

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: MANATEE BAY ELEMENTARY SCHOOL

District Name: Broward

Principal: Heather Hedman-Devaughn

SAC Chair: Annejeanette Washington/Karen Steinberg

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/31/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Heather Hedman- Devaughn	B.A. Elem. Ed M.S. Educational Leadership	3	10	At previous school the following is the three year data trend: 2011-2012- Grade A High Standards R: 82 M: 85 W: 93 S: 78 Learning Gains R: 72 M: 72 2010/11- Grade A High Standards R: 92 M: 94 W: 96 S: 81 Learning Gains: R: 75 M: 66 AYP: Yes 2009/2010 – Grade D High Standards: R: 41, M: 60 S: 35, W: 96, Learning Gains: R: 45 M: 58, Lowest 25%: R: 39, M: 64, AYP: No (82%)
Assis Principal	Mayra Hernandez	B.S. Elementary Ed. M.S. Educational Leadership	11	12	3 year trend at Manatee Bay Elementary 2011-2012- Grade A High Standards R: 82 M: 85 W: 93 S: 78 Learning Gains R: 72 M: 72 2010/11- Grade A High Standards R: 92 M: 94 W: 96 S: 81 Learning Gains: R: 75 M: 66 AYP: Yes 2009/10- Grade A High Standards- R: 93 M: 96 W: 97 S: 71 Learning Gains R: 75 M: 71 :Lowest 25% R:

65	3.1%(2)	6.2%(4)	49.2%(32)	50.8%(33)	52.3%(34)	98.5%(64)	15.4%(10)	21.5%(14)	98.5%(64)
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Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lisa Leider/Jamie Vital	Kaitlyn Gillespie	The mentors have over 20 years of combined teaching experience with K/1 classroom instruction.	Assistance with planning, curriculum, and instruction of a K/1 combination class.
Samuel Allison	Kristina Posada	The NESS Coach has over 20 years of experience working with students with disabilities/special needs, and at risk students.	Assistance with planning, curriculum, and instruction of a the Primary IND Cluster Class.
Lori Russo Corwin	Kristine Fortich	The NESS Coach has over 20 years of experience working with students with disabilities/special needs, and at risk students	Although Ms. Fortich is not a new teacher, she is new to Manatee ay and will assist her with policies, procedures, lesson planning, curriculum, ad instruction with the Intermediate IND Cluster.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Students in grades 3,4, and 5 that scored below a level 3 in reading and math or are in the bottom 25% are invited to

participate in the after school FCAT Camps from December - March. In addition, students in 5th grade are also invited to participate in a science FCAT camp. Intensive reading and mathematics strategies are implemented with students along with technology resources in the computer lab and classroom.

Violence Prevention Programs

The Broward Sheriff's Office will be conducting anti-violence prevention programs with grades 4-5 throughout the school year.

Nutrition Programs

Nutrition programs are implemented through our school cafeteria manager each month.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Heather Hedman Devaughn, Principal
Mayra Hernandez, Intern Principal
Marilyn Stiegler, ESE Specialist
Geri Norris, Guidance Counselor
Miroslava Castellanos, School Psychologist
Keri Kaplan, Speech Pathologist (as needed)
Katherin Kamensky, Speech Pathologist (as needed)
Robin Hoffberger, Support Facilitator (as needed)
Torrey Crozier, ESE Resource (as needed)
Jamie Vital, Reading Coach (as needed)
Robin McClain, Math Coach (as needed)
Maryann Diest-Zemon- School Social Worker
Classroom Teacher

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The teacher refers the students to the Collaborative Problem Solving Team for evaluation: The referral must identify the specific student problem or concern and will include anecdotal records that identify the problem, data that has been reviewed and identifies the problem, at least one parent conference and previous interventions that have been implemented. If multiple problems are identified they will then be prioritized and targeted one at a time for intervention. The Collaborative Problem-Solving Team meets to decide appropriate interventions that will address the student weakness. The team will then meet with the teacher to discuss implementation of the intervention and follow up with classroom walk-throughs, push-ins, and lesson modeling. Additionally, intervention resources will be available to teachers in the resource room.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RTI Leadership team revised the development and implementation of the RTI process for reading, math, and behavior. These strategies have been imbedded into the SIP by utilizing the following processes:
The teacher creates a comprehensive plan of action which incorporates documentation starting at Tier 1
Once Tier 1 strategies have been implemented by the classroom teacher and non-successful, Tier 2/3 strategies are incorporated with further documentation and necessary graphing.
Once Tier 2 strategies have been exhausted Tier 3 implementation is used and will follow this protocol:
Geri Norris coordinates the team, schedules meetings and and monitors to make sure every child gets follow-up. She also gathers necessary paperwork. Marilyn Stiegler provides ESE expertise and makes sure all preliminary screenings are completed (vision, hearing, etc.) Ms. Stiegler also completes FBAs, if necessary.
Miro Castellanos leads the meetings and assists the teachers with interventions and data collections.
Jamie Vital provides reading interventions and does reading evaluations.
An administrator is there to provide guidance and support.
Maryann Diest-Zemon coordinates information with the parents.
Speech and ESE teachers are included if it is one of their students being discussed.
Classroom teacher brings ALL documentation to the CST Meeting for all parties to review.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Manatee Bay Elementary is currently using a variety of data management system including, but not limited to, Data Warehouse, Manatee Bay Database, Virtual Counselor, BEEP, and the Comprehensive School Planning Tool. In addition, The School Board of Broward County is using BASIS (Behavioral and Academic Support Information System) for Data Review. This system is used to input the new RTI Forms, create graphs, ad refer stuydents for student related services.

Reading RTI

Intensive Intervention Curriculum: To be discussed during CST meeting. At this

time, the teacher will be given recommendations on how to proceed with TIER 3 intervention strategies.

Target Group: Student(s)who have not responded to interventions in TIER II and whose performance and rate of progress exhibits difficulty

to a striking degree. Individual(s) Responsible for Intervention: Classroom teacher, Reading Coach, and

CST When: 4-6 weeks after problem has been identified Assessment: Data collected and graphed, team makes

recommendation, referral for further evaluation Timeframe: Once the three TIERS have been carried out without significant response from the student, the CST will refer the student for further evaluation.

Math RTI-The Go Math! program has an RTI framework in place, Tier 2 and TIER 3 Interventions are spelled out in the teachers manual.

In order to refer a child for RTI, a student must consistently be placed on TIER 3 Interventions as per lesson framework. This should

be recorded for 4 weeks. If the child is consistently getting below 70% on chapter tests, refer for RTI.

Behavior RTI-Identifying Universal Management Strategies to Respond to Behavior Problems

Tools:

- Universal School-Wide/ Class-Wide

Positive Behavior Plan (4 Step Plan)

- Problem Behavior Guide

- District Matrix/Code of Conduct

Target: All students Individual Responsible: Classroom teacher

Support: Teacher seeks the assistance of another teacher (peer) and/ or team leader.

Data Collection/Assessment Tools: Baseline data (i.e. tally marks) for each target behavior identified (i.e. off task, or physical aggression).

Universal Intervention: Monitor classroom behavior or for more serious offensive create a behavior plan

Timeframe: 2 to 3 weeks of monitoring to determine if the strategies were successful before moving to targeted interventions (Tier 2). Except for T3 type behaviors.

Describe the plan to train staff on MTSS.

August, 2012- Third, Fourth, and Fifth grade teams will attend data planning meetings prior to planning week and a comprehensive review of Response to Instruction/Intervention I will be conducted at this time.

Ongoing- Manatee Bay will hold a staff training with a District RtI expert to review the Response to Intervention process for reading, math, and Behavior. After the training, team meetings will be held to more address how students will matriculate through the process within the subjects of reading, math, or address specific behavior issues with students on that team. PLC's will be developed at the team level

PLC's will begin within the teams to look for specific strategies to assist the students, and discuss which students might be eligible to move to Tiers 2 or Tier 3. The Reading Coach, Math Lead Teacher, Guidance Counselor, or District RtI staff members will be invited to assist teams on a more individual basis for specific areas of concern for students who are candidates for Tier 2 or Tier 3.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Heather Hedman Devaughn, Principal
Mayra Hernandez, Intern Principal
Marilyn Stiegler, ESE Specialist
Jaime Vital- Reading Coach/Specialist
Media Specialist- Jill Kimmel
Reading Classroom Teachers

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT's will meet monthly as a part of the Reading Committee Meetings for SAC. This team will be responsible for providing input and feedback for implementing and monitoring the reading portion of the School Improvement plan. In addition, the Reading Coach will assist teachers with training and resources to help the school attain its reading goals for the 2012-2013 school year.

What will be the major initiatives of the LLT this year?

Increasing the lowest 25% make learning gains in reading by at least 70% or higher.
Working with classroom reading teachers to offer support and training
To encourage all staff at Manatee Bay to implement various reading strategies to integrate into all areas of instruction
To increase the school wide participation of AR passing of tests for all grade levels
To continue to utilize the Media Center and its resources for all curriculum areas.
To offer assistance to Primary Teachers with Common Core Standards in Reading/Language Arts.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

"Kindergarten Round Up" and "Meet and Greet" for Parents and future kindergarteners to experience what the day of a kindergartener at Manatee Bay looks like. Beginning in August, the school notifies Kindergarten students (who are registered at least 5 days before school begins) who their Kindergarten teacher will be via US mail. Invitations to a Meet and Greet on the Friday before are mailed to each student. At the "Meet and Greet", parents and students meet their teacher, explore their classroom, tour the school, and meet key school personnel.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal # 1a:	By June, 2013, 85% of students in grades 3, 4, and 5 will attain a level 3 or higher in reading for 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (528 of 645) students grade 3-5 received a level 3 or higher in reading	85% students grade 3-5 will attain a level 3 or higher in reading 2012-2013 school year

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Having enough resource personnel to work with our lowest 25% quartile students with fidelity to achieve learning gains	Additional intensive small group instruction utilizing research based programs. Increase informational test by 50% Use various texts to explain and justify an argument in writing. Increase skill and strategy level of text complexity Increase variety of text genres from simple to complex.	Administration Instructional Staff Reading Coach	Using various and more challenging text available so that students can apply their skills towards high level thinking as they relate to more complex texts.	SAT and FCAT Scores BAT Testing 1 & 2 STAR Testing FAIRS (K) DAR (1-5) IRI iStation Benchmark Assessment Test (2012)
2	Students with disabilities will score a level 3 or above on the FCAT Reading Test.	Students who are struggling in reading (Levels 1-2) will be serviced in the pull out ESE/ Reading Resource Room utilizing Scientific Research Based programs on student needs.	ESE Support Teachers and ESE Specialist	Weekly Triumphs and Trophies assessments will be conducted and skill assessment will be ongoing.	Fluency assessment, vocabulary quizzes, chapter tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 57% of all students in grades 3-5 will attain a level 4 or 5 on the FCAT Reading section.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 57% (367 of 645) of all students in grades 3-5 attained a level 4 or 5 on the FCAT Reading section in 2011-2012 school year.	By June 2013, 58% of all students in grades 3-5 will attain a level 4 or 5 on the FCAT Reading section.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Moving students from a level 3 to a level 4 or higher. Motivating students to read higher level books for Accelerated Reader	Increased rigor and monitoring of students implementing Reading strategies, motivating students to read and take the AR Tests	Media Specialist Reading Coach Classroom Reading Teacher Administration	Monitoring AR Book Tests, CWT's by Administration	Benchmark Assessment Test, FCAT, AR Test Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning

gains in reading. Reading Goal #3a:	By June 2013, 77% students in grades 3-5 will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (490 of 645) students in grades 3-5 made learning gains in reading for the 2011-2012 school year.	77% students in grades 3-5 will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lacking extra support in classrooms for pull out of small groups, utilizing iStation for multiple days with struggling readers	Push Ins with struggling readers on a continuous basis, maximizing reading coach for pull out groups in critical areas needed	Reading Coach Administration Classroom teachers	Monitoring of iStation reports, Push-In and Pull-Out groups, scheduling, and assessments	Benchmark Assessment Mini-Bats FCAT iStation Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 70% of students in the lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (109 of 161) of students in the lowest 25% made learning gains in reading for 2011-2012 school year.	70% of students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lacking extra support in classrooms for pull out of small groups, utilizing iStation for multiple days with struggling readers.	Push Ins with struggling readers on a continuous basis, maximizing reading coach for pull out groups in critical areas needed.	Reading Coach Administration Classroom teachers	Monitoring of iStation reports, Push-In and Pull-Out groups, scheduling, and assessments.	Benchmark Assessment Mini-Bats FCAT iStation Reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By June, 2017, Manatee Bay will improve their reading performance to 90%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	82	83	85	87	88	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC- Pathways to Common Core	ALL	Principal Administration	School Wide	Monthly PLC Meetings with Team and Administration	Book Chats and Review	Principal Team Leader
Defining the Core	All	Principal School District Personnel	School Wide	Monthly PLC Meetings with Team and Administration	Discussions with Administration and Teams	Principal Team Leader

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
iStation	Reading Technology Website	SBBC	\$0.00
Renaissance Learning	Book Tests/STAR Level Assessment	ASP	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Introduction and Infusion of Defining the Core Website	Resources for require students not only to show that they can analyze and synthesize sources but also to present careful analysis, well-defended claims, and clear information through their writing. Several of the Writing Standards, including most explicitly Standard 9, require students to draw evidence from a text or texts to support analysis, reflection, or research. Materials aligned with the Common Core State Standards should give students extensive opportunities to write in response to sources throughout grade-level materials.		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. | By June 2013, 10% of the students tested in grades 3-5

CELLA Goal #1: on the CELLA will be proficient in oral skills (Listening and Speaking).

2012 Current Percent of Students Proficient in listening/speaking:

Based on the results of the 2012, 1% (1 out of 51) of the students tested in grades 3-5 were proficient on oral skills (Listening and Speaking).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are weak in conversational English skills. They only want to speak their Native language in class and around peers who speak the same native language.	Peer-buddies who will encourage students to speak English at least 30-60 minutes each day for ELLS.	Assistant Principal	IPT, monthly oral language assessments.	IP, oral language assessments.

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

By June 2013, 10% of the English Language Learners in grades 3-5 will be proficient in reading CELLA.

2012 Current Percent of Students Proficient in reading:

5% (2 out of 51) of the English Language Learners in grades 3-5 tested on CELLA were proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners need more exposure and practice with English text.	Utilize BEEP Tumble Books, Buzz About it Books, English/Native Language Dictionaries, Scholastic Readers, and Time for Kids for reading practice.	Classroom Teacher	Monthly Oral Reading Fluency Assessments.	Oral Reading Fluency Assessments.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, 10% of the English Language Learners in grades 3-5 will be proficient in writing CELLA.

2012 Current Percent of Students Proficient in writing:

Based on the results of the 2012 CELLA, 5% (2 out of 51) students in grades 3-5 were proficient in writing.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners lack experience with English grammar.	Teachers will utilize ESOL Strategies in their classroom to expose students to written language and provide opportunities for the to improve their writing.	Classroom Teacher	Monthly Writing Samples.	Writing Samples scored on rubric.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, 87% of all 3-5 grade students will attain a level 3 or higher on the FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (534 of 629) of 3-5 grade students scored a level 3 or above on FCAT Mathematics.	87% of all 3-5 grade students will attain a level 3 or higher on the FCAT Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation and monitoring of the math series "Go Math" due to teachers changing grade levels.	Go Math! Reteach Book, Strategic and Intensive Intervention curriculum, Soar to Success and Destination Math (online resources) After incorporating core curriculum and the Go Math Strategic and Intensive Intervention curriculum.	Administration Classroom Math Teachers	Assessments: Teachers will collect data and monitor effectiveness of intervention on targeted skill(s). Tools: • Show What You Know (Beginning of every chapter baseline data) • Go Math Chapter Tests (Monitoring Tool) • Big Idea Benchmark Assessments	Beginning/End of The Year Test Benchmark Assessment, FCAT Chapter Tests Big Idea Tests A Minimum of one online Assessment
2	Without a Math Coach there will be no push ins or pull outs to help the lowest 25% quartile of students.	Go Math! Reteach Book, Strategic and Intensive Intervention curriculum, Soar to Success and Destination Math (online resources) After incorporating core curriculum and the Go Math! Strategic and Intensive Intervention curriculum.	Classroom Teachers RTI Team	Assessments: Teachers will collect data and monitor effectiveness of intervention on targeted skill(s). Tools: • Show What You Know Beginning of every chapter baseline data) • Go Math! Chapter Tests (Monitoring Tool) • Big Idea Benchmark Assessments	Beginning/End of Year Test Benchmarks, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June, 2013, 63% students in grades 3-5 will score a level 4 or 5 on the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (383 of 629) students in grades 3-5 scored a level 4 or 5 on the 2012 FCAT Mathematics Test.	63% students in grades 3-5 will score a level 4 or 5 on the 2013 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation and monitoring of the math series "Go Math" due to teachers changing grade levels	Go Math! Reteach Book, Strategic and Intensive Intervention curriculum, Soar to Success and Destination Math (online resources) After incorporating core curriculum and the Go Math Strategic and Intensive Intervention curriculum.	Administration Classroom Math Teachers	Assessments: Teachers will collect data and monitor effectiveness of intervention on targeted skill(s). Tools: • Show What You Know (Beginning of every chapter baseline data) • Go Math! Chapter Tests (Monitoring Tool) • Big Idea Benchmark Assessments	Mini Bats Benchmark Assessment, FCAT Chapter Tests Big Idea Tests A Minimum of one online Assessment
2	Implementation and monitoring of the math series "Go Math" due to teachers changing grade levels	Go Math! Book, Soar to Success and Destination Math (online resources)	Classroom Teachers	Assessments: Teachers will collect data and monitor effectiveness of intervention on targeted skill(s). Tools: • Show What You Know Beginning of every chapter baseline data) • Go Math! Chapter Tests (Monitoring Tool) • Big Idea Benchmark Assessments	Benchmark Assessment Test FCAT Big Idea Tests Chapter Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, 70% of all students in grades 3-5 will make learning gains on the FCAT Mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (428 of 629) students in grades 3-5 made learning gains in 2011-2012.	70% of all students in grades 3-5 will make learning gains on the 2013 FCAT Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No Math Coach this school year to do extra support: Push In or Pull Out.	Go Math! Reteach Book, Strategic and Intensive Intervention curriculum, Soar to Success and Destination Math (online resources) in addition to core curriculum. After incorporating core curriculum and the Go Math! Strategic and Intensive Intervention curriculum.	Administration Classroom Math Teachers Math Coach	Assessments: Teachers will collect data and monitor effectiveness of intervention on targeted skill(s). Tools: • Show What You Know Beginning of every chapter baseline data) • Go Math! Chapter Tests (Monitoring Tool) • Big Idea Benchmark Assessments	Go-Math Chapter Tests and Big Idea Assessments, Benchmark Assessments, FCAT Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 78% of students in the lowest 25% will make learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (122 of 157) of students in the lowest 25% made learning gains in Mathematics.	80% of students in the lowest 25% will make learning gains in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Without a Math Coach there will be no push ins or pull outs to help the lowest 25% quartile of students.	FCAT Camps are highly encouraged for students scoring a level 1 on the FCAT Math or 30% or lower on the Benchmark Assessment Test in November, Virtual Manipulatives, Soar to Success Online Interventions.	Administration Math Coach Classroom Teachers of Math	Formative and Summative Assessments	Beginning/End of the Year Tests, Benchmark Assessments, FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # By June 2017, Manatee Bay Elementary will improve their achievement in math performance to 92%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	85	86	87	89	90	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math Series	Grades K-5 Math Teachers	Lead Math Teacher/PLC Leader	Teams	Monthly Meetings with PLC or Lead Math Teacher	Sharing Information with Administration	Lead Math Teacher PLC Coordinator Administration
Defining the Core Website	ALL	Administration	School Wide	Year Round	Sharing Information with Teams and Administration	Team Leader Math Coach Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
First in Math	Online Virtual Activities	Accountability	\$1,800.00
Math Assessments using Laptop Computers	Online Assessment of FCAT	Technology	\$0.00
			Subtotal: \$1,800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math Training	Grades K-5 Textbook and Resources	Accountability	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Partners in Education, Math benchmark Events	Assisting Manatee Bay and community involvement incorporating real-world Mathematics		\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,800.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:			By June 2013, 79% of all 5th graders will attain a level 3 or higher on the FCAT Science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In June 2012, 76% (175 of 229) of all 5th graders attained a level 3 or higher on the FCAT Science for the 2011-2012 school year.			79% of all 5th graders will attain a level 3 or higher on the 2013 FCAT Science.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of practical knowledge of science using the scientific method	Quarterly Science projects	All Classroom Teachers	CWTS, Monitoring by Administration and review strategies by Monthly PLC's	Mini Bats, Benchmark Assessments, Unit Tests, FCAT Science Test.
2	Science Instruction Emphasis in all grade levels.	Follow County Standards for classroom instructional time.	All Classroom Teachers	Classroom Walk Throughs, Monitoring by Administration, and review strategies by monthly PLC's.	Mini BATS Benchmark Assessments Unit Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013 5% of fifth grade student receiving 4 and 5 will go up a level.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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82 students received a level 4 or 5 on the 2012 science FCAT.	86 students will receive a level 4 or 5 on the 2013 Science FCAT.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of practical knowledge of science tested on the FCAT	Quarterly Science Projects	All Classroom Teachers	CWTS, Monitoring by Administration and review strategies by Bi-monthly PC's	Mini BATS, Benchmark Assessment, Chapter Tests, FCAT Science
2	Emphasis on Science instruction in the classroom.	Follow county standards for classroom instruction time on science standards.	3rd, 4th, and 5th grade Science Teachers.	Classroom Walk Throughs, Monitoring by Administration, and review strategies by bi-monthly PC's.	Mini BATS Benchmark Assessments Unit Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Technology into Science Strands	All Grade Level Science Teachers	PLC Facilitator Team Leaders	Grades K-5	Target Date- June, 2012	CWT and Science Projects Grades K-3(Classroom) Grades 4-5 (Individual Projects)	Team Leaders Science Committee Members Administration
STEM Workshops	Grade Level Science Teachers	DOE	Science Teachers	June, 2012	Workshop Follow Up	Science SIP Chair Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Camps	Working with lowest 25% in Science	Accountability	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Lets Invent Engineering Club	N/A	N/A	\$0.00
Environmental Club	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal # 1a:	By June 2013, 94% of the 4th grade students will identify the prompt as narrative or expository and write accordingly to attain a level 3 or higher.

2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (183 of 197) of all 4th graders attained a level 3 or higher in 2011-2012.	94% of all 4th graders will attain a level 4 or higher in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Integrating Narrative and Expository writing into all curriculum areas, particularly in grade 4.	Mary Lewis/BEEP (Grades 3-5) Lucy Caulkins/BEEP (Grades K-2) Integrate writing across the curriculum in grades K-5.	Classroom Teachers	Review of Weekly Writing Prompts, giving students necessary feedback and continuous modeling of writing strategies.	Monthly Writing Prompts, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pathways to Common Core	All Grade Levels	PLC Leader	School Wide	Monthly	Book Chats and Discussions with Team and Administration	Administration
Cypress Bay Zone					4th grade teacher at Manatee Bay will	

Collaboration of Best Practices (4th Grade Teachers)	Grade 4 Teachers	Grade 4 Teams Leaders and Administration	4th Grade Teachers	Annual	continue dialogue, discussions, and implementation of best practices at Team Meetings.	Administration 4th Grade Team Leader
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Document Camera/ELMO	PTA Fundraisers for Technology	PTA	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Introduction and Infusion of Defining the Core	Resources for require students not only to show that they can analyze and synthesize sources but also to present careful analysis, well-defended claims, and clear information through their writing. Several of the Writing Standards, including most explicitly Standard 9, require students to draw evidence from a text or texts to support analysis, reflection, or research. Materials aligned with the Common Core State Standards should give students extensive opportunities to write in response to sources throughout grade-level materials		\$0.00
Cypress Bay Zone Collaboration	Sharing of Best Practices of 4th Grade Teachers		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Camps	To assist students with developing writing into the curriculum		\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013 Manatee Bay Students with excessive absences and tardies will decrease by 10% (391 to 350 absences) and (147 to 133 tardies)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

95.6% 1127 out of 1234	The expected attendance rate will be 95%. This attendance rate is based on Manatee Bay being between 94 and 95% the past 4 years.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
391	350
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
149	139

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent support getting students to Manatee Bay on time and present in class.	Using Telephone Call Outs and other school technologies to remind parents to have students in school everyday unless defined by SBBC Student Code of Conduct.	Administration Classroom Teacher Information Management Facilitator Social Worker Guidance Counselor	Daily, Weekly, and Monthly reports pulled from Data Warehouse.	Data Warehouse Virtual Counselor
2		Students with 5 or more unexcused absences a BTIP letter will be generated and sent home automatically and the school social worker will be contacted. Teachers will send home "Pattern of non-attendance" letter to students who have excessive absences and or tardies equaling 5 school days.	Information Management Facilitator Guidance Counselor, Social Worker	Telephone Call Outs and other school technologies used to remind parents and students of the importance of attending school on time and regularly	Virtual Counselor Pinnacle

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices Symposium with 4th grade teachers in Weston.	4	Team Leader	Grade Level	October, 2012	4th grade teachers at Manatee Bay will continue dialogue and sharing and implementing of best practices at Team Meetings.	Team Leader

Common Core-Defining the Core	All	Administration	School-Wide	Monthly	PLC Meetings and sharing of strategies and theories discussed after reading "Defining the Core" workbook.	Administration
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Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June, 2013, Manatee decrease in-school and external suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 6 in school suspensions	Manatee Bay expects 3 in-school suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 2 out-of-school suspensions.	Manatee Bay expects 1 out-of-school suspensions
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 2 out-of-school suspensions.	Manatee Bay expects 1 out-of-school suspensions
2012 Total Number of Students Suspended Out-of-	2013 Expected Number of Students Suspended Out-

School	of-School				
There were 2 out-of-school suspensions.	Manatee Bay expects 1 out-of-school suspensions				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who matriculate through the discipline matrix towards suspension.	To continue working closely with classroom teachers to reinforce positive classroom and school-wide behaviors.	Classroom Teachers, Administrators.	Classroom teachers and Administrators will reinforce and reward positive student behavior	Student of the Month Character Education Awards SBBC Discipline Matrix

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2013, 20% of all families at Manatee Bay will attend at least one Parent University event.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10% (119) of all families at Manatee Bay attended one Parent University Event.	20% (235) of all families at Manatee Bay will attend at least one event.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling of working parents and family responsibilities in the community prevent them from coming to Parent University events	Marketing this event through E-Blasts, MBE Website, Classroom Announcements, School Morning Announcements, and Phone Call-Outs	Administration SAF Chair Annejeanette Washington	Counting the Sign in Sheets after each Parent University Event	Quarterly review of sign in sheets Parent Communication Link

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			By June 2013, 5% of students in grades 3-5 will be exposed to various scientific inquiry and critical analysis based on the "Time to Invent" after school program.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for supplies and materials for "Time to Invent".	PTA Fundraisers to assist with reducing the costs for supplies and materials. By reducing the costs, students will have the materials they need to engage in critical thinking/scientific inquiry experiments, labs, and inventions.	"Time to Invent" Sponsors PTA Board Administration	Weekly monitoring of supplies by coaches.	Completion of the Invention Modules by students.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	FCAT Camps	Working with lowest 25% in Science	Accountability	\$2,000.00
				Subtotal: \$2,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	iStation	Reading Technology Website	SBBC	\$0.00
Reading	Renaissance Learning	Book Tests/STAR Level Assessment	ASP	\$3,000.00
Mathematics	First in Math	Online Virtual Activities	Accountability	\$1,800.00
Mathematics	Math Assessments using Laptop Computers	Online Assessment of FCAT	Technology	\$0.00
Writing	Document Camera/ELMO	PTA Fundraisers for Technology	PTA	\$2,000.00
				Subtotal: \$6,800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Introduction and Infusion of Defining the Core Website	Resources for require students not only to show that they can analyze and synthesize sources but also to present careful analysis, well-defended claims, and clear information through their writing. Several of the Writing Standards, including most explicitly Standard 9, require students to draw evidence from a text or texts to support analysis, reflection, or research. Materials aligned with the Common Core State Standards should give students extensive opportunities to write in response to sources throughout grade-level materials.		\$0.00
Mathematics	Go Math Training	Grades K-5 Textbook and Resources	Accountability	\$0.00
Writing	Introduction and Infusion of Defining the Core	Resources for require students not only to show that they can analyze and synthesize sources but also to present careful analysis, well-defended claims, and clear information through their writing. Several of the Writing Standards, including most explicitly Standard 9, require students to draw evidence from a text or texts to support analysis, reflection, or research. Materials aligned with the Common Core State Standards should give students extensive opportunities to write in response to sources		\$0.00

		throughout grade-level materials		
Writing	Cypress Bay Zone Collaboration	Sharing of Best Practices of 4th Grade Teachers		\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Partners in Education, Math benchmark Events	Assisting Manatee Bay and community involvement incorporating real-world Mathematics		\$0.00
Science	Lets Invent Engineering Club	N/A	N/A	\$0.00
Science	Environmental Club	N/A	N/A	\$0.00
Writing	Writing Camps	To assist students with developing writing into the curriculum		\$0.00
				Subtotal: \$0.00
				Grand Total: \$8,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA	
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The projected use of funds will help fund FCAT Camps, additional classroom resources to help facilitate achievement of SIP goals.	\$2,000.00

Describe the activities of the School Advisory Council for the upcoming year

Monthly Meetings with SAC Committees, bi-annual partnership meetings with School Advisory Forum and community leaders in the Weston/SW Ranches community.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District MANATEE BAY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	96%	81%	363	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	66%			141	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	76% (YES)			150	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					654	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MANATEE BAY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	96%	97%	71%	357	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	71%			146	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	67% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					643	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested