

Manatee County Public Schools

Blanche H. Daughtrey Elementary



2018-19 School Improvement Plan

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Blanche H. Daughtrey Elementary

515 63RD AVE E, Bradenton, FL 34203

<http://www.edline.net/pages/sdmcdaughtreyes>

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	92%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	D	D*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Blanche H. Daughtrey Elementary is to engage students in a standards based curriculum through rigorous instruction, infused with the arts and sciences.

Provide the school's vision statement

The vision of Blanche H. Daughtrey Elementary is to prepare students for academic success and life as responsible productive citizens by engaging them in a standards based curriculum through rigorous instruction based on a curriculum infused with the arts and sciences.

School Leadership Team

Membership

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

Name	Title
Massi-Blackmore, Marla	Principal
Bench, Shelby	Assistant Principal
Escorcia, Michael	Assistant Principal
Baker, Maidie	Administrative Support
Alvarez, Jan	Attendance/Social Work
Kubal, Megan	Administrative Support

Duties

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

The Leadership Team will meet monthly and recap what we have been discussing in data teams. The team will also monitor the fidelity of the core reading instruction and acceleration. The Leadership Team will also conduct faculty book studies, lead committees, and lead school-wide professional development and/or any training related to effective instruction.

Early Warning Systems

Year 2017-18

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	0	21	33	24	16	21	0	0	0	0	0	0	0	115
One or more suspensions	0	64	115	216	218	387	0	0	0	0	0	0	0	1000
Course failure in ELA or Math	0	0	0	40	25	27	0	0	0	0	0	0	0	92
Level 1 on statewide assessment	0	0	0	40	25	27	0	0	0	0	0	0	0	92

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	20	32	38	20	25	0	0	0	0	0	0	0	135

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	40	0	0	0	0	0	0	0	0	0	40
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Saturday 7/28/2018

Year 2016-17 - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	14	15	18	23	31	26	0	0	0	0	0	0	0	127
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	49	92	126	0	0	0	0	0	0	0	267
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0

Year 2016-17 - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	14	15	18	23	31	26	0	0	0	0	0	0	0	127
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	49	92	126	0	0	0	0	0	0	0	267
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

In terms of the lowest overall proficiency, it is science with a decrease of 11 points over a three year period. The second area of concern is ELA because the data indicates historically low proficiency rate with no gains over the past three years. An additional area of concern is the Low 25% Learning Gains category in Mathematics, which showed the largest decrease over a two year period. It decreased from 49 to 43 in one year. The data reported above is trend data from 2015-2018.

Which data component showed the greatest decline from prior year?

The greatest decrease of one year is the Low 25% Learning Gains for ELA. The second largest decrease is the ELA Learning Gains category. The Same Grade Cohort Comparison ELA data also indicates a decrease.

Which data component had the biggest gap when compared to the state average?

The component with the biggest gap is ELA overall (-39 for Gr. 3; -36 for Gr. 4 and -36 for Gr. 5); in Grade 3 specifically. Grade 5 Math (-38) and Science (-38) have significant gaps from the state average. The Same Grade Cohort Comparison Gr. 4 Math data showed gains even in the performance category.

Which data component showed the most improvement? Is this a trend?

Over the last three years the largest gains has been the Low 25% learning gains in ELA.

Describe the actions or changes that led to the improvement in this area

As a new administrator to the school, I am unable to answer this accurately.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	21%	50%	56%	21%	50%	55%
ELA Learning Gains	36%	54%	55%	41%	56%	57%
ELA Lowest 25th Percentile	51%	47%	48%	47%	53%	52%
Math Achievement	33%	60%	62%	31%	55%	61%
Math Learning Gains	47%	61%	59%	49%	59%	61%
Math Lowest 25th Percentile	43%	47%	47%	49%	47%	51%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Science Achievement	18%	49%	55%	21%	42%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	21 (0)	33 (0)	24 (0)	16 (0)	21 (0)	115 (0)
One or more suspensions	0 (14)	64 (15)	115 (18)	216 (23)	218 (31)	387 (26)	1000 (127)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	40 (0)	25 (0)	27 (0)	92 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	40 (49)	25 (92)	27 (126)	92 (267)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	18%	49%	-31%	57%	-39%
	2017	24%	50%	-26%	58%	-34%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	20%	51%	-31%	56%	-36%
	2017	23%	52%	-29%	56%	-33%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				
05	2018	19%	52%	-33%	55%	-36%
	2017	15%	48%	-33%	53%	-38%
Same Grade Comparison		4%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	32%	56%	-24%	62%	-30%
	2017	21%	51%	-30%	62%	-41%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	36%	61%	-25%	62%	-26%
	2017	27%	59%	-32%	64%	-37%
Same Grade Comparison		9%				
Cohort Comparison		15%				
05	2018	23%	58%	-35%	61%	-38%
	2017	44%	53%	-9%	57%	-13%
Same Grade Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-4%				

Subgroup Data

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
WHT	40	54		32	42						
BLK	12	25		18	39	50					
HSP	20	36	49	36	47	41	16				
SWD	5	30	41	7	21	15	7				
FRL	20	35	50	33	48	46	16				
ELL	14	33	52	33	45	45	10				

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
WHT	22	27		17	25						
BLK	11	51	57	19	50	53	7				
HSP	21	41	45	35	51	51	22				
MUL	42			25							
SWD	10	30	31	6	23	30	6				
FRL	19	41	47	31	49	47	22				
ELL	18	43	52	32	54	50	14				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Instructional Delivery Framework

Rationale * Lack of school-wide instructional cohesiveness and effectiveness in Tier 1 instruction.

Intended Outcome Student achievement will improve in all core content areas by receiving a consistent effective standards-based instructional delivery.

Point Person Marla Massi-Blackmore (massim@manateeschools.net)

Action Step

Description

- * Teachers will be provided planning before and after school. Teachers will be expected to study the standards to be taught (Asking themselves what do the students need to know and do; Outcome (backwards planning) explicitly planning the "I" (Teacher Think Aloud and modeling) of the GRR; writing higher order questions, creating anchor charts, rubrics, assessments, etc.
- * Highly Effective/effective teachers will facilitate initial and on-going professional development for the instruction delivery framework (GRR) for all grades K-5.
- * Highly Effective/effective teachers will facilitate the planning of the instruction delivery framework (GRR) for all grades K-5.
- * Provide research-based classroom materials and supplies that support the student learning in the instructional framework.

Person Responsible Marla Massi-Blackmore (massim@manateeschools.net)

Plan to Monitor Effectiveness

Description Teacher Evaluation System (Walk-throughs and Observations will "look for" school-wide and/or grade level PD implementation and Teacher Evaluation Domains (LEQ, The Big Idea of the standard being taught, Do students understand the why?; Are students reading grade level text?; What are students producing? etc.), PMRN (K), District Benchmark Assessments, DRA 2.0, Fountas and Pinnell Running Records, Grade Level Common Assessments, analyzing student work with grade level rubrics, lesson plans, I-Ready, Grade Level Planning Meeting Documentation and FSA data results.

Person Responsible Marla Massi-Blackmore (massim@manateeschools.net)

Activity #2

Title Purposeful Standard-based Instruction

Rationale Lack of a comprehensive understanding of the Florida State Standards and grade level outcomes for the standards.

Intended Outcome Student achievement will improve in all core content areas through targeted support in the planning and delivery of purposeful standard-based instruction.

Point Person Marla Massi-Blackmore (massim@manateeschools.net)

Action Step

Description

- * Teachers will be provided planning and PD for comprehensive lessons based on grade-level standards before and after school. Teachers will be studying the standards to be taught (Asking themselves what do the students need to know and do; outcomes; backwards planning) explicitly planning the "I" (Teacher Think Aloud and modeling) of the GRR; writing higher order questions, creating anchor charts, rubrics, assessments, etc.
- * Highly Effective/effective teachers will facilitate professional development for comprehensive knowledge of Florida Standards.
- * Provide research-based classroom materials and supplies that support the student learning in the instructional framework.

Person Responsible Marla Massi-Blackmore (massim@manateeschools.net)

Plan to Monitor Effectiveness

Description Teacher Evaluation System (Walks/Observations with specific "look fors" for school-wide and/or grade level PD implementation and Teacher Evaluation Domains), PMRN (K), District Benchmark Assessments, DRA 2.0, Fountas and Pinnell Running Records, Grade Level Common Assessments, analyzing student work with grade level rubrics, lesson plans, I-Ready, Grade Level Planning Meeting Documentation and FSA data results.

Person Responsible Marla Massi-Blackmore (massim@manateeschools.net)

Activity #3	
Title	Strategic Small Grouping
Rationale	Lack of Tier 2 purposeful standards-based instruction (data driven).
Intended Outcome	Small group instruction and individual conferencing will be strategy-based and designed to address, reteach and enrich the current standards being taught in class, which in turn increase student achievement.
Point Person	Marla Massi-Blackmore (massim@manateeschools.net)
Action Step	
Description	<ul style="list-style-type: none"> * Professional Development will be implemented for small group (strategic grouping/ conferencing). * Provide Professional Development for analyzing various student data sources.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Teacher Evaluation System (Walk-throughs/Observations with "look fors" of school-wide and/or grade level PD implementation (LEQ, The Big Idea of the standard being taught; Do students understand the why?; Are students reading grade level text?; What are students producing?) , PMRN (K), District Benchmark Assessments, DRA 2.0, Fountas and Pinnell Running Records, Grade Level Common Assessments, analyzing student work with grade level rubrics, lesson plans, I-Ready, Grade Level Planning Meeting Documentation and FSA data results.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)
Activity #4	
Title	Application of the Positive Behavior System
Rationale	Lack of consistency with application of the Positive Behavior Support system.
Intended Outcome	Professional development and follow up activities addressing PBS goals and expectations, specific behavioral positive feedback, and motivational materials.
Point Person	Marla Massi-Blackmore (massim@manateeschools.net)
Action Step	
Description	PBS training and school-based support framework to increase academic areas.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Teacher Evaluation System, FOCUS data for referrals, Data for PBS Assemblies, etc.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)

Activity #5

Title	Parent Engagement
Rationale	Lack of home support to reinforce researched-based best practices for all academic areas at home.
Intended Outcome	Increased numbers of parent participation (SAC, events, conferences, etc.), feedback (surveys) and communication (newsletter and phone/text/agenda) and student achievement.
Point Person	Marla Massi-Blackmore (massim@manateeschools.net)

Action Step

Description	Standard-based parent workshops which include childcare, professional development for literacy, mathematics and science school/home resources and strategies, and translator for workshops. Newsletters, surveys and homework that outline standards in real world application for families.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)

Plan to Monitor Effectiveness

Description	Established parent workshop dates, parent attendance, Title I training for PI, numbers of parent surveys returns and parent signatures on student agendas/homework and standard-based student data.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)

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 Pilot SIP 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

The PFEP attached addresses how Daughtrey Elementary will build positive relationships with all stakeholders.

Daughtrey Elementary School will establish a welcoming climate and a culture of collaboration and hard work centered on meeting the needs of our diverse population. This is accomplished by committing to implement effective pathways for two-way communication to ensure a partnership with Daughtrey staff and families. These pathways include but not limited to agenda notes, phone calls, email, ReMind App, Connect Ed text, conferences at school and home through home visits, surveys, newsletters, and school website. All pathways will be available in both English and Spanish

1 Summer Readers Field Trip Manatee County Public Library

This trip reinforces the ELA standards, which includes the importance of integration of reading and writing.

2 Parent Standard-Based Workshops District TI Department

These workshops outline data for the ELA standards.

3 Boys and Girls Club

Type of Activity

1 Parent Standard-Based Workshops

2 Parent Conferences

3 Newsletter

4 Agenda/ReMind App

5 Parent Academic Assemblies

6 Home Visits

7 Parent Requested Engagement Presentations

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

The school creates, provides, and supports a learning community through PBS (Positive Behavior Support) and all teachers create positive classroom cultures. In addition, the school works to ensure the social-emotional needs of the students are being met by providing opportunities to work with the Guidance Counselor and Graduation Enhancement Technician.

The Guidance Counselor and Social Worker provides whole group social lessons, one-on-one meetings as well as small group counseling to meet the students' needs. The Guidance Counselor also accesses community agencies and resources when needed.

The Graduation Enhancement Technician collaborates with Guidance Counselor, teachers, and school leaders to develop systematic strategies to identify and support those students who are frequently absent with social and emotional skills.

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

The strategies utilized for students in transition from early childhood programs to local elementary school programs are as follows:

The strategies employed to support new students entering Daughtrey are as follows:

1. Families are provided a Daughtrey brochure that describes fundamentals that are offered, Title I information and PBS news along with being given a Daughtrey agenda and basic supplies.
2. The Principal, Assistant Principals, or school counselor will provide a school tour for families on the first day.
3. The student will be designated a peer mentor for his/her first week of school to orient the student socially and provide guidance on student expectations in his/her new class if entering after the first month of school.

The strategies utilized for students in transition from elementary school programs to middle school programs are as follows:

Early Winter

1. Fifth Grade General Education and ESE Teachers schedule to meet with our feeder Middle School (Sixth Grade Teachers) to vertically plan and collaborate in order to meet the expectations required from our students when entering sixth grade.

Early Spring

1. Students and parents are provided with flyers of various local middle schools, which highlight offerings and dates to visit the various campuses.
2. Students are also presented information by various local middle school representatives through in-school informative presentations.
3. ESE students transition through a transition meeting where the ESE teacher along side with the parent create a middle school schedule for the local middle school the student is projected to attend.

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

The Leadership Team is formed of various staff members who lead smaller teams such as LLT, MTSS/IST, Grade Level Teams, PBS, PI, etc. This team analyzes state, district, and school assessments and data that reflect the academic, social, and emotional needs of the students. Data that is also included in this analysis process is Parent Involvement data, the Title I Needs Assessment, and surveys that document input from all stakeholders. This team then proceeds through the problem solving process. This process forces all stakeholders to look deeper and examine all the surrounding factors that may not be considered. From there, it is presented to various stakeholders to gather input.

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

Daughtrey has a partnership with various community organizations such as the Chamber of Commerce who sponsors Junior Achievement, United Way Reading Pals, "Books are Fun", Boys and Girls Club, Horace Mann, Kona Ice, and various surrounding churches.

Part V: Budget

Total:	\$341,596.25
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