Manatee Elementary School

2019-20 Schoolwide Improvement Plan

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Manatee Elementary School

1609 6TH AVE E, Bradenton, FL 34208

http://www.edline.net/pages/sdmcmanatees

Demographics

Principal: Tami Vanoverbeke

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: B (54%) 2017-18: C (43%) 2016-17: C (43%) 2015-16: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	D

School Board Approval

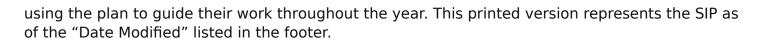This plan is pending approval by the Manatee County School Board.

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Manatee Elementary School seeks to create and maintain a challenging and safe learning environment that encourages high expectations through engaging instruction. We strive to have our parents, teachers, and community members actively involved in our students' learning.

Provide the school's vision statement.

Manatee Elementary School's vision is to create a school that produces major gains in student achievement and proficiency every year until we are consistently a B.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
VanOverbeke, Tami	Principal	Overall operations of the school.
Hodge, Doni	Instructional Coach	disaggregate data; coaching cycles; monitor L25 groups seen by interventionist
Williams, Renita	Attendance/ Social Work	monitor attendance
Burton, Leslie	Assistant Principal	meet with grade level teams to insure planning, implementation of standards, and reteaching/acceleration for all student groups
King, LaTheresa	Administrative Support	Monitor L300 priorities (SRA/LAFS); monitor Acaletics priorities; provide collaborative planning support for teams

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	78	72	82	61	81	0	0	0	0	0	0	0	442
Attendance below 90 percent	8	16	10	7	5	8	0	0	0	0	0	0	0	54
One or more suspensions	0	5	13	11	14	7	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	3	13	3	1	6	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	34	16	0	0	0	0	0	0	0	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	12	8	16	15	0	0	0	0	0	0	0	51

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
21

Date this data was collected or last updated
Wednesday 6/19/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	50	44	30	32	40	15	0	0	0	0	0	0	0	211
One or more suspensions	4	14	8	7	12	7	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	0	0	1	5	31	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	56	65	54	0	0	0	0	0	0	0	175

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	9	7	0	0	0	0	0	0	0	18

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	50	44	30	32	40	15	0	0	0	0	0	0	0	211
One or more suspensions	4	14	8	7	12	7	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	0	0	1	5	31	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	56	65	54	0	0	0	0	0	0	0	175

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	9	7	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	52%	57%	26%	50%	55%
ELA Learning Gains	57%	57%	58%	43%	56%	57%
ELA Lowest 25th Percentile	63%	55%	53%	68%	53%	52%
Math Achievement	49%	63%	63%	33%	55%	61%
Math Learning Gains	74%	68%	62%	59%	59%	61%
Math Lowest 25th Percentile	62%	53%	51%	46%	47%	51%
Science Achievement	35%	48%	53%	24%	42%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	68 (0)	78 (0)	72 (0)	82 (0)	61 (0)	81 (0)	442 (0)
Attendance below 90 percent	8 (50)	16 (44)	10 (30)	7 (32)	5 (40)	8 (15)	54 (211)
One or more suspensions	0 (4)	5 (14)	13 (8)	11 (7)	14 (12)	7 (7)	50 (52)
Course failure in ELA or Math	0 (0)	3 (0)	13 (0)	3 (1)	1 (5)	6 (31)	26 (37)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (56)	34 (65)	16 (54)	50 (175)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	25%	51%	-26%	58%	-33%
	2018	20%	49%	-29%	57%	-37%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	44%	56%	-12%	58%	-14%
	2018	29%	51%	-22%	56%	-27%
Same Grade Comparison		15%				
Cohort Comparison		24%				
05	2019	38%	52%	-14%	56%	-18%
	2018	21%	52%	-31%	55%	-34%
Same Grade Comparison		17%				
Cohort Comparison		9%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	36%	60%	-24%	62%	-26%
	2018	34%	56%	-22%	62%	-28%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	62%	65%	-3%	64%	-2%
	2018	46%	61%	-15%	62%	-16%
Same Grade Comparison		16%				
Cohort Comparison		28%				
05	2019	46%	60%	-14%	60%	-14%
	2018	33%	58%	-25%	61%	-28%
Same Grade Comparison		13%				
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	31%	48%	-17%	53%	-22%
	2018	34%	49%	-15%	55%	-21%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	18	44	54	34	74	69	23				
ELL	44	65	65	53	82	76	42				
BLK	24	53	69	35	65	46	22				
HSP	45	61	63	56	80	86	43				
WHT	36			64							
FRL	36	56	60	50	76	65	36				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	6	31	33	23	37	29					
ELL	28	42	31	43	53	40	25				
BLK	19	38	47	27	46	56	29				
HSP	34	45	47	52	61	53	46				
MUL	20			40							
WHT	40			50							
FRL	28	40	45	40	56	56	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	8	49	67	13	45	36					
ELL	23	43	64	38	60	40	6				
BLK	23	45	67	28	58	38	19				
HSP	26	40	67	36	56	50	26				
WHT	55			30							
FRL	23	42	68	32	59	47	19				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science proficiency was the lowest performance. 35% down from 39%. It was a different group of students being assessed. Science is taught in grades K-5 but it is directly aligned to our ELA score (due to the amount of reading required).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science showed the greatest decline from the prior year. It was a different group of students being assessed.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science was 20% below the state average. The trend stays in the mid-thirty range for our school. It is parallel to our ELA scores. We focused more last year on reading and math.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Lowest 25% increased from 44%-63%. We really focused on those individual students continuously throughout the year. We also focused on attendance and decreasing the number of students who were chronically absent.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One or more out of school suspensions and students who score a level 1 on state assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Science Proficiency
2. ELA Proficiency
3. Math Proficiency
4. ELA Learning Gains
5. Improve student behavior to ultimately decrease the number of students who have one or more out of school suspensions

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science - We will increase rigor of student activities and tasks in order to increase student achievement.
Rationale	Largest gap between school achievement and state achievement

State the measureable outcome the school plans to achieve	39% on the FSA
Person responsible for monitoring outcome	Tami VanOverbeke (vanoverbeket@manateeschools.net)
Evidence-based Strategy	Weekly data meetings and quarterly benchmark data Implementation of Science Acaletics grade 5 Implementation of Structured Science Review notebooks K-5 Implementation of purposeful science vocabulary A larger focus on reteaching and previewing the current content during 21st Century
Rationale for Evidence-based Strategy	The results have been highly correlated to our FSA achievement level Research and standards focused on Acaletics, content focused vocabulary, and the structured notebooks Research findings surrounding previewing for kids in poverty and whose first language is not English

Action Step	
Description	1. Plan surrounding the standards 2. Deliver instruction implementing the research-based strategies 3. Integrate content vocabulary purposefully 4. Formative assessment 5. Intervention or extension as applicable 6. Purposefully incorporate current science content into 21st Century Monitored using district created quarterly benchmarks (fifth grade only)
Person Responsible	Tami VanOverbeke (vanoverbeket@manateeschools.net)

#2	
Title	ELA - We will increase rigor of student activities and tasks in order to increase student achievement.
Rationale	20% gap between school achievement and state achievement
State the measureable outcome the school plans to achieve	44% proficiency on FSA ELA 68% gains in ELA for the L25 (an increase of %5) which includes the 3rd grade retentions measured using FSA ELA
Person responsible for monitoring outcome	Tami VanOverbeke (vanoverbeket@manateeschools.net)
Evidence-based Strategy	Weekly data meetings and quarterly benchmark data A larger focus on reteaching and previewing the current content during 21st Century
Rationale for Evidence-based Strategy	The results have been highly correlated to our FSA achievement level. More consistency with implementation of iReady and Imagine Learning Implementation of content focused vocabulary aligned to the standards Research findings surrounding previewing for kids in poverty and whose first language is not English.
Action Step	
Description	1. Plan surrounding the standards 2. Deliver instruction implementing the research-based strategies 3. Integrate content vocabulary purposefully 4. Formative assessment 5. Intervention or extension as applicable 6. Purposefully incorporating current ELA content into 21st Century Monitored using iReady Reading beginning and middle of year diagnostic assessments as well as district created quarterly benchmark testing
Person Responsible	Tami VanOverbeke (vanoverbeket@manateeschools.net)

#3	
Title	Mathematics - We will increase rigor of student activities and tasks in order to increase student achievement.
Rationale	13% gap between school achievement and state achievement

State the measureable outcome the school plans to achieve	65% proficiency on FSA Math 67% gains in Math for the L25 (an increase of %5) which includes the 3rd grade retentions measured using FSA Math
Person responsible for monitoring outcome	Tami VanOverbeke (vanoverbeket@manateeschools.net)
Evidence-based Strategy	Weekly data meetings and quarterly benchmark data Acaletics A larger focus on reteaching and previewing the current content during 21st Century
Rationale for Evidence-based Strategy	The results have been highly correlated to our FSA achievement level More consistency with implementation of iReady and Imagine Learning Implementation of content focused vocabulary aligned to the standards Research findings surrounding previewing for kids in poverty whose first language is not English Research associated with Acaletics and achievement

Action Step	
Description	1. Plan surrounding the standards 2. Deliver instruction 3. Support staff integrating content vocabulary purposefully 4. Formative assessment 5. Intervention or extension as applicable 6. Purposefully incorporate current math content into 21st Century Monitored using iReady math beginning and middle of year diagnostic assessments as well as district created quarterly benchmark testing
Person Responsible	Tami VanOverbeke (vanoverbeket@manateeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We will build strong relationships from the beginning of the year and sustain those relationships throughout the year. Some of the things we will be doing:
Open House
Newsletters
Family Events
Conferences
Progress Reports
Phone calls
Meetings (SAC, PTO...)

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

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.

Meeting the social-emotional needs of the students at Manatee Elementary is a team effort. It starts with the core relationship building between the teacher and student. Manatee Elementary involves our parents in their child's education to the extent in which they wish to be involved. Manatee Elementary also has partnerships with community organizations to help mentor and support our students. Those community partnerships are one key to strengthening the school and community relationships. As a school, we are using the Second Step curriculum to teach children about appropriate social skills. The school counselor provides services to all students in grades K-5 that may include but are not limited to:
• Individual counseling
• Small group counseling
• Classroom guidance lessons
• Crisis intervention
• Consultation with parents and teachers
• Coordination with outside agencies & therapists
• Referrals for community services
The school social worker provides social skills lessons to classrooms or small groups as well.

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

5th Grade End of Year Celebration Ceremony
Welcoming new students to the school through classroom welcome packets and meetings with the counselor
Middle School Transition Night

Vertical alignment through grade levels
School administration discussions of the middle school expectations with middle school personnel
Middle School Connections letter for 5th grade parents
RISE program (VPK to Kindergarten)

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.

Our goal is to maximize student learning within the given resource constraints from the county. We need to
develop a process based on evidence and look at possible effects of where resources are placed and where they are not. We also must ensure that the budget is fully integrated surrounding teaching and learning for our school's specific population and the needs within it.

The Administration will put a process in place to gather input from staff surrounding our specific data and comprehensive needs assessment. Teams will then submit their information to their Team Leader and it will then be presented and discussed at the SAC meeting(s). After that, parents will have input during our Title I and school-wide events. Once all of that data has been disaggregated, the budget will be aligned to meet the needs of the students.

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

Building partnerships within the community positively impacts schools and businesses. Through successful partnerships and a mutual exchange of resources, student learning is enhanced and community involvement is increased. Manatee Elementary has secured over twenty business partners to support student learning and student achievement. These partnerships include local food establishments, fun centers, financial institutions, martial arts facilities, etc. Many of these businesses connect with our school using the ePie Partners in Education system through the Manatee County district website.

Local organizations have collected school supplies for students and provided necessary tools for the classroom, including Manatee United Methodist. Historically, Palmetto Presbyterian Church has provided our students with winter jackets, provided school uniforms and funded school activities and/or field trips. Volunteers from both churches spend time in classrooms to support students with reading needs. These dedicated volunteers build relationships with students by providing small group and 1:1 support to give specific attention to the most struggling readers.

Other business partners who provide meal cards as student achievement incentives throughout the year include Gecko's, KONA Ice and Subway. Our businesses support the staff and school community by making donations of items to the school. Manatee Elementary will continue to seek partnerships to support the academic, physical, and social needs of the students.
Our business partners include:

Kona Ice
Subway
Geckos
Soul Food Kingdom
American Legion Post 24