

**FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT**



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



2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Sea Breeze Elementary	District Name: Manatee Schools
Principal: Jacquelyn West	Superintendent: David Gayler
SAC Chair: Annette Maddox	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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Joe Bracken, Jackie West, Kathy Fossen, Rachel Adams, Sheri Jacobs, Karen Mills, Becky Willkens, Erin Zachariasen
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? The RtI Team meets every Wednesday. The schedule is developed by the counselor. When a teacher has an ongoing concern for a student regarding academics or behavior, the teacher meets with the counselor to schedule an appointment with the team. The team then meets with the teacher to discuss the concerns and completes a problem solving worksheet with the teacher for ideas to help the student move forward. Tier 1 information is reviewed and discussed. If 80% of the students in the classroom are functioning at grade level, Tier 2 interventions will be put into place for those struggling students. Information is gleaned primarily from the bi-monthly progress monitoring grade level meetings. The fidelity of the implementation of the interventions will be monitored through administrative walk-throughs,

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guidance counselor observations and teacher lesson plans. A data wall is kept current with updated progress monitoring. If behavior is a concern, a Functional Behavior Assessment will be completed and implemented.
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?
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. The PMRN system, where the FAIR data is housed, will be used to look at individual and whole class student progress. The graphing component of the data collection for RTI. Tier 1: Data for the entire school will be used to show quarterly progress using graphs and charts to document student growth and observe trends to determine the next course of action. Tier 2: All teachers have access to FOCUS, Quick Query, and PMRN. Quick Query data is obtained from benchmarks and benchmark mastery test data. The PMRN website shows the result of the FAIR assessment, which is done 3 times per year. Data will be collected in a variety of formats: point sheets, running records, DRS results, classroom tests, teacher observations, tally sheets and cold reads. Data will be summarized in bi-monthly data reports. Tier 3: For Tier 3 students, administrators will meet with teachers to look further at data from a variety of sources. Data will be collected bi-monthly. Sources of data may include: FCAT, DRA, FLKRS, FAIR, District Benchmark Assessments, and chapter tests in reading and math. Graphs and charts will be used to document student progress bi-monthly.
Describe the plan to train staff on MTSS. The RtI will continue to operate as a problem-solving unit to coach teachers in the use of RtI. Team members received training at the beginning of the year in the process as well as new data collection and recording sessions. Training will be on-going as long as there are pieces of RtI that teachers haven't totally grasped. In addition, we will train all new teachers. Wednesdays will play an important part in providing time for RtI training.
Describe plan to support MTSS. The principal supports MTSS by attending our Wednesday problem solving sessions. There is communication of the team and teachers as well as an updated Data Wall in our conference room for all teachers and staff to utilize. Proper paperwork is organized in the conference room as well. Our guidance counselor is available to assist with paperwork and data graphing when needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Jackie West, Principal, Cheryl McGrew, Asst. Principal, Joe Bracken, guidance counselor Barbara Biancardi, Media Teacher Lori Catalani, First Grade Teacher Pat Johnson, Fourth Grade Teacher Tessa Wolf, Third Grade Teacher Becky Jones, K Teacher Bob Moore, Second Grade Teacher Helen King, Fifth Grade Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets on a monthly basis to promote literacy among the staff and students. The team plans literacy activities, reading challenges, and monitors the K-12 Reading Plan. Members help plan appropriate Professional Learning for teachers and family activities to promote literacy at home.
What will be the major initiatives of the LLT this year? Members of the team will assist in progress monitoring and support of struggling readers. They will assist in interventions and strategies of struggling students. The LLT will also be responsible for organizing the Reading Challenge for this school year.

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Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school Common Core: Implementation in K/1, Awareness in grades 2-5.
Describe how the Lesson Study Plan will be implemented Staff is discussing topics from <i>Pathways to the Common Core</i> by Lucy Calkins and <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki in monthly Professional Learning meetings as well as monthly Team Planning Meetings.
What will be the major initiatives of the Lesson Study Plan this year? For K/1 full implementation of ELA and Mathematics Common Core is expected. For 2-5 complete awareness and understanding of ELA and Mathematics Common Core Standards is expected.

PART II: EXPECTED IMPROVEMENTS

Goals

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

Goals (Subject)	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
Writing (Chris Lewis)	Money and Time for PD as well as the need for instructional change.	A new PL for 4 th grade teachers.	Jackie West Cheryl McGrew	Jackie West and Cheryl McGrew will use progress monitoring, walk through data, Benchmark Assessments.	FCAT

****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).***

By spring 2013, there will be an increase to 85% (72) of all 4 th grade students demonstrating proficiency on the Writing Assessment (FCAT).

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

Goals (Subject)	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
Reading	Lack of endurance when reading high complexity text.	PD stressing the need for text complexity . Increase text complexity in instruction during the reading block. FCAT Explorer School Wide Reading Challenge	Jackie West Cheryl McGrew PST/RtI Team	Jackie West and Cheryl McGrew will use FAIR Results, Classroom Assessments, walk through data, teacher observation data, lesson plans.	FCAT

** 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).*

By spring 2013, there will be an increase to 60% (154), the average percentage of Grade 3-5 students scoring proficient or advanced in reading (FCAT 3,4,5).

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

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Goals (Subject)	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
Learning Gains in Reading	Time	Progress Monitoring of retained and struggling students. Marzano strategies for classroom instruction. Sharing of administrative walk-throughs with teams and staff. Tune Into Reading.	Jackie West Cheryl McGrew Joe Bracken RtI / PST	Jackie West and Cheryl McGrew PMRN / FAIR progress monitoring scores DRA progress monitoring Benchmark Assessments and report card grades.	PMRN / FAIR progress monitoring scores DRA progress monitoring Benchmark Assessments and report card grades.

** 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).*

By spring 2013, there will be an increase to 60% (107) of our students making High Standards in FCAT reading.

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Goals (Subject)	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
Math	Time Personnel	Increase time spent on Problem Solving Strategies.	Jackie West Cheryl McGrew	Administrative Walk-Through, Benchmark Assessments, Teacher Evaluations, review of lesson plans.	FCAT Data

* *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).*

By spring 2013, there will be an increase to 60% (154), the average percentage of Grade 3-5 students scoring proficient or advanced in math (FCAT levels 3,4,and 5).

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

Goals (Subject)	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
Math	Time Personnel	Collaborative Planning	Jackie West Cheryl McGrew	Benchmark Assessments Student Grades	FCAT

* *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).*

By the spring of 2013, there will be an increase to 60% (107) of students making learning gains in math.

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

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Goals (Subject)	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
Science	Money Time	Enrichment STEM Club and IE2 Lab on Fine Arts Rotation TSA Group for competitions of STEM related concepts. Collaborative Planning	Jackie West Cheryl McGrew	Grades Classroom Assessments Benchmark Assessments	FCAT

** 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).*

By spring 2013, the percentage of students scoring level 4 or 5 on FCAT in science will increase to 60%. (56)

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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/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building Critical Writers	4 th Grade/ writing	Chris Lewis	Writing/4 th grade	Five Team Learning Days with expert Writing Instructor.	Collaborative sharing of students writing.	Jackie West Cheryl McGrew
Common Core State Standards	K/1 Implementation 2-5 Introduction	Jackie West Cheryl McGrew Curriculum Specialist Team Leaders	Collaborative Team Planning	1-2 Wednesday collaboration times per month. (3:00-3:45)	Lesson Plans, Walk Through Data.	Jackie West Cheryl McGrew
Common Core State Standards	K/1 Implementation 2-5 Introduction	Jackie West Cheryl McGrew Curriculum Specialist Team Leaders	School-Wide, Grade-Level, and by subject.	1-2 Wednesday collaboration times per month (3:00-3:45)	Lesson Plans/ Agenda Notes returned to Jackie from groups.	Jackie West Cheryl McGrew
IE2 Training for IE2 Instructor	K-5 students	District Curriculum	IE2 Lab Teacher	On-Going 2012-2013	Lesson Plans, Walk Through Data	Jackie West Cheryl McGrew

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*

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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

If No, describe the measures being taken to comply with SAC requirements.
We made an announcement at our most recent SAC/PTO meeting. (Nov. 5) We are encouraging current members as well as our leadership team to reach out to our minority families. We also have a part time bi-lingual front office clerk to engage more parents as they visit our school.

Describe the activities of the SAC for the upcoming school year.	
Increased family involvement such as: Kindergarten Family Literacy Night, Science Fair Night, Grandparent’s Luncheon, Family Fun Nights.	
Describe the projected use of SAC funds.	Amount
Provide substitutes for Professional Development for our teachers as well as time to plan and implement Common Core and to improve writing instruction. Specifically we will integrate Text Complexity in our Professional Development during the year.	\$5,400.00