the system are committed to a culture that supports challenging, equitable educational programs and learning experiences for students that promote acquisition of learning, thinking and life skills. There are a multitude of ways for parents to be involved in the educational experience of their children at Manatee Elementary School. Each teacher has a goal of meeting with 100% of the students and parents in their classes. At the beginning of the year, each grade level holds a curriculum night to which parents are invited so that teachers can share ideas on how parents can best support their children. We send push notifications through the BPS App regarding upcoming events and deadlines to keep parents informed.

In August, parents are invited to the ice cream social which is attended by over 75% of our families. Other events include the Fall Hoe Down, Carnival Night, Science Fair Open house, Boo Hoo Breakfast, Family Wellness Night, Library Campfire Night, Writing Oscar Celebration, Field Day, Talent Show, Walk-A-Thon and kindergarten through fourth grade classes do an annual music performance. Fifth and sixth grade students may participate in the school musical in the spring. These events solidify the community feeling at Manatee Elementary and are highly attended.

Through discussions at SAC, and PTO meetings and on the 2017-18 parent survey, parents have indicated significant concerns about school security. Manatee has addressed these concerns by making the campus more secure. All doors leading outside and classroom doors are kept locked during school hours. The exceptions are two exterior doors which lead to the portables and secondary building, and the playground, but these are located within the fenced property. Visitors to the school must be buzzed in by office staff who monitor the entrance and foyer through video surveillance. There is an off-duty police officer on campus each day.

STUDENT TRANSITION AND READINESS

PreK-12 TRANSITION [This section used to meet 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. (e.g. incoming kindergartners, outgoing 6th graders)

Our 6th grade transition to the middle school process begins in the fall. Sometime in the fall, middle schools come to Manatee and present information about their programs to all 6th grade students so they have some information about the school they would like to attend. Manatee also holds a middle school open house in the evening, where the schools are set up, and parents and students are able to visit each table to receive the information. Manatee communicates all due dates for applying to the different middle school programs through Peachjar, school newsletter, synervice messages, and email. Last year, we implemented “Manatee Middle School” which had the 6th grade teachers set up a 5 period rotation where each student had an individual schedule. This provided students giving students a taste of what rotating classes would be like. In the spring, Manatee creates and distributes flyers to all area VPK programs that invite parents to an event for incoming Kindergartners for the next school year, called the Kindergarten Roundup. This is an opportunity for parents to come and get a quick overview of the different aspects of Kindergarten. During the presentation, the teachers review the academic and social expectations for the grade level. The teachers set up booths in the cafeteria so parents can go to each teacher for information about curriculum.