Anna Maria Elementary School

2017-18 School Improvement Plan

Anna Maria Elementary School

4700 GULF DR, Holmes Beach, FL 34217

www.manatee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School KG-5	No	34%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Anna Maria Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - [Julio Valle](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Growing together as we plant seeds to learn, dream and succeed. "We strive to support student experiences that will provide them the tools to be successful individuals and members of our community."

b. Provide the school's vision statement

To become a community of learners that celebrates our differences and embraces our future.

2. School Environment

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

The school counselor and classroom teachers build strong relationships with all students and families. Anna Maria Elem. holds monthly performances beginning in September that celebrate the diversity of the school and the surrounding community. Each year, on Worldwide Peace Day, Anna Maria Elem. celebrates world peace with a school-wide celebration that involves many community members, community organizations and guests. All of the countries represented by the families at the school are celebrated and honored on this day. When students come from other countries and/or speak different languages, the counselor and classroom teachers are made aware. Being such a small school this is easily accomplished.
We are beginning to attract families from other countries due to the island being a tourist destination. Anna Maria Island is an attractive place to live, thus creating a very community-like feel to the school, which spills over in to the school culture. Parents new to the school are involved and supportive of the school.
The Rotary Club Character Education Program honors the diversity of special education students as well as our basic education and ELL students.

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

Anna Maria Elem. sits on a small island within a very close-knit community where people watch out for each other. School-wide rules are posted and reviewed regularly on the AME Morning News broadcast and practiced daily in classrooms. These expectations are practiced by all students and reinforced by staff.
A close relationship with Holmes Beach PD has been established and a School Resource Officer is assigned to our school. His presence is visible throughout the school day. Holmes Beach PD also assists with lock-down drills. Safety presentations are scheduled yearly (i.e.…Good and Bad Touches, DARE, bike safety with local Fire Dept.). Classroom Guidance lessons provided by the school counselor teach students social problem solving, as well as a variety of other basic social and safety skills. Different lessons are provided for each grade level, following a scaffold, developmental model.

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

There are school-wide behavioral expectations posted throughout the school that are modeled and reinforced by classroom teachers. Classroom teachers have their own behavior systems posted and visible in their classrooms. At the beginning of the school year on the morning news, behavioral expectations are practiced and modeled. The morning news is a great vehicle for reaching all of our classrooms at the same time. The Student Support Specialist establishes clear standards of conduct and takes a leadership role in maintaining the environment and civility in the school.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students seek out their teachers and other school staff for social-emotional support. A school-wide character book program provides each teacher with a monthly book, emphasizing a chosen characteristic. Lesson plans for each grade level are developed by the school counselor and carried out by the classroom teacher, activities are provided to support social/emotional literacy and the learning objectives for each month. This promotes a common language, focus, and connection amongst all grade levels to increase awareness of and practice the personal characteristics we value. The school counselor provides small group, individual, and crisis counseling for students whose parent or teacher believes they need extra help or emotional support to be successful at school. The VE teacher, counselor, and Student Support Specialist have also established a check-in/check-out system for students that need support for behavioral concerns. Additionally, students of concern are discussed through the weekly IST (Intensive Support Team) meetings where targeted interventions are developed and progress monitored, using the 4-step problem-solving model. Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. She teaches students how to engage in positive interactions.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Bright Bytes is used by each school to identify high risk students in the areas of attendance, achievement, retentions, and behaviors.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	10	18	20	0	0	0	0	0	0	0	48

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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

*Parent calls about absences
*Parent Conferences
*MTSS intervention tier 2 & 3
*Tutoring
*Differentiated instructional groups and small group instruction
*ESE teacher intervention
*Behavior plans and contracts
*Research proven strategies
*Developing positive relationships with students and their families.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Monthly grade level performances and dinners are scheduled to engage families and encourage parent and family involvement. Parent conferences are offered throughout the year. The Anna Maria Elem. PTO provides many opportunities for families to become involved with the school. This is promoted through community social events that support the school. There is a school volunteer program that is supported by the school, PTO, and various community organizations.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school honors very well established partnerships with many island churches, the AMI Rotary and Kiwanis Clubs, local businesses and community organizations that have been sustained for many years. These organizations offer tutoring, after school care and a variety of programs for students. The following programs are examples of just some of the many opportunities our students have because of the commitment of our community partnerships: Rotary Reader; Rotary Annual Essay Contest; Dictionary Day; Adopt-a-Grandparent Program; Service Above Self award; The Edibles Garden program; and the Food Backpack program. These organizations also have volunteers that come to the school to read with students and provide many classroom supplies and other needs of the school. The Center on AMI provides after school care at the community center. Staff and students participate in "Coastal Cleanup" and "Great American Cleanup" for the Keep Manatee Beautiful Program. Our PTO has an annual dinner and silent auction which is an adult only event where our families and community members come together to support and raise funds for the school.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Taylor, Pidge	Teacher, K-12
Lashway, Toni	Teacher, K-12
Wooten, Gary	Teacher, K-12
Tabicman, Susan	Guidance Counselor
Featherston, Jackie	Principal
Graham, Ivory	Other

b. Duties

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

*Lead staff meetings and professional learning training
*Lead or are involved in the Intensive Support Team (IST)
*Data Team meetings
*Literacy Leadership Team
*Administration completes evaluations and walkthroughs
*Serve as instructional leaders in the school and advise staff
*Provides support for students and parents in all aspects of the school environment to promote positive academic achievement and school relationships

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Leadership Team is comprised of general education personnel that help facilitate MTSS. The team provides a common vision for the use of data-based decision making; ensure that the school-based team is implementing MTSS; ensure implementation of intervention support and documentation to make sure adequate professional development is offered to support MTSS implementation; communicate with parents regarding school based MTSS plans and activities. General Education Teachers: All provide information about core instruction; participate in student data collection; provide Tier 1 instruction and interventions; collaborate with other staff to implement Tier 2 interventions; integrate Tier 1 materials/instruction with Tier 2/3 activities. Teachers are also provided a case manager that has vast experience in the intervention process and supports them at Anna Maria Elem. School. Research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions) are implemented. The Leadership Team at AME school will do the following to develop and implement our SIP: - Analyze relevant school profile data for the purpose of problem analysis - Review and revise MTSS framework already established - Analyze data in order to identify trends and groups in need of more intervention. The IST meets weekly for decision making.
The school leadership/data team reviews and meets monthly to look at iReady data, benchmark assessments, and training opportunities. The team meets in two groups; grades 3-5 meets monthly and as needed to review data, identify learning needs of individual students, and prepare a plan of differentiated instruction to meet each student's learning needs. Grades K-2 meet monthly to do the

same.
Through teacher collaboration with the leadership team and IST they help to decide on training needs for staff during the 2017-2018 school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
1.Jackie Featherston	Principal
Dale Barkley	Parent
Laura Hurst	Parent
Leah Loudermilk	Parent
Sandra Fisher	Teacher
Becky Demo	Teacher
Jeanna Stinehelfer	Parent
Jessica Holiday	Parent
Janae Rudacille	Parent
Julie Krokroskia	Business/Community
Suzan Nahas	Parent
Caroline Winsper	Parent
Billi Gartman	Parent
Tina Goffred	Teacher
David Zaccagnino	Parent
Vicki Dunning	Education Support Employee
Chris Rudacille	Business/Community
Dr. Ivory Graham	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Schools did not have a district requirement to complete a SIP evaluation for 2016-2017 school year. The Anna Maria SAC reviewed and gave input on the progress of the 2016-2017 School Improvement Plan.

b. Development of this school improvement plan

Anna Maria SAC committee members reviewed and gave input on the development of the 2017-2018 School Improvement Plan.

c. Preparation of the school's annual budget and plan

The school's annual budget is reviewed with the SAC and the SAC approved 100% of the school improvement dollars to be used in support of our school improvement plan.

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

School improvement funds were used for:

Substitute for remediation (grades 4/5) and 3rd grade after school tutoring: $988.00

Total: $988.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Featherston, Jackie	Principal
Tabicman, Susan	Guidance Counselor
McDonough, Lynne	Instructional Media
Jordan, Jacque	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Anna Maria Elementary LLT promotes literacy through organizing family literacy nights, Accelerated Reader Program, Birthday Book Club, Rotary Reader, Battle of the Books, Reading Dogs Program (Service Dogs that students read to), and library reading incentives throughout the school year. We have several volunteers that frequently read to students in classrooms and work with struggling students in small groups or individually.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers have the opportunity to collaborate each day during their 40 minute planning time. Teachers are expected to collaboratively plan once weekly. Vertical planning occurred at the end of the 2016-2017 school year. Teachers have Professional Learning Communities as mentioned in their Professional Growth Plans to support instructional planning and furthering their professional knowledge through research-based teaching strategies and pedagogy.

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

Teachers are supported through professional development opportunities and through the purchase of research-based materials that support student success. Through effective leadership, administration will encourage and support teachers to further their learning and build leadership capacity within the school community. The principal, student support specialist and counselor are available during the school day to support teachers with student and/or behavioral concerns. The Danielson Framework is used for evaluative purposes and the rubrics allow administrators and teachers to have collaborative conversations that move teachers forward to an effective or highly effective rating.

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

Teachers are supported through professional development opportunities and through the purchase of research-based materials that support student success. Through effective leadership, administration will encourage and support teachers to further their learning and build leadership capacity within the school community. The principal, student support specialist and counselor are available during the school day to support teachers with student and/or behavioral concerns. The school district assigns a mentor teacher to all new educators to help support their development and mentor them through their first year of instruction. Regular collaborative meetings are planned with the mentor and mentee. The mentor/mentee relationship is a fluid one at AME as our staff interact and share effective instructional strategies and provide ongoing feedback to one another.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Classroom teachers are expected to follow established district-wide curriculum maps that align Florida Standards to grade level instruction. Adopted textbooks are aligned to Florida State Standards. Professional Learning Communities focus on instructional planning, instructional strategies, data analysis, and professional learning and assessment.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

In addition to daily classroom progress monitoring, teachers in grades 3-5 will progress monitor data using our district formative assessments in Reading, Math, and Science on a quarterly basis. We will be using Write Score to grade writing tests in grades 4/5 each semester. This will be monitored to evaluate the effectiveness of core instruction and identify students needing Tier 2 and 3 interventions. Teachers in grades K-5 will use i-Ready diagnostic data 3 times yearly to assess reading and math proficiency. In grades K-5, i-Ready will be used diagnostically and for daily support and progress monitoring. We will monitor students' academic progress through the use of the IST worksheets and conferences with teachers. Graphing and charting websites will be used to graph effectiveness of the interventions. For the behavior aspect, we will put together reports from FOCUS and use our school-wide behavior protocols to monitor behavior and identify students that need Tier 2 and/or Tier 3 interventions.

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

Strategy: Before School Program

Minutes added to school year: 2,700

*Fifteen minutes prior to starting class students have a quiet reading time in our hallways that is supervised by school staff.
*IXL has been purchased by PTO for grades 2-5 to supplement math instruction. This can be accessed at school and home.
*The district has purchased i-Ready school-wide license for diagnostic, daily support, and progress monitoring purposes K-5.
*One of our 3rd grade teachers will be doing after-school tutoring 2x a week with at risk 3rd grade students starting Nov.-FSA testing.
*After School Tutoring provided by local community organization for 2nd grade struggling readers.
*In grades 4 & 5, 2x a week for half a day from Jan.- FSA a highly qualified substitute is hired to teach the class while the teacher works with groups of students on specific standards that they need to master.
*"Science in a Bag" is used for a 5th grade science boot camp during the student day to review Science standards prior to FCAT Science.
*Top Score is used in grades 3-5 to support writing instruction in ELA.
*Gifted Program for grades K-5, 33 students.
*MindPlay Virtual Reading Coach for struggling readers

Strategy Rationale

*All strategies are designed to support students at their instructional level and to move them up to proficiency. This is aligned to Florida Assessment Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Featherston, Jackie, featherj@manateeschools.net

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

*Classroom teachers are provided student reports that are aligned to state standards and proficiency levels. Student growth is reported in the data.
*Data will be collected from Benchmark testing data and daily use of iReady.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Anna Maria Elem. does not currently have a VPK program, however, the incoming students and families visit the school before transitioning. All K-5 students are invited with their parents to a Back to School Night prior to school starting. Anna Maria 5th graders are invited to Back to School Nights and Family Nights at their designated or chosen middle school to help with the elementary to middle

school transition. With incoming and outgoing ESE and Section 504 students, articulation meetings are held to transition students from one school to the next.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

College students are hosted and participate in doing observations in model classrooms as part of required course work for SCF and USF.

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. By the end of 2017-2018 school year, 80% of students in grades K-5 will meet proficiency in ELA as measured by the districts K-5 quarterly assessments in i-Ready and FSA grades 3-5.

G2. By the end of the 2017-2018 school year, 70% of students in grades K-5 will meet grade level proficiency in Math as measured by the districts quarterly assessments in i-Ready and FSA in grades 3-5 at 78% proficiency.

G3. By the end of the 2017-2018 school year 70% of students in grade 5 will meet proficiency in Science as measured by the NGSSS Grade 5.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of 2017-2018 school year, 80% of students in grades K-5 will meet proficiency in ELA as measured by the districts K-5 quarterly assessments in i-Ready and FSA grades 3-5. [1a]

🔍 G097554

Targets Supported [1b]

Indicator	Annual Target
ELA Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal [3]

- Teacher fidelity in implementing standards driven instruction in ELA.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- *Top Score Writing Program and Write Score assessment program *Manatee County's ELA Year at a Glance, Road Maps, and Overviews *Additional Reading Wonders Training as needed *Reading Wonders: Skill, Leveled Reader, and Leveling Up Lessons *Words Their Way *CPalms Lessons *i-Ready individualized automatic lessons *Charlotte Danielson Administration Evaluation Feedback using the Danielson Framework *Administration walk-throughs *Highly qualified substitutes are used in grades 4-5 from Jan. to FSA to teach class for half a day 2x a week while the classroom teacher remediates specific standards with small groups of students. *Third grade begins after school tutoring in November to FSA primarily in ELA

- District Writing/ELA curriculum & State Resources

Plan to Monitor Progress Toward G1. [8]

*Teacher lesson plans will be written weekly and will be checked by the administrators quarterly for alignment to the standards and for use of resources.
*Quarterly walkthroughs and teacher observations will be used to monitor the implementation of standards driven instruction and documented in TNL.
*Teacher attendance at all school based trainings will be recorded and reported on sign-in rosters.

Person Responsible

Jackie Featherston

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion

*Teacher lesson plans will be written weekly and will be checked by the administrators quarterly for alignment to the standards and for use of resources. This will be stored and saved in teacher's classrooms. *Quarterly walkthroughs and/or teacher observations will be used to monitor the implementation of standards driven instruction and documented in TNL. *Data analysis of district quarterly assessments and I-Ready progress reports will be used to monitor student progress towards meeting the standards. *Teacher attendance at all school based trainings will be recorded and reported on sign-in rosters. Training agendas will be saved in the principal's office. *Students in K-5 will meet 70% proficiency by scoring on or above grade level on the third i-Ready quarterly assessment.

G2. By the end of the 2017-2018 school year, 70% of students in grades K-5 will meet grade level proficiency in Math as measured by the districts quarterly assessments in i-Ready and FSA in grades 3-5 at 78% proficiency. 1a

🔑 G097555

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Students in grades K-2 need a stronger number sense foundation in math, and students in grades 3-5 need stronger multi-step problem solving skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- *Manatee County's Math year at a glance, Road, Maps, and Overviews *IXL computer based math skill program Gr. 2-5 *Go Math grade level textbook, remediation support, and online support *Math Talks *CPalms Lessons *i-Ready individualized automatic lessons *Anchor Charts *Small group differentiated instruction

Plan to Monitor Progress Toward G2. 8

*Teacher lesson plans will be written weekly and will be checked by the administrators quarterly for alignment to the standards and for use of resources.
*Quarterly walkthroughs and teacher observations will be used to monitor the implementation of standards driven instruction and documented in TNL.
*Teacher attendance at all school based trainings will be recorded and reported on sign-in rosters.

Person Responsible

Jackie Featherston

Schedule

Quarterly, from 9/1/2017 to 5/9/2018

Evidence of Completion

*Collected data includes teacher lesson plans that are written weekly and will be checked by the administrators quarterly for alignment to the standards and for use of resources. This will be stored and saved in teacher's classrooms. *Quarterly walkthroughs and teacher observations will be used to monitor the implementation of standards driven instruction and documented in TNL. *Teacher attendance at all school based trainings will be recorded and reported on sign-in rosters. Training agendas will be saved in the principal's office. *Students in K-5 will meet 72% proficiency by scoring on or above grade level on the third i-Ready quarterly assessment.

G3. By the end of the 2017-2018 school year 70% of students in grade 5 will meet proficiency in Science as measured by the NGSSS Grade 5. 1a

🔍 G097556

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- We have a new barrier, the 20 minute recess requirement daily which takes away from instructional time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- *Common planning time *Manatee County Roadmaps and Curriculum Maps *Science Speed Bag Student Booklets for Science Boot Camp *Discovery Education *CPalms *National Geographic Science textbooks *Hands on experiences through Natures Academy *Environmental field trips *Science Fusion Through Think Central *Science Notebook

Plan to Monitor Progress Toward G3. 8

Twice a year Science assessments, class grades, and projects will be collected and reviewed by the teacher and data team to determine effectiveness of the strategies and progress toward the goal.

Person Responsible

Jackie Featherston

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Twice a year Science assessment scores, class grades, and project grades will be collected and reviewed to ensure that progress is being made toward the goal. Teacher lesson plans will reflect the standards taught. The final evaluation will be 74% of our students in grade five meeting proficiency on the FCAT 2.0 Science.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. By the end of 2017-2018 school year, 80% of students in grades K-5 will meet proficiency in ELA as measured by the districts K-5 quarterly assessments in i-Ready and FSA grades 3-5. `1`

🔑 G097554

G1.B1 Teacher fidelity in implementing standards driven instruction in ELA. `2`

🔑 B262223

G1.B1.S1 Teachers will use the resources provided to them with fidelity, in order to implement standard driven instruction in ELA. `4`

🔑 S277802

Strategy Rationale

By providing research based materials, training, and support from administration and our curriculum department; teachers will have the tools they need to provide standards driven instruction in ELA.

Action Step 1 `5`

Additional training will be provided to teachers on the school based Professional Learning Wednesdays (PLW) and after school hours if needed to support the use of the resources available to teachers.

Person Responsible

Jackie Featherston

Schedule

Every 2 Months, from 9/6/2017 to 5/2/2018

Evidence of Completion

In-service training sign-in logs and training agendas.

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

*Teacher lesson plans will be checked for alignment to the standards and for use of resources.
*Quarterly walkthroughs and teacher observations will be used to monitor the implementation of standards driven instruction in ELA.
*Teacher attendance at all school based trainings.

Person Responsible

Jackie Featherston

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

*Teacher lesson plans will be checked by the administrators quarterly for alignment to the standards and for use of resources. *Quarterly walkthroughs and teacher observations will be used to monitor the implementation of standards driven instruction and documented in TNL. *Teacher attendance at all school based trainings will be recorded and reported on sign-in rosters.

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

*Teacher lesson plans will be checked by the administrator quarterly for alignment to the standards and for use of resources.
*Quarterly walkthroughs and teacher observations will be used to monitor the implementation of standards driven instruction and documented in TNL.
*Teacher attendance at all school based trainings will be recorded and reported on sign-in rosters.

Person Responsible

Jackie Featherston

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion

*Lesson plans are checked and initialed by the principal and teachers store them up to 5 years in their classrooms or online. *All walkthroughs and observations are recorded in TNL. *Professional development sign-in sheets and agendas are collected and saved.

G2. By the end of the 2017-2018 school year, 70% of students in grades K-5 will meet grade level proficiency in Math as measured by the districts quarterly assessments in i-Ready and FSA in grades 3-5 at 78% proficiency. 1

🔑 G097555

G2.B1 Students in grades K-2 need a stronger number sense foundation in math, and students in grades 3-5 need stronger multi-step problem solving skills. 2

🔑 B262224

G2.B1.S1 *The district has purchased iReady for diagnostic purposes K-5 and supplemental support K-3. *IXL has been purchased by the PTO for grades 2-5 to supplement math instruction, this is available to students at home as well. *After school tutoring is provided in grade 3 for math from Nov. to FSA. *Grades 4-5 provide differentiated instruction to reinforce standards students have not yet achieved. 4

🔑 S277803

Strategy Rationale

Data/leadership teams meet once a month in grades K-5 to evaluate data towards meeting the standards and discuss the effectiveness of instructional strategies.

Action Step 1 5

Additional training will be provided to teachers on the school based professional learning Wednesdays and after school hours if needed to support the use of the resources available to teachers.

Person Responsible

Jackie Featherston

Schedule

Every 2 Months, from 9/6/2017 to 5/2/2018

Evidence of Completion

Inservice training sign-in logs and training agendas.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Monthly data team meetings will be held.

Person Responsible

Jackie Featherston

Schedule

Monthly, from 9/5/2017 to 5/22/2018

Evidence of Completion

Minutes and attendance of data team meetings.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Monthly data team meetings will be held.

Person Responsible

Jackie Featherston

Schedule

Monthly, from 9/5/2017 to 5/22/2018

Evidence of Completion

IReady quarterly assessments and data team minutes/attendance.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Principal and teachers will monitor IReady student usage and review data for decision making.

Person Responsible

Jackie Featherston

Schedule

Weekly, from 9/5/2017 to 5/22/2018

Evidence of Completion

Student IReady usage reports and data team minutes/attendance.

G3. By the end of the 2017-2018 school year 70% of students in grade 5 will meet proficiency in Science as measured by the NGSSS Grade 5. [1]

🔍 G097556

G3.B1 We have a new barrier, the 20 minute recess requirement daily which takes away from instructional time. [2]

🔍 B262225

G3.B1.S1 We will use Science Fusion through Think Central and Science Notebooks to support and guide teachers in their instruction of the science content standards. [4]

🔍 S277804

Strategy Rationale

To provide teacher support to strengthen their content knowledge in Science in order to improve student achievement in science.

Action Step 1 [5]

Additional training and support will be provided to 5th grade teachers on an as needed basis to support implementation of the 5th grade science standards.

Person Responsible

Jackie Featherston

Schedule

Every 6 Weeks, from 9/4/2017 to 5/2/2018

Evidence of Completion

Teacher lesson plans and use of materials aligned to FL Science standards.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Twice a year assessments are administered to progress monitor Science Standards in grades 3-5. Teachers also monitor through class grades and projects.

Person Responsible

Jackie Featherston

Schedule

Semiannually, from 10/23/2017 to 12/15/2017

Evidence of Completion

Progress monitoring data of twice a year assessments in Science, and through class grades and projects.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Quarterly Science assessments, class grades, and projects will be monitored by the teacher and data team to determine effectiveness of the strategies used for student academic progress.

Person Responsible

Jackie Featherston

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Quarterly Science assessments, class grades, and projects will be used as evidence for the teacher and data team to determine effectiveness of the strategies used for student academic progress.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S1.MA1 🔑 M403679	Twice a year assessments are administered to progress monitor Science Standards in grades 3-5....	Featherston, Jackie	10/23/2017	Progress monitoring data of twice a year assessments in Science, and through class grades and projects.	12/15/2017 semiannually
G1.B1.S1.A1 🔑 A374275	Additional training will be provided to teachers on the school based Professional Learning...	Featherston, Jackie	9/6/2017	In-service training sign-in logs and training agendas.	5/2/2018 every-2-months
G3.B1.S1.A1 🔑 A374277	Additional training and support will be provided to 5th grade teachers on an as needed basis to...	Featherston, Jackie	9/4/2017	Teacher lesson plans and use of materials aligned to FL Science standards.	5/2/2018 every-6-weeks
G2.B1.S1.A1 🔑 A374276	Additional training will be provided to teachers on the school based professional learning...	Featherston, Jackie	9/6/2017	Inservice training sign-in logs and training agendas.	5/2/2018 every-2-months
G2.MA1 🔑 M403677	*Teacher lesson plans will be written weekly and will be checked by the administrators quarterly...	Featherston, Jackie	9/1/2017	*Collected data includes teacher lesson plans that are written weekly and will be checked by the administrators quarterly for alignment to the standards and for use of resources. This will be stored and saved in teacher's classrooms. *Quarterly walkthroughs and teacher observations will be used to monitor the implementation of standards driven instruction and documented in TNL. *Teacher attendance at all school based trainings will be recorded and reported on sign-in rosters. Training agendas will be saved in the principal's office. *Students in K-5 will meet 72% proficiency by scoring on or above grade level on the third i-Ready quarterly assessment.	5/9/2018 quarterly
G2.B1.S1.MA1 🔑 M403676	Monthly data team meetings will be held.	Featherston, Jackie	9/5/2017	Minutes and attendance of data team meetings.	5/22/2018 monthly
G2.B1.S1.MA1 🔑 M403675	Principal and teachers will monitor IReady student usage and review data for decision making.	Featherston, Jackie	9/5/2017	Student IReady usage reports and data team minutes/attendance.	5/22/2018 weekly
G2.B1.S1.MA1 🔑 M403674	Monthly data team meetings will be held.	Featherston, Jackie	9/5/2017	IReady quarterly assessments and data team minutes/attendance.	5/22/2018 monthly
G1.B1.S1.MA1 🔑 M403672	*Teacher lesson plans will be checked for alignment to the standards and for use of resources....	Featherston, Jackie	9/4/2017	*Teacher lesson plans will be checked by the administrators quarterly for alignment to the standards and for use of resources. *Quarterly walkthroughs and teacher observations will be used to monitor the implementation of standards driven instruction and documented in TNL. *Teacher attendance at all school based trainings will be recorded and reported on sign-in rosters.	5/25/2018 monthly
G1.B1.S1.MA1 🔑 M403671	*Teacher lesson plans will be checked by the administrator quarterly for alignment to the standards...	Featherston, Jackie	9/1/2017	*Lesson plans are checked and initialed by the principal and teachers store them up to 5 years in their classrooms or online. *All walkthroughs and observations are recorded in TNL. *Professional development sign-in sheets and agendas are collected and saved.	5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1 M403678	Quarterly Science assessments, class grades, and projects will be monitored by the teacher and data...	Featherston, Jackie	9/4/2017	Quarterly Science assessments, class grades, and projects will be used as evidence for the teacher and data team to determine effectiveness of the strategies used for student academic progress.	5/25/2018 weekly
G3.MA1 M403680	Twice a year Science assessments, class grades, and projects will be collected and reviewed by the...	Featherston, Jackie	9/1/2017	Twice a year Science assessment scores, class grades, and project grades will be collected and reviewed to ensure that progress is being made toward the goal. Teacher lesson plans will reflect the standards taught. The final evaluation will be 74% of our students in grade five meeting proficiency on the FCAT 2.0 Science.	5/25/2018 weekly
G1.MA1 M403673	*Teacher lesson plans will be written weekly and will be checked by the administrators quarterly...	Featherston, Jackie	9/1/2017	*Teacher lesson plans will be written weekly and will be checked by the administrators quarterly for alignment to the standards and for use of resources. This will be stored and saved in teacher's classrooms. *Quarterly walkthroughs and/or teacher observations will be used to monitor the implementation of standards driven instruction and documented in TNL. *Data analysis of district quarterly assessments and I-Ready progress reports will be used to monitor student progress towards meeting the standards. *Teacher attendance at all school based trainings will be recorded and reported on sign-in rosters. Training agendas will be saved in the principal's office. *Students in K-5 will meet 70% proficiency by scoring on or above grade level on the third i-Ready quarterly assessment.	5/25/2018 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the end of 2017-2018 school year, 80% of students in grades K-5 will meet proficiency in ELA as measured by the districts K-5 quarterly assessments in i-Ready and FSA grades 3-5.

G1.B1 Teacher fidelity in implementing standards driven instruction in ELA.

G1.B1.S1 Teachers will use the resources provided to them with fidelity, in order to implement standard driven instruction in ELA.

PD Opportunity 1

Additional training will be provided to teachers on the school based Professional Learning Wednesdays (PLW) and after school hours if needed to support the use of the resources available to teachers.

Facilitator

Principal (Jackie Featherston), IReady facilitator, District Instructional Specialist, and Student Support Specialist (Dr. Ivory Graham).

Participants

All Anna Maria Elementary teachers

Schedule

Every 2 Months, from 9/6/2017 to 5/2/2018

G2. By the end of the 2017-2018 school year, 70% of students in grades K-5 will meet grade level proficiency in Math as measured by the districts quarterly assessments in i-Ready and FSA in grades 3-5 at 78% proficiency.

G2.B1 Students in grades K-2 need a stronger number sense foundation in math, and students in grades 3-5 need stronger multi-step problem solving skills.

G2.B1.S1 *The district has purchased iReady for diagnostic purposes K-5 and supplemental support K-3. *IXL has been purchased by the PTO for grades 2-5 to supplement math instruction, this is available to students at home as well. *After school tutoring is provided in grade 3 for math from Nov. to FSA. *Grades 4-5 provide differentiated instruction to reinforce standards students have not yet achieved.

PD Opportunity 1

Additional training will be provided to teachers on the school based professional learning Wednesdays and after school hours if needed to support the use of the resources available to teachers.

Facilitator

Principal, Student Support Specialist and IXL webinar resources

Participants

Classroom teachers

Schedule

Every 2 Months, from 9/6/2017 to 5/2/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Additional training will be provided to teachers on the school based Professional Learning Wednesdays (PLW) and after school hours if needed to support the use of the resources available to teachers.**				**$1,518.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0031 - Anna Maria Elementary School	Other		$1,518.00
			Notes: Notes: Anna Maria PTO paid for Learning Focused teacher PLW materials.			
2	G2.B1.S1.A1	**Additional training will be provided to teachers on the school based professional learning Wednesdays and after school hours if needed to support the use of the resources available to teachers.**				**$0.00**
3	G3.B1.S1.A1	**Additional training and support will be provided to 5th grade teachers on an as needed basis to support implementation of the 5th grade science standards.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0031 - Anna Maria Elementary School	Other		$0.00
					Total:	**$1,518.00**