

Manatee County Public Schools

Robert H. Prine Elementary School



2018-19 School Improvement Plan

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Robert H. Prine Elementary School

3801 SOUTHERN PKWY W, Bradenton, FL 34205

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

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	66%

School Grades History

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

Prine Elementary provides a balanced, enriched curriculum designed to successfully guide children through the 21st century. Our students prepare for life and academic success by participating in a strong, traditional program which incorporates the arts, enrichment and remediation programs. It is through this effort, and with the support and input from the Prine Family Foundation, that we are able to achieve a high standard of excellence.

Provide the school's vision statement

Prine Elementary sets high standards for learning and celebrates the achievement of every child.

School Leadership Team

Membership

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

Name	Title
Menard, Lynne	Principal
Flynn, Scott	Assistant Principal
Moore, Amy	Teacher, K-12

Duties

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

The leadership team is made up of Dr. Lynne Menard - Principal, Scott Flynn - Asst. Principal, Amy Moore - Resource Teacher, Alane Enderle - Reading Coach, Cheryl Denenholtz - Resource Teacher, Stephanie Durkos - Resource Teacher, Shawn Griffon - Guidance Counselor, Tammy Doyle - Guidance Counselor, meets weekly. During these weekly meetings, issues and concerns are identified and discussed at the school level. Each member is assigned to a grade level and acts as a conduit for information and problem solving. The leadership team members also participate in the weekly IST to support individual parents and teachers in the academic and behavioral success of the student.

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	8	19	21	28	23	17	0	0	0	0	0	0	0	116
One or more suspensions	14	31	19	14	10	38	0	0	0	0	0	0	0	126
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	39	62	0	0	0	0	0	0	0	118

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

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	13	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 8/16/2018

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	
One or more suspensions	6	9	8	7	12	8	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	65	50	48	0	0	0	0	0	0	0	163

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	11	11	11	0	0	0	0	0	0	0	33

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	
One or more suspensions	6	9	8	7	12	8	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	65	50	48	0	0	0	0	0	0	0	163

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	11	11	11	0	0	0	0	0	0	0	33

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?

ELA learning proficiency (37%). No it is not a trend. We increased 2 percentage points from 35% to 37%. The previous component that had the lowest level of performance was Science (2015-2016, 2016-2017).

Which data component showed the greatest decline from prior year?

The data shows that there was not a decline in any component. We increased performance in all component levels.

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

ELA is 19% below the state average.

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

Math Learning Gains of the Lowest 25% (34% to 48%). No this is not a trend.

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

We used Acaletics math in grades 3-5. We administered the quarterly benchmark assessments and tracked the data and monitored the students progress toward proficiency. We also analyzed the assessment data to create targeted standards-based lesson for our students. We also had our teachers meet with the district math instructional specialist to create rigorous, standards-based lessons targeted areas of low student achievement levels.

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	37%	50%	56%	35%	50%	55%
ELA Learning Gains	53%	54%	55%	40%	56%	57%
ELA Lowest 25th Percentile	54%	47%	48%	37%	53%	52%
Math Achievement	48%	60%	62%	48%	55%	61%
Math Learning Gains	56%	61%	59%	46%	59%	61%
Math Lowest 25th Percentile	48%	47%	47%	34%	47%	51%
Science Achievement	39%	49%	55%	32%	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	8 (0)	19 (0)	21 (0)	28 (0)	23 (0)	17 (0)	116 (0)
One or more suspensions	14 (6)	31 (9)	19 (8)	14 (7)	10 (12)	38 (8)	126 (50)
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 (0)	0 (0)	17 (65)	39 (50)	62 (48)	118 (163)

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	34%	49%	-15%	57%	-23%
	2017	31%	50%	-19%	58%	-27%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	30%	51%	-21%	56%	-26%
	2017	35%	52%	-17%	56%	-21%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				
05	2018	40%	52%	-12%	55%	-15%
	2017	32%	48%	-16%	53%	-21%
Same Grade Comparison		8%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	56%	-11%	62%	-17%
	2017	44%	51%	-7%	62%	-18%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	51%	61%	-10%	62%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	48%	59%	-11%	64%	-16%
Same Grade Comparison		3%				
Cohort Comparison		7%				
05	2018	42%	58%	-16%	61%	-19%
	2017	43%	53%	-10%	57%	-14%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				

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	52	60		64	61	42	59				
BLK	20	53	60	35	61		25				
HSP	30	47	50	41	51	47	24				
MUL	73			55							
SWD	18	45	47	27	48	41	18				
FRL	34	50	54	45	56	48	34				
ELL	22	48	50	36	53	50	9				

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	53	48	54	64	54	31	64				
BLK	27	34		42	52		35				
HSP	24	34	31	38	37	30	15				
MUL	50	45		57	73						
SWD	17	33	37	25	28	17	14				
FRL	31	36	33	45	45	31	28				
ELL	18	30	37	36	37	36	11				

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	ELA
Rationale	Trend data is demonstrating that ELA proficiency is low.
Intended Outcome	Student achievement levels in ELA will improve on the FSA when teachers are provided with a targeted support plan to deliver rigorous and engaging instruction aligned with the Florida Standards, district power standards, and district curriculum maps. ELA Achievement on FSA: 38% ELA Gains: 58% ELA L25: 58%
Point Person	Lynne Menard (menardl@manateeschools.net)
Action Step	
Description	Teachers will meet weekly to collaboratively participate in a Standards-based planning session. Student formative and summative data will be monitored and adjustments to planning and instruction will be made based on this data.
Person Responsible	Lynne Menard (menardl@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Monthly grade-level data meetings (TCT's) Unit based formative and summative assessments Quarterly assessments i-Ready diagnostic and growth checks Standards Mastery
Person Responsible	Lynne Menard (menardl@manateeschools.net)

Activity #2	
Title	Math
Rationale	Assessment data trends demonstrate that Math proficiency is low.
Intended Outcome	Student achievement levels in Math will improve on the FSA when teachers are provided with a targeted support plan to deliver rigorous and engaging instruction aligned with the Florida Standards, district power standards, and district curriculum maps. Math Achievement on FSA: 48% Math Gains: 60% Math L25: 52%
Point Person	Lynne Menard (menardl@manateeschools.net)
Action Step	
Description	Teachers will meet weekly to collaboratively participate in a Standards-based planning session. Student formative and summative data will be monitored and adjustments to planning and instruction will be made based on this data.
Person Responsible	Lynne Menard (menardl@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Monthly grade-level data meetings (TCT's) Unit based formative and summative assessments Quarterly assessments i-Ready diagnostic and growth checks Standards Mastery
Person Responsible	Lynne Menard (menardl@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

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 implementing this year are:

- Open House
- Prine Facebook Page
- School Website
- Schoology (parent and student access)
- Family Events (Literacy Night, Math and STEM Night)
- Conferences
- Progress Reports

Blackboard ConnectEd
Meetings (SAC, PFF)

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

Teachers are trained to guide students in appropriate interactions with others. These interactions are modeled and practiced, and in some cases counseling is provided to meet the social-emotional needs of all our students.

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 the Year Celebration Ceremony.

From Pre-K to elementary, we provide an open house to familiarize students and parents with our campus. We pre-assess incoming students.

From elementary to middle school, we have middle school counselors come to our 5th grade students to speak to our children about transitioning to their new school.

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

The School Leadership Team meets on a weekly basis. During this time, current issues are presented and discussed by all members of the team. Each team member is assigned to a grade level to act as a conduit for information/concerns.

Also during this time, the initiatives of the current school year are reviewed and discussed. If there is data to support the need for problem-solving, the team gathers important information and then determines next steps for implementation.

The Leadership Team uses district given guidelines to support the need for resources, such as personnel, instruction, and curriculum.

There are also 7 school-wide committees: ELA, Mathematics, Science/Technology, Positive Behavior System (PBS), Prine Family Foundation (PFF), Sunshine and New Teacher. These committees are made up of grade-level team members as well as leadership team members. These committees are charged with using data to determine next steps for implementation.

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 we are able to enhance student learning and strengthen community involvement. Prine Elementary has fostered relationships with over fifteen business partners to help provide support for student learning and achievement. These partnerships include local food establishments, fun centers, financial institutions martial arts facilities, etc. These businesses connect with our school using the ePie Partners in Education system through the SDMC district website. Our business partners include:

AMF Bradenton Lanes

Ancient Ways, Inc.

Big Frog Custom T-Shirts & More of Bradenton

Blake Medical Center/Trauma Center
Bradenton Christian Reformed Church
Clear Sunset Car Wash
DOJO Martial Arts & Awesome Youth Sports
Good Life Healing Center
Grace Martial Arts
Intergrative Path Therapies, LLC
Keller Williams Realty Select
Kona Ice of Manatee County
Massage Therapy Connections
South Florida Gymnastics
TPG Smoothie
ValuTeachers/National Life Group

We also participate in a community career awareness program called Project Teach.

Part V: Budget

Total:	\$0.00
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