

Florida Department of Education
&
The Manatee County School District



School Improvement Plan (SIP)
Form SIP-1
Title I Elementary Schools



2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name:: H.S. Moody Elementary	District Name: Manatee
Principal: Todd Richardson	Superintendent: Dr. David Gayler, Interim
SAC Chair: David Luebcke	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A Title I money is being spent for classroom teachers, supplies, including but not limited to updating classroom libraries, manipulatives, and technology. It is also being used for staff development for Kagan strategies and the Fountas and Pinnell Benchmark Assessment System, and research based LLI reading intervention program. Both of these components support the leveled literacy library which will be used for differentiated small group instruction.
Title I, Part C- Migrant
Title I, Part D: N/A

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Title II: N/A
Title III ESOL Tutoring – Services are provided by the district and dollars allocated to tutor ELL students.
Title X- Homeless: Project Heart
Supplemental Academic Instruction (SAI) 21 st Century Grant allows us to provide an after school program that offers recreation as well as enrichment activities for students. SES tutoring is also provided free of charge at Moody El.
Violence Prevention Programs
Nutrition Programs Approximately 86% of our students receive Free or Reduced Lunches. All of our students this year receive Free Breakfast. We also have daily free fruit or vegetable snacks for every student and staff member, and free snacks with our After School student programs.
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <p>Todd Richardson, Principal Dr. Lynne Menard, Asst. Principal Gerald O’Brien, Guidance Counselor Dr. Katie Fradley, Curriculum Resource</p>

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Bob Hunt, ESE Specialist
 Sara Sanders, School Psychologist
 Millie Castaneda, School Social Worker

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? 1. Monthly, grade level PLC Data Meeting are held with classroom teachers, intervention teachers, principal, asst. principal and curriculum resource teacher to analyze data and progress of Tier 1 students. Additionally, during these monthly meetings the progress of students receiving intervention and Tier 2 and Tier 3 services are analyzed. The results of these meetings are shared with the MTSS/PS/RTI team where problem solving is conducted on students in need of further support. 3. Weekly, (MTSS/PS/RTI Team) to discuss students receiving Tier 3 interventions in behavior, FBA's. These will be individual teacher meetings to ensure that the FBA's are being implemented with fidelity and are effective.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The leadership team analyzed data from the previous school year and determined revised goals for the current school year. The MTSS/RTI problem solving process was used to determine the greatest needs in regards to student achievement.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
 READING: FCAT, SuccessMaker, Fountas & Pinnell assessment system, FBAs. Data Management System: Data Wall, grade level PLCs, MTSS/PS/RTI Team, MATH:Go Math progress monitoring assessments three times a year, SM, Skill Assessments
 SCIENCE: National Geographic books and assessments, online component, Think Central, teacher on staff who supports lessons at every grade level to supply science resource room supplies.
 WRITING: Data source – District Writes Assessments, training and support Dr. Katie Fradley
 BEHAVIOR: FBAs by Karen Mills with support from the MTSS team, EBD teachers, and Bob Hunt

Describe the plan to train staff on MTSS.
 Monthly grade level PLCs, Full time Curriculum Resource teacher on staff, Weekly MTSS meetings which include teachers as required

Describe plan to support MTSS.
 All faculty members will support MTSS by providing data to the team, administering district assesments in content areas, attending MTSS meetings as requested

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
 Team Leaders of every grade level, principal, assistant principal, curriculum resource teacher

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team members meet monthly to address literacy needs and to track the progress of present initiatives. The team will also schedule and plan Literacy Night for parents, staff, and students.
What will be the major initiatives of the LLT this year? Implementing F & P Benchmark Assessment system, LLI intervention system, monitoring progress of the students in reading using the Data Wall. Organizing staff development based on the a needs survey and directly related to student achievement.

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school Grade level PLCs, staff development training days, small group instruction by curriculum resource teacher, grade level team meetings
Describe how the Lesson Study Plan will be implemented: The curriculum resource teacher will assist the teachers in scheduling observing, lesson assistance, modeling, and time to observe other classrooms. Grade level and/or vertical teams will write, implement and evaluate lessons through peer observation or student work.
What will be the major initiatives of the Lesson Study Plan this year? The major initiative of lesson study this year will be perfecting the 90 minute reading block.

****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Kindergarten Round-Up every Spring with tours of the school for parents and students
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PART II: EXPECTED IMPROVEMENTS

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Goals

- When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Reading)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<ul style="list-style-type: none"> The percentage of students scoring level 3 or higher on the 2013 FCAT 2.0 in reading will increase to 66% (222) The percentage of students achieving level 4 and 5 in Reading on the 2013 FCAT will increase by 5% Students tested by FAA will increase by 10% and students administered CELLA will increase 5%. 	<p>Number of students reading below grade level</p> <p>Teachers not trained to conduct small group instruction in reading</p>	<p>Assessment to determine actual instructional reading level.</p> <p>Providing small group reading instruction at that instructional level.</p> <p>In an effort to get all students on grade level. accelerate progress</p> <ul style="list-style-type: none"> Professional Development on small group instruction in reading with all levels of students. (Differentiated Instruction) 	<p>Principal, Asst. Principal Curriculum Resource Teacher, Classroom Teachers, Intervention Teachers.</p>	<p>Quarterly progress monitoring of all students using Fountas and Pinnell. Weekly progress monitoring of students in the LLI program using reading records. Quarterly district reading benchmark assessments, FAIR data.</p>	<p>FAIR, F & P Benchmark Assessment System, Reading Records from LLI, District Benchmark Assessments</p>

****Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).***

*Reading 2012 (39%, 3 and above). Use F & P Assessment to determine actual instructional reading level. Providing small group reading instruction at that instructional level. In an effort to get all students on grade level. accelerate progress Quarterly progress monitoring of all students using Fountas and Pinnell assessments. Weekly progress monitoring of students in the LLI program using reading records. Quarterly district reading benchmark assessments, FAIR data. The Guidance Counselor will administer CELLA and FAA tests as needed.

- The percentage of students achieving level 4 and 5 in Reading on the 2013 FCAT will increase by 5%. Professional Development on small group instruction in reading with all levels of students. (Differentiated Instruction). Quarterly progress monitoring of all students using F & P. Weekly progress monitoring of students in the LLI program using reading records. Quarterly district reading benchmark assessments, FAIR data, quarterly district reading benchmark assessments, The Guidance Counselor will administer CELLA and FAA

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tests as needed.

- When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Math)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<ul style="list-style-type: none"> The percentage of students scoring level 3 or higher on the 2013 FCAT 2.0 in math will increase to 67% Students tested by FAA will increase by 10% and students administered CELLA will increase 5%. 	Number of students not achieving grade level benchmarks in math	Small Group instruction, Go Math, Think Central Online, Differentiation using the Grab & Go Kit	Principal, Asst. Principal Curriculum Resource Teacher, Classroom Teachers, Intervention Teachers.	District Math Benchmark Assessment, Go Math Assessments, Small group instruction, Think Central Online, Differentiation using the Grab & Go Kit	District Benchmark Assessment, Go Math Assessments beginning, middle and EOY. Mini assessments in Think Central and Go Math Teacher Guide

- Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Goals addressed in the Goal Subject section.

- When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Science)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<ul style="list-style-type: none"> The percentage of students scoring level 3 or higher on the 2013 FCAT 2.0 in science will increase to 40% Students tested by FAA will increase by 10% and students administered CELLA will increase 5%. 	Number of students not achieving benchmark	National Geographic Science book and online NGSS activities, Science Resource Room, Workshop on integrating	Principal, Asst. Principal Curriculum Resource Teacher, Classroom Teachers, Intervention Teachers.	District Science Benchmark Assessment, National Geographic assessments	District Science Benchmark Assessment, National Geographic assessments,

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		science into the 90 minute block, increase non-fiction instruction			
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- Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Goals addressed in the Goal Subject section.

- When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Writing)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<ul style="list-style-type: none"> • The percentage of students scoring level 3 or higher on the 2013 FCAT 2.0 in writing will increase to 80% • Students tested by FAA will increase by 10% and students administered CELLA will increase 5%. 	Students not achieving grade level, High mobility rate,	Continue to use Writing consultants strategies from previous year’s training, K-1 training from curriculum resource teacher on writing workshop	Principal, Asst. Principal Curriculum Resource Teacher, Classroom Teachers, Intervention Teachers.	Writing Rubrics, District writing prompts, anchor papers,	FCAT, District Benchmark assessment, teacher made assessments

- Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Goals addressed in the Goal Subject section.

Professional Development at Your School

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Su	PD Facilitator	PD Participants (e.g., PLC, subject, grade	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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	Subject	Principal and/or PLC Leader	Grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Monthly grade level PLC data meetings	All instructional staff PLC meetings	Principal	Grade level teams as well as ESE and Specials	PLC meetings twice per week, two grade levels per week	Data spreadsheet, monthly meetings, access to curriculum resource teacher on staff as needed	Principal, Asst. Principal, Curriculum Resource Teacher, Classroom teachers, Intervention Teachers
PD: Reading content topics	K-5	Curriculum Resource Teacher	Instructional Staff	Tuesdays and Thursdays 7:45 -8:30	Classroom visits using GRR	Principal, Asst. Principal, Curriculum Resource Teacher, Classroom teachers, Intervention Teachers
Friday Training Days/Varies due to needs assessment survey	K-5	District Teaching & Learning Curriculum Team members,	K-5 Instructional staff	Fridays once per month at 7:45 – 8:30	PLC meetings	Principal, Asst. Principal, Curriculum Resource Teacher, Classroom teachers, Intervention Teachers
Additional optional before school training opportunities • Teacher PD Opportunities at conferences	K-5 • K-5	All Topics	All staff members	On Wednesdays or Fridays as needed • As scheduled	PLC Meetings • Off site workshops	Principal, Asst. Principal, Curriculum Resource Teacher, Classroom teachers, Intervention Teachers

Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Assessments for progress monitoring in reading	Printing, grade level supplemental materials	Title 1 and budgeted money	\$2,000.00
Flexible grouping K-5 materials for reading	Teacher guide for reading, Comprehension Strategies	Title 1	\$1,000.00
Parent Involvement Family Nights, parent workshops	Child care, food, materials/supplies, facilitators, community resources	Parent involvement	\$2,000.00
			Subtotal: \$5,000.00
Technology			

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Strategy	Description of Resources	Funding Source	Amount
STAR Reading Assessment and Accelerated Reader program	Students will be assessed and given an approximate reading level through STAR, they can check out library books on their reading level, read the books, then complete the tests. Teachers and media specialist can track student progress and the amount of words read in a given period.	Title 1	\$4,000.00
Media Center technology upgrade to support teachers with their learning centers	Additional ELMOs, video cameras, memory cards, CD/Cassette players for listening centers	Title 1 and Technology allocation	\$10,000.00
Waterford and SuccessMaker headphones with microphones	Purchase headphones with microphones for Waterford and SuccessMaker	Title 1 and Technology allocation	\$2,000.00
			Subtotal: \$16,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
90 minute reading block	Collaboratively plan as teams to plan for Differentiated Instruction	Title 1	\$1,000.00
Differentiated and Flexible Grouping	Training from consultants and Moody El. Staff members to better implement strategies into the 90 minute block	Title 1	\$3,000.00
Kagan Cooperative Structures training	Training from consultant and teacher materials	Title 1	\$3,500.00
			Subtotal: \$4,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Collaborative planning for Science	Science coordinator will assist teachers with Science projects and planning using Unit Overviews	N/A	\$0.00
Gang awareness training	Sheriff	N/A	\$0.00
Reading Intervention teachers	Hire full time staff members to assist with reading intervention for K-5 students	Title 1	\$233,000.00
Purchase Comprehension	Curriculum Resource Teacher	Title 1	\$5,620.00

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Toolkit Bundles, and Toolkits	will train teachers on using Comprehension Toolkit Bundles, and Toolkits		
Reading Remediation	After school tutoring	Remediation money	\$3,000.00
Reading remediation	ESOL Tutoring	ESOL tutoring money	\$3,000.00
Family Literacy Night	Hands on activities and training for parents to help students at home	Title 1	\$500.00
Family Math Night	Hands on activities and parent training to assist students	Title 1	\$500.00
Science Night	Families come to school for lessons in Science as well as take part in hands on activities	Title 1	\$200.00
Parent Involvement Activities	Parent trainings and curriculum based family nights	Title 1	\$500.00
			Subtotal: \$246,320.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2. when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent

Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes No

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If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
We meet bi-monthly to review student achievement, monitor the progress of the SIP, plan activities for parent involvement, and reflect on and develop school policies, procedures, and strategies for student success.

Describe the projected use of SAC funds.	Amount
Student incentives, substitutes for Professional Development, other materials decided by the SAC.	\$6,119.20