

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

Central

Manatee Elementary

Principal:

Area Superintendent:

Sandy Demmon

Carl R. Brown

SAC Chairperson:

Shannon Daly and Kelly Coffin

Superintendent: Dr. Brian Binggeli

Mission Statement:

The Manatee Elementary School community will design quality learning experiences, fostering an environment of high academic standards.

Vision Statement:

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

Brevard County Public Schools

School Improvement Plan

2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

One place to start – three year trend history (optional):

Data shows that Manatee students are proficient with basic reading and math skills, but upon analysis of test items, we find that our students have difficulty on the questions that involve higher level thinking, synthesis and analysis. In looking at the number of students who were marked Below Grade Level on the Term 1 Report Card in 2011-12 as compared to the number marked BGL on the Term 4 Report Card at the end of the school year, we find that the number increased from 58 (K-6) to 78 (K-6). When analyzing the number of students proficient on the district required math assessments we have noted that in almost all grade levels a significant decline occurs between the March and May assessment. It is evident when looking at those two assessments that there is an increase in higher level questions. Upon looking at Scholastic Reading Inventory data we observed a decline in the growth of students in comparison to previous years.

Analysis of the 2012 FCAT scores did not show growth in our target areas. The leadership team examined the percent of students on grade level, level one students, lowest 25% and percent of students making learning gains. Of these data points not one category increased, 3 categories stayed the same and we observed a decline in 7 of these areas.

A data collection survey was completed by each teacher to gather evidence on the skill level of teachers in their ability to create assessments using high level questions and incorporate it into their daily lessons. Only 16% of teachers reported as having training on utilizing high level questioning. 26% of teachers reported using high level questioning in their classroom on a daily basis.

Analysis of Current Practice: *(How do we currently conduct business?)*

Manatee Elementary School is a large elementary school of over 940 students that is continuously adjusting to the increasing student population. Despite growing pains, Manatee Elementary continues to provide a quality education as evidenced by the yearly FCAT scores. Through the use of a variety of educational practices such as: Thinking Maps, departmentalization of upper grades and RtI (at all levels); student needs are being met on a daily basis. In addition, teachers are involved in bi-monthly data team meetings to review student data and bi-monthly PLC meetings to review curriculum strategies and use a (school provided) teacher calendar to keep everyone on task and up-to-date on meetings/responsibilities. Throughout the year we held math and reading specific PLC's to address student progress. Teaming for these meetings varied to include vertical and common grade levels. Students not making adequate progress are placed on progress monitoring plans and some may be eligible for additional interventions through the academic support program.

All teachers were provided with a copy of the Quality Questioning Booklet during the 2011-12 school

year, however, no training or follow-up was provided and the results of a teacher survey indicate that few teachers are utilizing this resource on a regular basis. Currently mathematics and reading instruction at Manatee Elementary consists of utilizing the district required core curriculum. Within each classroom, teachers deliver instruction following the district designed pacing guide along with whole group small group and centers. Manatee Elementary also implements a school wide, skills based timed test program to address basic operations. In addition, each grade level received push in resource services to assist below grade students.

Some of the changes that have occurred due to increased enrollment include: primary and intermediate self-contained VE classes have been added to accommodate special needs students, seven portable classrooms are being utilized for a variety of grades, after school activities have been rescheduled to handle larger numbers and in-school procedures (lunch, activity, etc.) modified.

Finally, throughout all of the challenges, Manatee Elementary School maintains one of the highest attendance rates and one of the lowest student suspension rates in the district. Manatee Elementary has been an A rated school for nine consecutive years, has been specifically recognized for the Art, Music and Technology programs and remains ranked in the top 5% of elementary schools in the State of Florida.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

According to Dr. Max Thompson, 65-80% of classroom assessments and school/district benchmark assessments are high order questions. High performing schools establish a baseline for higher order questions and tracked percentage changes each month during the year. The USDOE has recommended and all major testing companies have agreed to set a target that all state and national tests be at least 75% higher level items. Students must practice and given feedback consistently in order to perform well on the new types of tests.

In [A Handbook for the Art and Science of Teaching](#) by Robert J. Marzano and John L. Brown, Marzano explains the necessity of clearly stating learning goals and then designing lessons, activities and assignments that help students achieve learning goals. Module 2 of his handbook takes the reader step by step through the process of defining learning goals and lesson development. Brown and Marzano also state that “The questioning strategies used by a teacher play a very significant role in how students perceive themselves and how well they understand curriculum content.”

CONTENT AREA:

X Reading	X Math	X Writing	X Science	Parental Involvement	Drop-out Programs
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X Language Arts	X Social Studies	X Arts/PE	Other:		
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School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Increase effectiveness of school wide instruction through the utilization of Quality Questioning strategies within all content areas.

Strategies: *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1. Lack of training and opportunity for follow up and collaboration.	1a. Send a team to the Learning-Focused Conference November 8-9, 2012. 1b. Design PLC meetings to train teachers on Quality Questioning strategies. Include follow up meetings at future PLC meetings. 1c. Provide school wide training based on strategies learned at conference with grade level break out sessions. 1d. Teachers will implement high level questioning in their lessons and assignments.	1a. Quality Questioning Training Team 1b. PLC Leadership team 1c. Quality Questioning Training Team 1d. All teachers	1a. November 8-9, 2012 1b. December 2012 for spring PLC meetings 1b. Fall Semester 1c. Spring inservice day 1d. Second semester	1a. \$2,500.00 1b. \$0.00 1c. \$0.00 1d. \$0.00	1a. Post conference presentation to faculty. 1b. PLC agendas 1c. Teacher created lesson 1d. Teacher lesson plans

2. Teacher buy-in	Deliver trainings in manageable chunks and allowing sufficient time for teacher implementation.	Quality Questioning Training Team	November 2012- February 2013	\$0.00	Training Agendas
3.Limited Resources	Purchase high level questioning resources for each grade level.	Quality Questioning Training Team	Fall Semester		Purchase Orders

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

- Administrations will evaluate teachers implementing quality question strategies in their lessons and assignments through classroom walk through and observations.
- Teachers will document their utilization of these strategies in the PLC binders for review by administration.
- Peer Evaluation Forms will be designed to include a section for the collection of quality questioning data. This data will be collected at the beginning and end of the year to evaluate the level of questioning being implemented in all content areas.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

- Administrators will observe students responding to high level questions when doing their walk through of classrooms.
- As a result of their training teachers will develop assessments that utilize higher level questions and track student progress monthly.
- As a result of exposure to higher level questions, students will show and increase in achievement on the 2013 FCAT Assessment.

APPENDIX A

(ALL SCHOOLS)

Reading Goal	2012 Current Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</small>	2013 Expected Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</small>
1. Increase the level of students making learning gains through the implementation of quality questioning techniques.		
Anticipated Barrier(s): 1. Lack of training in formulating higher level discussion questions during discussion of text with students.		
Strategy(s): 1. Provide teachers with green Quality Questioning and the Steps to Quality Questioning resource guide.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Strategy(s): 1.	29%=54 Students	32%=170 Students

<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p> <p>1.</p>	NA	NA
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p>Barrier(s): Parents do not have the strategies to help their student at home.</p> <p>Strategy(s):</p> <p>1. Beginning in January a Reading Spotlight will be included in the school newsletter. This will take 1 reading skill each month and explain to parents how they can support their child in mastering that skill.</p>	59%=300 Students	64%=339 Students
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p> <p>1.</p>	100%=1 Student	100%=2 Students
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p> <p>1.</p>	NA	NA
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p> <p>1.</p> <p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p> <p>1.</p>	72%=126 Students	77%=142 Students
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p>	86% student proficient	AMO Target 88%

Student subgroups by ethnicity NOT making satisfactory progress in reading :	White:	33% (67/201)	25%
	Black:	50% (5/10)	30%
	Hispanic:	17% (7/41)	12%
	Asian:	0% (0/11)	0%
	American Indian:	0% (0/1)	0%
English Language Learners (ELL) not making satisfactory progress in Reading Barrier(s):		25% (1/4)	0%
Strategy(s): 1.			
Students with Disabilities (SWD) not making satisfactory progress in Reading Barrier(s):		45% (13/29)	25%
Strategy(s): 1.			
Economically Disadvantaged Students not making satisfactory progress in Reading Barrier(s):		28% (11/30)	20%
Strategy(s): 1.			

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Quality Questioning	December – February PLC meetings and February in-service	Administration evaluations and PLC binder evidence

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in Listening/Speaking: 62.5%	NA		

2012 Current Percent of Students Proficient in Reading: 54%	NA		
2012 Current Percent of Students Proficient in Writing: 62.5%	NA		

Mathematics Goal(s): 1. Increase the level of students making learning gains through the implementation of quality questioning techniques.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barrier(s): 1. Lack of high level questions on curriculum based assessments to match the rigor of the questions on the FCAT assessment.		
Strategy(s): 1. Train teachers to create assessments that utilize high level thinking questions.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Strategy(s): 1.	87%=440 Students	90%=477 Students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s): Strategy(s): 1.	100%=1 Student	100%=2 Students
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s): Teachers' class assignments are designed to practice and show mastery of basic operations, however, students are given less opportunity to analyze questions to determine which operation should be used and to discuss their thinking Strategy(s): 1. Train teachers to design class assignments to reflect the 10 most effective strategies and exemplary practices as delineated in the Learning Focused Training.	58%=291 Students	62%=328 Students

Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics Barrier(s): Strategy(s): 1.	NA	NA
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics Barrier(s): Strategy(s): 1.	NA	NA
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics Barrier(s): Strategy(s): 1.	72%=126 Students	77%=142 Students
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics Barrier(s): Strategy(s): 1.	NA	NA
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11:	89% Students Proficient	90%
Student subgroups by ethnicity : <div style="text-align: right; padding-right: 20px;"> White: Black: Hispanic: Asian: American Indian: </div>	20% (40/201) 30% (3/10) 22% (9/41) 9% (1/11) 0% (0/1)	15% 25% 17% 5% 0%
English Language Learners (ELL) not making satisfactory progress in Mathematics	25% (1/4)	20%
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	31% (12/29)	25%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	31% (12/39)	25%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
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Quality Questioning	December – February PLC meetings and February in-service	Administration evaluations and PLC binder evidence
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Writing 1. Increase the level of students making learning gains through the implementation of quality questioning techniques.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Assignments given in classrooms lack the opportunity for application and synthesis. Strategy(s): 1. 1. Teachers will be given direct training on how to implement high level questions into their writing lessons.		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	92%=124 Students	95%=134 Students
Florida Alternate Assessment: Students scoring at 4 or higher in writing	NA	NA

Science Goal(s) (Elementary and Middle) 1. Increase the level of students making learning gains through the implementation of quality questioning techniques.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)

Barrier(s): Assignments given in classrooms lack the opportunity for application and synthesis. Strategy(s): 2. Teachers will be given direct training on how to implement high level questions into their science lessons.		
FCAT 2.0 Students scoring at Achievement level 3 in Science:	42%=122 Students	48%=62 Students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	NA	NA
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	38%=46 Students	42%=54 Students
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	NA	NA

1. Science Goal(s) (High School)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>		

English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
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Barrier(s): Strategy(s): 1.		
Students scoring at Achievement level 3 in Algebra:		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. White: Black: Hispanic:		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage
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		reflects)
Barrier(s): Strategy(s): 1.		
Students scoring at Achievement level 3 in Geometry:		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. <p style="text-align: center;">White: Black: Hispanic:</p>		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology:		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Civics:		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of	2013 Expected Level of Performance (Enter percentage information and the

	students that percentage reflects)	number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring

Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			
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APPENDIX C
(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
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For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)
 The RtI team includes principal, assistant principal, guidance counselor, reading coach, and teacher leaders. The school based RtI team meets bi-weekly with each grade level to assess grade level needs as well as individual student needs. Together with the teacher, the team will review all background information and baseline data. Following the collection of this data a target concern is selected and academic or behavioral goals are set. Appropriate team members collaborate in the design of an intervention plan and select methods for progress monitoring. Specific teacher leaders were selected to participate in summer meeting on RtI, PLC's and school improvement. This team created the academic calendar for all grade levels to ensure continuity throughout the school. Members of the RtI leadership team assisted the school advisory council in assessing data to determine the academic needs of Manatee Elementary to ensure that all needs were addressed in our school improvement plan.

PARENT INVOLVEMENT: Beginning in the 2010-11 school year, teachers were asked to hold student-lead conferences and to report the number held at the end of the school year. The goal for the first year was that teachers would meet with 70% of their students along with their parents. The following year the goal was that teachers would meet with 100% of their students and parents. This allowed teachers, parents and students to discuss strengths, weaknesses and strategies to ensure that all were on the same page.

This year, parents on the SAC committee have asked that a Parent Guide be included in the weekly newsletter which will make it easier for parents to help their children with at home assignments and studying by ensuring that parents and teachers are using the same terminology and strategies. Several grade levels have also held parent information events to discuss how parents can best help their children succeed academically.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

Manatee Elementary is traditionally one of the district's leaders in student attendance. During the 2011-12 school year, Manatee Elementary School had the second highest percent of students attending school at 96.37%, of the traditional elementary schools in Brevard. This follows similar trends for the past five years:

2010-11 96.39%
2009-10 95.61%
2008-09 96.04%
2007-08 96.65%
2006-07 96.48%

Manatee Elementary School maintains extreme diligence on excessive absences and tardies. Per a School Improvement Committee initiative, when students reach designated numbers, parent letters, phone calls and mandatory conferences are held by administrators with parents. This greatly reduced the number of unexcused absences and tardies during the 2011-12 school year.

SUSPENSION:

Out of school suspensions at Manatee Elementary School have never been a serious issue. Expectations for student behavior is extremely high and students rise to those expectations. However, occasionally the need for out of school suspensions does occur. During the 2010-11 school year there were 37 suspensions, out of a possible 162,500 students days for .00022%. Although these numbers are extremely low, they drop even lower in the 2011-12 school year: 22 suspensions out of 166,500 student days for a .00013% - a drop of almost 50%.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (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? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)