

Myakka River Elementary School

12650 WILLMINGTON BLVD, Port Charlotte, FL 33981

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Elementary School PK-5 | Yes | 67% |
| Primary Service Type (per MSID File) | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 15% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B | B* | A | B |

**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 was approved by the Charlotte County School Board on 11/15/2016.

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Myakka River Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Southwest - Jim Browder | Not In DA - None |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Myakka River Elementary will provide rigorous and relevant 21st Century opportunities to develop responsible learners and proactive leaders. Our motto is "We Believe, We Lead, We Achieve".

b. Provide the school's vision statement

Empowering students to become lifelong, well-rounded learners while providing a safe nurturing environment.

2. School Environment

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

The process by which our school learns about students' cultures and builds relationships between teachers and students is an ongoing process. It begins with our Open House. Additionally, parents and their children actively participate in Data Days, our Family Resource Center usage, and through parent-teacher conferences. Throughout the school year we have family involvement activities such as, PTO/SAC, Fall and Spring Festivals, Math Night, Literacy Night, History Fair Night, and Science Night. Each quarter we hold Student Assemblies where community and business partners, family members of presenters and recipients are invited.

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

Our staff is actively engaged in monitoring student areas throughout the campus from the time they arrive until the time they leave. Each staff member is trained in identifying whether or not a visitor has the appropriate tag displayed. Our student safety patrol leaders are given the responsibility of monitoring hallways and are trained as well in their respective roles. Our staff treats each child with equity and with respect by incorporating the 7-Habits Character Education program. There are planned Fire Drills monthly for practice in the case of a real emergency. As well, there are two planned Code Red Drills which take place each year. Our SRO and Guidance Counselor provide in class lessons for all students on the topics of safety, respect for self and others, and bullying and cyber bullying.

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

At Myakka River Elementary we have in place the 7-Habits which is practiced on a daily basis throughout the school. Additionally, we incorporate our four tiered Voice Level system-which carries over onto the bus. Our PBS team is active in identifying problematic situations or areas on our campus as well as reviewing data from the previous school year to look for ways to improve. Student leaders created and displayed school rules for areas such as the Playground, Cafeteria, Office, and Media Center. These signs were reviewed with each student during the first week of school. Additionally, our SRO and Guidance Counselor provide classroom presentations on safety/behavioral issues, expectations, and rules.

Our daily newscast reinforces our school wide expectations and parents/families are provided with the District Student Code of Conduct as well as the Myakka Student Handbook at the onset of each school year.

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

Myakka River Elementary provides one-on-one, small group and whole group counseling through our full-time Guidance Counselor housed on our campus. Our full-time resource officer also provides classroom lessons on various topics such as: Bully Prevention, 9-1-1, Drug Prevention, Bike Safety, and Stranger Danger.

Myakka River includes the Big Brother-Big Sister Program throughout the year. A male or female adult will mentor a student of that same sex as needed. The Englewood YMCA provides before and after school tutoring services in the areas of math and reading. This occurs throughout the entire school year and over the summer months.

Our part-time School Social Worker assists with risk assessments, counseling, and providing for the financial and social-emotional needs of our students and families

Myakka River Elementary has been adopted by "Kid's Needs of Englewood". Students in need of clothing are identified by their classroom teacher. In a discreet fashion, students needs are then met. During the Holiday Seasons, Kid's Needs assists families. Many of these families are identified and referred through the classroom teacher.

The Yah-Yah Girls, Inc. has also adopted our school by providing weekend back packs full of food items. The recipients are identified through our free and reduced lunch list.

Within the classroom setting, teachers are cognizant of the social-emotional needs of their students. They regularly provide 7-Habits Curriculum instruction and incorporate opportunities and teachable moments for students to engage in "self-talk" tasks. The environments created within each classroom setting are safe, trusting, and nurturing.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance is recorded daily through the District's FOCUS data storage system. The Assistant Principal, Data Entry, and the Social Worker monitor attendance through weekly checks and monthly reports. The Assistant Principal meets weekly along with the Guidance Counselor to discuss concerns, to review documentation, and to take proper action for intervention.

The Assistant Principal monitors referrals and suspensions. Discipline data is reported to grade level teams and to the PBS Team on a monthly basis or sooner if necessary. Data is monitored weekly to assess an over or under identification of students based upon gender, race, or disability.

In the areas of Language Arts and Mathematics, student achievement levels are collected through diagnostics and formative assessments. Remediation opportunities are then provided for students who are performing below grade level. The remediation opportunities are available before, during, and after school through the use of i-Ready labs and the on-campus, YMCA reading and math program.

Students who score a Level I on the state assessment are provided additional instruction time and intervention (iii). As well, they are provided with before and after school remediation through i-Ready labs and the on-campus YMCA reading and math program.

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 | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|---|---|----|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 4 | 13 | 8 | 7 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 3 | 3 | 3 | 6 | 17 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 6 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

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

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

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

At Myakka, we employ instructional and informative interventions. Academic performance may be impacted by lack of attendance in school. Therefore, the Administrative Team, Social Worker, Guidance Counselor, School Resource Officer, Teachers, and Parents/Caregivers work collaboratively to disseminate and discuss information in regards to expectations and policy for mandatory attendance. This team of professionals will utilize materials relative to academic and social needs for the prevention of retention. An attendance brochure was created and sent home with each student on the first day of this school year.

Teachers are proactive in their Child Talk meetings to discuss students they feel may exhibit early warning signs. Instructional, as well as behavioral strategies and interventions are shared. With the support of the Grade Level Coach, students are referred to the Teacher Support Team (TST), where further strategies and/or interventions are put in place, tried, and where data collected by the classroom teacher is analyzed.

Some of types of interventional and strategical materials that may be utilized with students are as follows:

I-Ready, Computer Labs, Parent Newsletters regarding ELA, Math, and Science information, Pearson-My Sidewalks Curriculum, MAFS, LAFS and other Charlotte County approved curricula. On-going formative assessment, as well as progress monitoring occur to best inform and shape instruction.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311279>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 builds and sustains partnerships with the local community through the YMCA Reading and Math programs, Lemon Bay High School, LA Ainger Middle School, Boy's and Girl's Club, Kiwanis, Kid's Needs program, CLEF program which provides school supplies, Grants (Suncoast Credit Union Foundation and others) written by teachers, our Family Resource Center, Englewood Rotary, local businesses, such as: Publix, Winn Dixie, McDonalds, Wendy's, Cici's, Subway, Marcos Pizza, Home Depot and locally owned business establishments.

Prior to the start of this school year, Myakka River Elementary held its annual Open House and Title I meeting. A vast number of local business partners shared displays, handouts, and giveaways. Throughout the school year, these business partners support many of our functions, events, activities, and classroom projects. Myakka extends their appreciation through written thank you's, publicity on our school website, parent connect phone calls, and media coverage. Our appreciation is expressed to our many volunteers through a Holiday Breakfast and Spring Breakfast. Mrs. Heeg serves on the Kid's Needs Executive and General Boards which is a supporter of our clothing closet and school supply closet.

Furthermore, parents/caregivers are able to access our school and family portal for information in their native language. The Charlotte County District Website accommodates over 40 languages with valuable information.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------|---------------------|
| Shepard, Grace | Principal |
| Heeg, Deborah | Guidance Counselor |
| Latta, Brenda | Assistant Principal |
| Thompson, Trish | Instructional Coach |

b. Duties

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

Grace Shepard serves as the school Principal. She oversees the entire staff in providing professional, educational leadership. This is completed through PLC's, PD's, Data Days, Staff and Faculty meetings, and/or Instructional Leader meetings. Within these meetings, collaborative shared decision making is practiced. She serves on the School Advisory Committee, as well as Co-chairing the Partnership and Performance Committee. She summarizes data to assist teachers and students with learning needs and is responsible for the development of the school's master schedule and school events calendar. Additionally, the Principal oversees the implementation of the School Improvement Plan. She shares the responsibility for all communication disseminated from the school, analyzes and articulates data and shares in the safety of all persons on campus.

Brenda Latta serves as the school Assistant Principal. She assists the Principal with professional and educational needs of the staff, students, and families of Myakka River Elementary. She Co-chairs the Support Staff Partnership and Performance Committee and serves as Team Leader for the Positive Behavior System Committee. She serves as a TST Coach and assists with the Rti process for all grade levels. She is a member of the Parent Teacher Organization and shares the responsibility of all disciplinary instances. Furthermore, she provides leadership for the ELL program at our school. She will also co-chair our Literacy team and Math and Science team.

Patricia Thompson serves as the school Lead Teacher. She supports teachers in the classroom and with the analysis of data and the reporting process. She provides professional development for our staff in the areas of curriculum and instruction, as well as Professional Learning opportunities. Additionally, she is a member of the ELL team and is an Instructional Coach for all teachers as needed.

Deborah Heeg serves as the school Guidance Counselor. She supports teachers in the classroom by providing lessons in social and developmental topics, such as, "Bullying". She provides support in the Child Talk process for grades Kindergarten through second. Also, she provides individual and small group counseling for students as needed. Our Guidance Counselor is also a member of the ELL team and works closely with our community businesses to establish school partnerships and relations. Ms. Heeg serves as a valuable resource for our 504 students and disseminates this information to parents and families through formal and informal meetings.

Carol Hamp-Robejsek serves as the school Exceptional Student Staffing Specialist. She supports teachers in the classroom by providing strategies and interventions for students. As well, she meets regularly with teachers to provide advice for students with exceptional needs. She conducts staffings for students who have been tested for exceptional needs-whether or not they qualify. She is an integral part of our Rti meetings, Child Talk meetings, and PBS team. She works closely with families, parents and care givers to provide valuable information.

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

Academic and Behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Support (MTSS). Early and timely interventions may only occur when a system that alerts us of the concerns, is in place. Currently, the district has three systems that provide information to help make timely adjustments necessary for student success. MTSS meetings are scheduled per the needs of individual students.

Our school's SAC (Co-Chaired by Principal and SAC Chair) meets on the third Tuesday of each month throughout the school year, with a portion of each meeting to discuss the SIP.

The Partnership Performance Council (PPC) (Co-Chaired by Principal and PPC Chair) is a collaborative decision making team comprised of a representative from K-2, 3-5, Specials Area, ESE and Administration. They meet monthly with discussion on the School Improvement Plan (SIP).

Our Literacy Council (Chaired by our Media Specialist) meets on a monthly basis to discuss Florida Plan Standards implementation and process, and ways to encourage, support, and promote literacy throughout the school and home communities.

Our School Leadership Team (Chaired by Principal) meets on a weekly basis. From there, the Leadership Team meets with the Instructional Leaders of each grade level on a monthly basis or as needed. The Instructional Leaders meet with their teams on a weekly basis.

FOCUS data storage, i-Ready, Softwareology, and the School Portal System programs provide a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance data. FOCUS automatically generates five day, ten day, and 15 day attendance letters to communicate concern to the parents and/or guardians. The Social Worker reviews these letters, as well as the Assistant Principal prior to mailing. The Information Communication System (ICS) is also available to support school-based criteria for a custom report.

I-Ready and the School Portal data networks provide a wide variety of academic reports which address both local and state assessment results. They use a color coded system and filter which provides the user opportunities to clearly identify students in need of intervention.

It is the responsibility of the Team Leaders of Myakka River Elementary to determine the most efficient use of these programs.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|-------------------|
| Robert Skidmore | Parent |
| Wendy Butler | Parent |
| Kathy Batsel | Teacher |
| Marilyn Shields | Teacher |
| Patricia Carver | Teacher |
| Glennis Porter | Teacher |
| Danita Howard | Parent |
| Donna Baggott | Parent |
| Jennifer Knapp | Parent |
| Gretchyn Grikielis | Parent |
| Sandra Chambers | Parent |
| Johanna Zalopany | Parent |
| Grace Shepard | Principal |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The 2014-2015 School Improvement Plan was brought before SAC to be reviewed, discussed, evaluated, and approved.

b. Development of this school improvement plan

The 2015-2016 School Improvement Plan will be brought before SAC to be reviewed, discussed, evaluated, and approved.

Goals, (both long and short) will be developed for strategic improvement. These will be monitored throughout the school year by SAC.

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

School Improvement funds have not been allocated for the past several years.

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

School Improvement funds have not been allocated for the past several years.

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 |
|-------------------|---------------------|
| Latta, Brenda | Assistant Principal |
| Bald, Nikki | Teacher, K-12 |
| Carver, Pat | Teacher, K-12 |
| Galek, Marilyn | Teacher, K-12 |
| Batsel, Katherine | Teacher, ESE |
| Kopp, Angie | Paraprofessional |
| Shepard, Grace | Principal |
| Thompson, Trish | Instructional Coach |

b. Duties

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

The Literacy Team meets each month to discuss and create ways to promote literacy in our school and community. The committee is made up of several teacher's representing each grade level and area of instruction.

The committee is comprised of: Patricia Thompson, Lead Teacher, Rozanne Gorely, Kindergarten Teacher, Patricia Carver, Media Specialist, Nikki Bald, Second Grade Teacher, Marilyn Galek, First Grade Teacher, Johanna Zalopany, Fourth Grade Teacher, Ashley Hickman, Fifth Grade Teacher, Katherine Batsel, ESE Teacher, and Angie Kopp, Title I Paraprofessional.

As a committee, we develop literacy activities for the week of Just Read Florida Celebrate Literacy Week. These include, but are not limited to: Mystery Guest Readers, writing to other classes, Buddy Reading with other classes, wearing a T-shirt with school appropriate lettering on it, a character day parade (dressing up as a character from your favorite book), and engaging in reading to trained dogs. We also hold a Literacy Night for parents and families to join with their child in various literacy

activities and games. As well, our Family Resource Center is open two times per week for parents to bring their child prior at the start of the school day, to check out books and engage in fun literacy activities. Our Media Center is open for book check out and our Media Specialist is on campus full time, to hold Media classes for all grade levels Monday through Friday. Additionally, we have two of the area Rotary's who provide us with literacy activities and provide each third grade student with a dictionary. The Englewood Elks Organization contributes a monetary amount for each student in fourth grade to receive a book from the Scholastic Book Fair. Myakka River also incorporates the Accelerated Reader program.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

All teachers are provided with a daily, 40 minute collaborative planning period, which occurs at different times during their instructional day. Team planning and other cooperative tasks are accomplished during this time frame. Additionally, they are provided with a 40 minute time frame each morning, (prior to the arrival of students) in which to work together as a team and/or faculty. Grades K through 5 are provided with 21 hours for Data Days which includes the analysis of data, as well as the implementation of testing strategies, curriculum, and state standards. Teachers within our own school and throughout the district are provided with opportunities to visit classrooms of their peers as well as, vertically up and down throughout grade levels.

Furthermore, the Data Days which are provided for all teachers within our school, include a partial day for alignment of the Florida Standards to classroom instruction. Action plans are created per grade level as a result of this collaborative effort. As well, the Florida State Standards are reviewed, test questions are created, and lesson plans evolve.

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

Myakka River Elementary holds to the District's procedures with the recruitment process. We advertise internally first for interests from existing staff that may want to change grade levels or look at a different position that is available. This procedure recruits and retains employees. Following the internal posting, is a post to the public. Applications are screened. Interviews are scheduled.

An additional opportunity offered for the retention of teachers is through the Coaching Assisting and Supporting Teachers (CAST) program. The Principal and Assistant Principal facilitate. Teachers may receive formal and/or informal assistance.

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

Through the New Educator Training (NET) program, teachers are assigned a peer teacher. This peer teacher receives a stipend to assist the NET teacher with their transition. The peer teacher must be Clinical Educator trained. The peer teacher is selected by mutual grade level and proximity to classrooms.

Additionally, the grade level Team Leaders provide assistance, as well as the entire team. Our Lead Teacher and Assistant Principal provide support and assistance as needed.

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

Myakka River Elementary incorporates the adopted texts which are in alignment with the K-12 Reading plan submitted and approved by the State of Florida. Core instructional programs and materials are designated, purchased, and delivered for use by the District. The adoption of materials encompasses rigorous guidelines set by the state of Florida. Lesson plans may be submitted electronically and uploaded to the Principal and/or the Assistant Principal. Teacher's plans are available on a daily basis. They are visible for review at all times in their classrooms.

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

Data is collected through the I-Ready Reading and Math programs; teacher testing in classrooms; through BOY, MOY and EOY assessments; state assessments; diagnostics; and formative and summative assessments. Data is analyzed per grade level, class, and individual students. Instruction is then differentiated and prescribed as needed per student or group of students based upon student need. I-Ready provides an individualized instructional path for students. Core instruction is delivered in whole group and then differentiated for small group instruction for ELA and Math. Any student who requires additional support to meet proficiency is provided with additional immediate intense instruction (iii) and given priority access to remedial programs both before and/or after school. As part of the Multi Tiered Systems of support (MTSS) students who are identified as needing additional strategies are referred to the Teacher Support Team (TST) where additional individualized strategies and interventions are implemented and data is tracked. Following the scope and sequence of the Florida Standards, advanced students access curricula from higher grade levels. Furthermore, Myakka River Elementary incorporates the strategies of Thinking Maps and Write to Learn.

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: 2,300

YMCA Reading and Math (before and after school); students are provided with reading and math remediation assistance. One hour four days per week.

Strategy Rationale

Research has demonstrated an increase in growth points correlated to time spent in instructional programs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shepard, Grace, grace.shepard@yourcharlotteschools.net

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

YMCA reports; attendance logs; assessment data provided.

Strategy: After School Program

Minutes added to school year: 1,400

STEM Club and Creative Writing Club

Strategy Rationale

Provide enrichment for students in the area of Science and Writing

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Attendance records kept; Science assessments both teacher made and state.

Strategy: Before School Program

Minutes added to school year: 4,800

I-Ready Labs (before school); students are provided with reading and math remediation assistance at their level. 30 minutes five days per week.

Strategy Rationale

Research has demonstrated an increase in growth points correlated to time spent in instructional programs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Carney, Debbie, debbie.carney@yourcharlotteschools.net

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

I-Ready minutes, attendance, and data logged; diagnostic assessment data; progress monitoring data-monthly.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students are welcomed to Myakka River Elementary through our Registrar, Guidance Counselor, Lead Teacher, Principal, and/or Assistant Principal. Background data is collected on each student from their previous school. Phone calls are placed to the previous school to obtain information on the student so appropriate/best placement may be made for the child. Additionally, FOCUS is utilized to research historical testing data and other pertinent information.

When we know a child is exiting our school, every attempt is made to wish the student well and provide support to the family in their future endeavors.

Our fifth graders visit their Middle School near the end of each school year. This program is entitled, "Step Up".

Additionally, the Guidance Department visits our school on a separate day for a time of Question and Answer. Parents are also invited to attend an end of the year Open House and PTO meeting.

Our "Kindergarten Roundup" is held every Spring for incoming Kindergartners. A campus tour and Kindergarten Classroom tour is provided for parents and their incoming Kindergartner. A Breakfast is provided for parents as well. Day Cares are also invited to participate in this event. At the onset of each school year, parents of Kindergartners are once again invited to attend an Open House especially arranged for them.

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

Our Guidance Counselor provides small group instruction with students to inform them of their future endeavors. As well, we include high school students in various Literacy and Science activities to expose them to older students and advanced curriculum. A question and answer time is always available for our younger students to ask questions of the high school students regarding higher education.

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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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.

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.

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.** The faculty and leadership of Myakka River Elementary will be fully engaged in monthly, structured, grade level professional learning activities that focus on differentiating instruction for all students.

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. The faculty and leadership of Myakka River Elementary will be fully engaged in monthly, structured, grade level professional learning activities that focus on differentiating instruction for all students. **1a**

G086224

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 55.0 |
| Math Lowest 25% Gains | 51.0 |
| FCAT 2.0 Science Proficiency | 64.0 |

Targeted Barriers to Achieving the Goal **3**

- Teachers need time for collaboration
- Teachers' understanding of how to use the instructional materials that are aligned to the Florida Standards
- How to structure WIN (What I Need) time effectively to meet the needs of our bottom 25%
- ESE pull out model

Resources Available to Help Reduce or Eliminate the Barriers **2**

- * iReady Computerized Lessons * iReady Tool Kit * Curriculum Associates Ready Florida LAFS/MAFS Guides * Grade Level Curriculum Maps aligned to LAFS/MAFS Guides * Thinking Maps * Guided Reading Training * Literacy Team Collaboration * Math/Science Team Collaboration * Be Mighty Team (PBIS/Leadership) * Professional Development * Technological Trainings, (Office 365, Chromebooks) * Curriculum Pacing Guides * CPALMS * AIMS * Happy Scientist Website & Video * Science Scoop * Visit Other Classrooms in Sarasota County * Science Action Plans * Paraprofessional Support

Plan to Monitor Progress Toward G1. **8**

Classroom teachers, as well as Administrators will meet to discuss curriculum maps, the alignment of instructional materials to Florida Standards, monitor i-Ready scores on a monthly basis and to assist with the administration of tests aligned to the Science Standards.

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

i-Ready Reports, Science Tests, and Science Action Plans

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. The faculty and leadership of Myakka River Elementary will be fully engaged in monthly, structured, grade level professional learning activities that focus on differentiating instruction for all students. **1**

 G086224

G1.B1 Teachers need time for collaboration **2**

 B229025

G1.B1.S1 * 21 hours for each teacher during the year for Data Analysis * Monthly Manatee Mindset times for professional development within the school day **4**

 S241541

Strategy Rationale

Teachers need time to plan for instruction.

Teachers need time to receive relevant professional development that will impact their instruction.

Action Step 1 **5**

Teachers will be provided time for professional development and lesson planning

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Weekly agendas, PLC forms, minutes from meetings, sign in sheets

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

The Principal will attend meetings and review the supporting evidence

Person Responsible

Grace Shepard

Schedule

Weekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Weekly/Monthly Agendas, PLC forms, minutes from meetings, sign-in sheets

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

The Principal will attend meetings and review the supporting evidence.

Person Responsible

Grace Shepard


Schedule

Weekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Weekly/Monthly Agendas, PLC forms, minutes from meetings, sign-in sheets

G1.B2 Teachers' understanding of how to use the instructional materials that are aligned to the Florida Standards **2**

 B229026

G1.B2.S1 *Professional Development Days *Ongoing Professional Development on Thinking Maps
*Ongoing Professional Development on Curriculum Pacing Guides *Create Science Action Plans
*Create Math/Science Team *LAFS and MAFS guides introduced to teachers *End of Year Expectations
will be utilized by all teachers **4**

 S241542

Strategy Rationale

Teachers must have a clear understanding of the resources available and how to use them, that will help them align the Florida Standards to their instruction.

Action Step 1 **5**

We are implementing Manatee Mindset to provide in depth instruction and clarification of available resources to teachers. Time will be scheduled monthly so that teachers can collaborate and gain knowledge that will help with instructional practices in the classroom.

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

PD forms, Monthly Agendas, minutes from meetings. sign in sheets, i-Ready Reports

Action Step 2 **5**

Thinking Maps team will present information to staff monthly with the expectation that teachers bring samples with them to the meetings.

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Sign in Sheets, Samples of Student Work, Yearly Plan of Thinking Maps Implementation

Action Step 3 5

Implementation of End of Year Expectations Forms. These will be used during Data Chats monthly.

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

EOY Expectations Forms, Data Room

Action Step 4 5

Primary Guided Reading Training

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Attendance Logs, Teacher Portfolios, Samples of Student Work

Action Step 5 5

Curriculum Pacing Guides and LAFs and MAFS Guides Best Practices

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, meeting agenda

Action Step 6 5

Create a Math/Science Team to meet monthly

Person Responsible

Brenda Latta

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Agenda, Sign in sheets, increased student achievement

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The fidelity will be monitored in the following ways:

- *Agendas and Sign in Sheets
- *Manatee Mindset Agendas
- *Classroom Walk-Throughs
- *Lesson Plans
- *Increased student performance
- *Discussions during Data Chats

Person Responsible

Grace Shepard

Schedule

Weekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

PD Forms, Lesson Plans, Agendas, and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The effectiveness will be monitored in the following ways:

*iReady Data

*Teacher Grades

*Increased student achievement

Person Responsible

Grace Shepard

Schedule

Weekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

iReady progress monitoring and diagnostic data, FSA

G1.B3 How to structure WIN (What I Need) time effectively to meet the needs of our bottom 25% **2**

 B229027

G1.B3.S1 Identify resources and best practices that are available to teachers to utilize during WIN Time.

4

 S241543

Strategy Rationale

The effective use of time, resources, and best practices will increase student achievement.

Action Step 1 **5**

Identify students' specific needs through assessment and observations.

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

i-Ready Reports, DRA, End of Year Expectations

Action Step 2 **5**

Provide Professional Development to teachers related to the best use of WIN time for our school.

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The fidelity of implementation will be monitored in the following ways:

- *Walk-Throughs
- *Lesson Plans
- *Increased student achievement

Person Responsible

Grace Shepard

Schedule

Weekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

i-Ready Reports, Attendance Logs, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Effectiveness will be monitored by:

- *Walk-Throughs
- *Lesson Plans
- *Student Achievement

Person Responsible

Grace Shepard

Schedule

Weekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

i-Ready Reports, Lesson Plans

G1.B4 ESE pull out model 2

B229028

G1.B4.S1 Moving toward a more inclusive ESE model. 4

S241544

Strategy Rationale

Allowing our ESE students to learn in a more inclusive environment aligns with district and state initiatives to increase student achievement.

Action Step 1 5

ESE students in Grades 4 & 5 were placed in two classrooms to better utilize support and resources.

Person Responsible

Grace Shepard

Schedule

On 8/9/2016

Evidence of Completion

Class List, Schedule, Increased Student Achievement

Action Step 2 5

Rearranged Master Schedule to give optimal time to our ESE population.

Person Responsible

Brenda Latta

Schedule

On 8/9/2016

Evidence of Completion

Master Schedule, Lesson Plans, Increased Student Achievement

Action Step 3 5

Structuring Manatee Mindset so that teachers and paras understand how to best meet the needs of all our students.

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Agendas, Sign in Sheets

Action Step 4 5

Professional Development on what an Inclusion model entails.

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Sign in Sheets, Agenda, Inclusive ESE Plan

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The fidelity of implementation will be monitored in the following way:

- *Lesson Plans
- *Walk-Throughs
- *Manatee Mindset Agendas

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, agendas, lesson plans, data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The effectiveness will be monitored in the following ways:

- *FSA scores
- *iReady scores
- *EOY expectations
- *Data chats

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/16/2016 to 5/26/2017




Evidence of Completion

FSA scores, iReady scores, EOY expectations, increased student achievement

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|----------------|-------------------------------|--|--------------------|
| 2016 | | | | | |
| G1.B4.S1.A1 A312571 | ESE students in Grades 4 & 5 were placed in two classrooms to better utilize support and... | Shepard, Grace | 8/1/2016 | Class List, Schedule, Increased Student Achievement | 8/9/2016 one-time |
| G1.B4.S1.A2 A312572 | Rearranged Master Schedule to give optimal time to our ESE population. | Latta, Brenda | 8/1/2016 | Master Schedule, Lesson Plans, Increased Student Achievement | 8/9/2016 one-time |
| G1.B2.S1.A6 A312568 | Create a Math/Science Team to meet monthly | Latta, Brenda | 8/16/2016 | Agenda, Sign in sheets, increased student achievement | 5/26/2017 monthly |
| G1.B1.S1.A1 A312562 | Teachers will be provided time for professional development and lesson planning | Shepard, Grace | 8/16/2016 | Weekly agendas, PLC forms, minutes from meetings, sign in sheets | 5/26/2017 monthly |
| G1.B2.S1.MA1 M322120 | The effectiveness will be monitored in the following ways: *iReady Data *Teacher Grades... | Shepard, Grace | 8/16/2016 | iReady progress monitoring and diagnostic data, FSA | 5/26/2017 weekly |
| G1.B2.S1.MA1 M322121 | The fidelity will be monitored in the following ways: *Agendas and Sign in Sheets *Manatee... | Shepard, Grace | 8/16/2016 | PD Forms, Lesson Plans, Agendas, and sign-in sheets | 5/26/2017 weekly |
| G1.B2.S1.A1 A312563 | We are implementing Manatee Mindset to provide in depth instruction and clarification of available... | Shepard, Grace | 8/16/2016 | PD forms, Monthly Agendas, minutes from meetings. sign in sheets, i-Ready Reports | 5/26/2017 monthly |
| G1.B2.S1.A2 A312564 | Thinking Maps team will present information to staff monthly with the expectation that teachers... | Shepard, Grace | 8/16/2016 | Sign in Sheets, Samples of Student Work, Yearly Plan of Thinking Maps Implementation | 5/26/2017 monthly |
| G1.B2.S1.A3 A312565 | Implementation of End of Year Expectations Forms. These will be used during Data Chats monthly. | Shepard, Grace | 8/16/2016 | EOY Expectations Forms, Data Room | 5/26/2017 monthly |
| G1.B2.S1.A4 A312566 | Primary Guided Reading Training | Shepard, Grace | 8/16/2016 | Attendance Logs, Teacher Portfolios, Samples of Student Work | 5/26/2017 monthly |
| G1.B2.S1.A5 A312567 | Curriculum Pacing Guides and LAFs and MAFS Guides Best Practices | Shepard, Grace | 8/16/2016 | Sign in sheets, meeting agenda | 5/26/2017 monthly |
| G1.B1.S1.MA1 M322119 | The Principal will attend meetings and review the supporting evidence | Shepard, Grace | 8/16/2016 | Weekly/Monthly Agendas, PLC forms, minutes from meetings, sign-in sheets | 5/26/2017 weekly |
| G1.B3.S1.MA1 M322122 | Effectiveness will be monitored by: *Walk-Throughs *Lesson Plans *Student Achievement | Shepard, Grace | 8/16/2016 | i-Ready Reports, Lesson Plans | 5/26/2017 weekly |
| G1.B3.S1.MA1 M322123 | The fidelity of implementation will be monitored in the following ways: *Walk-Throughs *Lesson... | Shepard, Grace | 8/16/2016 | i-Ready Reports, Attendance Logs, Lesson Plans | 5/26/2017 weekly |
| G1.B3.S1.A1 A312569 | Identify students' specific needs through assessment and observations. | Shepard, Grace | 8/16/2016 | i-Ready Reports, DRA, End of Year Expectations | 5/26/2017 monthly |
| G1.B3.S1.A2 A312570 | Provide Professional Development to teachers related to the best use of WIN time for our school. | Shepard, Grace | 8/16/2016 | | 5/26/2017 monthly |
| G1.B4.S1.MA1 M322124 | The effectiveness will be monitored in the following ways: *FSA scores *iReady scores *EOY... | Shepard, Grace | 8/16/2016 | FSA scores, iReady scores, EOY expectations, increased student achievement | 5/26/2017 monthly |
| G1.B4.S1.MA1 M322125 | The fidelity of implementation will be monitored in the following way: *Lesson Plans... | Shepard, Grace | 8/16/2016 | Sign in sheets, agendas, lesson plans, data | 5/26/2017 monthly |
| G1.MA1 M322126 | Classroom teachers, as well as Administrators will meet to discuss curriculum maps, the alignment... | Shepard, Grace | 8/16/2016 | i-Ready Reports, Science Tests, and Science Action Plans | 5/26/2017 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|----------------|--------------------------------------|--|---------------------------|
| G1.B1.S1.MA1  M322118 | The Principal will attend meetings and review the supporting evidence. | Shepard, Grace | 8/16/2016 | Weekly/Monthly Agendas, PLC forms, minutes from meetings, sign-in sheets | 5/26/2017 weekly |
| G1.B4.S1.A3  A312573 | Structuring Manatee Mindset so that teachers and paras understand how to best meet the needs of all... | Shepard, Grace | 8/16/2016 | Agendas, Sign in Sheets | 5/26/2017 monthly |
| G1.B4.S1.A4  A312574 | Professional Development on what an Inclusion model entails. | Shepard, Grace | 8/16/2016 | Sign in Sheets, Agenda, Inclusive ESE Plan | 5/26/2017 monthly |

V. Professional Development Opportunities

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

G1. The faculty and leadership of Myakka River Elementary will be fully engaged in monthly, structured, grade level professional learning activities that focus on differentiating instruction for all students.

G1.B1 Teachers need time for collaboration

G1.B1.S1 * 21 hours for each teacher during the year for Data Analysis * Monthly Manatee Mindset times for professional development within the school day

PD Opportunity 1

Teachers will be provided time for professional development and lesson planning

Facilitator

Patricia Thompson

Participants

All teachers

Schedule

Monthly, from 8/16/2016 to 5/26/2017

G1.B2 Teachers' understanding of how to use the instructional materials that are aligned to the Florida Standards

G1.B2.S1 *Professional Development Days *Ongoing Professional Development on Thinking Maps
*Ongoing Professional Development on Curriculum Pacing Guides *Create Science Action Plans
*Create Math/Science Team *LAFS and MAFS guides introduced to teachers *End of Year Expectations will be utilized by all teachers

PD Opportunity 1

We are implementing Manatee Mindset to provide in depth instruction and clarification of available resources to teachers. Time will be scheduled monthly so that teachers can collaborate and gain knowledge that will help with instructional practices in the classroom.

Facilitator

Patricia Thompson, Brenda Latta, Grace Shepard

Participants

All teachers

Schedule

Monthly, from 8/16/2016 to 5/26/2017

PD Opportunity 2

Thinking Maps team will present information to staff monthly with the expectation that teachers bring samples with them to the meetings.

Facilitator

Patricia Thompson

Participants

All Teachers

Schedule

Monthly, from 8/16/2016 to 5/26/2017

PD Opportunity 3

Primary Guided Reading Training

Facilitator

Patricia Thompson

Participants

All Teachers

Schedule

Monthly, from 8/16/2016 to 5/26/2017

G1.B3 How to structure WIN (What I Need) time effectively to meet the needs of our bottom 25%

G1.B3.S1 Identify resources and best practices that are available to teachers to utilize during WIN Time.

PD Opportunity 1

Provide Professional Development to teachers related to the best use of WIN time for our school.

Facilitator

Instructional Leaders, Lead Teacher, Admin

Participants

All Staff

Schedule

Monthly, from 8/16/2016 to 5/26/2017

G1.B4 ESE pull out model

G1.B4.S1 Moving toward a more inclusive ESE model.

PD Opportunity 1

Structuring Manatee Mindset so that teachers and paras understand how to best meet the needs of all our students.

Facilitator

Patricia Thompson, Brenda Latta, Grace Shepard

Participants

All Staff

Schedule

Monthly, from 8/16/2016 to 5/26/2017

PD Opportunity 2

Professional Development on what an Inclusion model entails.

Facilitator

Patricia Thompson, Brenda Latta, Grace Shepard

Participants

All Staff

Schedule

Monthly, from 8/16/2016 to 5/26/2017

VI. Technical Assistance Items

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

G1. The faculty and leadership of Myakka River Elementary will be fully engaged in monthly, structured, grade level professional learning activities that focus on differentiating instruction for all students.

G1.B2 Teachers' understanding of how to use the instructional materials that are aligned to the Florida Standards

G1.B2.S1 *Professional Development Days *Ongoing Professional Development on Thinking Maps
*Ongoing Professional Development on Curriculum Pacing Guides *Create Science Action Plans
*Create Math/Science Team *LAFS and MAFS guides introduced to teachers *End of Year Expectations will be utilized by all teachers

TA Opportunity 1

Implementation of End of Year Expectations Forms. These will be used during Data Chats monthly.

Facilitator

Patricia Thompson, Brenda Latta, Grace Shepard

Participants

All Teachers

Schedule

Monthly, from 8/16/2016 to 5/26/2017

TA Opportunity 2

Curriculum Pacing Guides and LAFs and MAFS Guides Best Practices

Facilitator

Patricia Thompson

Participants

All Staff

Schedule

Monthly, from 8/16/2016 to 5/26/2017

TA Opportunity 3

Create a Math/Science Team to meet monthly

Facilitator

Patricia Thompson, Brenda Latta, Grace Shepard

Participants

Grade level representatives

Schedule

Monthly, from 8/16/2016 to 5/26/2017

G1.B3 How to structure WIN (What I Need) time effectively to meet the needs of our bottom 25%

G1.B3.S1 Identify resources and best practices that are available to teachers to utilize during WIN Time.

TA Opportunity 1

Identify students' specific needs through assessment and observations.

Facilitator

Instructional Leaders, Lead Teacher, Admin

Participants

All Staff

Schedule

Monthly, from 8/16/2016 to 5/26/2017

G1.B4 ESE pull out model

G1.B4.S1 Moving toward a more inclusive ESE model.

TA Opportunity 1

ESE students in Grades 4 & 5 were placed in two classrooms to better utilize support and resources.

Facilitator

Brenda Latta & Grace Shepard

Participants

ESE students

Schedule

On 8/9/2016

TA Opportunity 2

Rearranged Master Schedule to give optimal time to our ESE population.

Facilitator

Brenda Latta

Participants

ESE teachers, Admin

Schedule

On 8/9/2016

| VII. Budget | | | | | | |
|---|-------------|--|---------------------------------------|----------------|-----|------------|
| 1 | G1.B1.S1.A1 | Teachers will be provided time for professional development and lesson planning | | | | \$0.00 |
| 2 | G1.B2.S1.A1 | We are implementing Manatee Mindset to provide in depth instruction and clarification of available resources to teachers. Time will be scheduled monthly so that teachers can collaborate and gain knowledge that will help with instructional practices in the classroom. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6400 | 750-Other Personal Services | 0231 - Myakka River Elementary School | Title I Part A | | \$1,000.00 |
| <i>Notes: Funds will be used to cover the cost of subs for classroom visitations.</i> | | | | | | |
| 3 | G1.B2.S1.A2 | Thinking Maps team will present information to staff monthly with the expectation that teachers bring samples with them to the meetings. | | | | \$709.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | 510-Supplies | 0231 - Myakka River Elementary School | Title I Part A | | \$709.00 |
| <i>Notes: Funds will be used to purchase Word Nerds.</i> | | | | | | |
| 4 | G1.B2.S1.A3 | Implementation of End of Year Expectations Forms. These will be used during Data Chats monthly. | | | | \$0.00 |
| 5 | G1.B2.S1.A4 | Primary Guided Reading Training | | | | \$1,504.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | 510-Supplies | 0231 - Myakka River Elementary School | Title I Part A | | \$1,504.00 |
| <i>Notes: Funds will be used to purchase guided reading teacher manuals and instructional materials for guided reading.</i> | | | | | | |
| 6 | G1.B2.S1.A5 | Curriculum Pacing Guides and LAFs and MAFS Guides Best Practices | | | | \$0.00 |
| 7 | G1.B2.S1.A6 | Create a Math/Science Team to meet monthly | | | | \$0.00 |

| | | | |
|---------------|-------------|---|-------------------|
| 8 | G1.B3.S1.A1 | Identify students' specific needs through assessment and observations. | \$0.00 |
| 9 | G1.B3.S1.A2 | Provide Professional Development to teachers related to the best use of WIN time for our school. | \$0.00 |
| 10 | G1.B4.S1.A1 | ESE students in Grades 4 & 5 were placed in two classrooms to better utilize support and resources. | \$0.00 |
| 11 | G1.B4.S1.A2 | Rearranged Master Schedule to give optimal time to our ESE population. | \$0.00 |
| 12 | G1.B4.S1.A3 | Structuring Manatee Mindset so that teachers and paras understand how to best meet the needs of all our students. | \$0.00 |
| 13 | G1.B4.S1.A4 | Professional Development on what an Inclusion model entails. | \$0.00 |
| Total: | | | \$3,213.00 |