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

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PART I: SCHOOL INFORMATION

School Name: Freedom Elementary	District Name: Manatee
Principal: Jim Mennes	Superintendent: Bob Gagnon
SAC Chair: Troy Knutson	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. Principal, AP, regular ed. and ESE teachers, guidance, ESE specialist and district support staff.
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? Our MTSS Leadership meets on Tuesday at 1:00. A collective voice reviews student data, teacher concerns, trends with MTSS and other pertinent information.
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? At Freedom Elementary we will use the adoption of MTSS as a general education initiative for all students. Our 2012-2013 School Improvement Plan has a strong focus on student academic

achievement. MTSS will serve as a focus point in determining what is done with our academic data collection. If the data indicates something is not working for some students, the MTSS team will respond accordingly. MTSS will also serve as a guide with instruction and intervention review, scheduling, assessment selection, technology setup, professional development as well as our parental and community outreach plan. All of these MTSS focus items are addressed in 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. Curriculum data management is monitored and reviewed using PMRN, FAIR, DRA assessments

At Freedom Elementary we will use the adoption of MTSS as a general education initiative for all students. Our 2012-2013 School Improvement Plan has a strong focus on student academic achievement. MTSS will serve as a focus point in determining what is done with our academic data collection. If the data indicates something is not working for some students, the MTSS team will respond accordingly. MTSS will also serve as a guide with instruction and intervention review, scheduling, assessment selection, technology setup, professional development as well as our parental and community outreach plan. All of these MTSS focus items are addressed in the SIP.

Describe the plan to train staff on MTSS.

The staff at Freedom Elementary continues training on the MTTS process in the 2012-2013 school year. The staff continues to receive training and updates on MTSS processes on a biweekly basis (Wednesday) and during District Planning days.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
Christina Rogers - K
Alison McLeod - 1
Gina Wilson - 2
Wendi Schroder/ Lynne King – 3
Toni Booth / Amanda Hirst – 4
Jen Dean / Christa Rogalla – 5
Jakie Galvin – ESE
Debbi Smith – Specials

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Sherri Brunner - Guidance Jim Mennes / Laura Campbell - Admin

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The team meets monthly (Thursday morning) to plan and implement strategies intended on helping the school achieve academic growth.
What will be the major initiatives of the LLT this year?
Increasing parental involvement is one initiative that the team is striving for during the 2012-2013 school year. This is being accomplished through several evening activities designed to provide parents with information that can be used to help their students achieve academically such as Back to School Parent Curriculum Night and Math / Science Night.

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school Christina Rogers Arian Wilson Alison McLeod
Describe how the Lesson Study Plan will be implemented
The team meets monthly to plan and implement strategies intended on helping the school achieve growth
What will be the major initiatives of the Lesson Study Plan this year?
Increasing parental involvement is one initiative that the team is striving for during the 2012-2013 school year. This is being accomplished through several activities designed to provide parents with information that can be used to help their students achieve academically.

PART II: EXPECTED IMPROVEMENTS
<u>Goals</u>

* 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

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By June of 2013, the percentage of students in grades 3, 4, and 5 will increase to 71% reaching proficiency on the FCAT SSS Reading Test as shown by a level, 3, 4, or 5 score.	Core instruction must consistently provide instruction in reading, math, and science strategies and skills aligned with the tested benchmarks on the FCAT 2.0. Further opportunities for differentiated instruction should be provided based on current student proficiency levels.	Ensure faculty is trained on current research based trends and strategies in reading, math, and science instruction.	Administration Classroom Teacher ESE Teacher	Monitor lesson planning to ensure the Core Curriculum is being implemented. Monitor trends from walk through data and teacher formal observations. Survey the staff to determine training needs.	Increases of 3 percent on the FCAT 2.0 for Reading, Math, and Science.

*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).

School Wide Progress Monitoring; increase accountability while monitoring our lowest % biweekly. AR Progress Monitoring for RTI
Adjust instructional strategies and use mentors for struggling students and provide professional development for staff

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Goals (LEARNING GAINS)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

define areas in need of improvement.					
By June 2012, 71% of students in grades 4 and 5 will make learning gains as defined by at least one year's growth.	Implementation of the core curriculum for reading and continuous progress monitoring of student data to determine the appropriate level of instruction for Tier 1 students. Identifying students who need Tier 2 interventions. Implementation of Tier 2 interventions based on determined student needs according to data derived from previous year's FCAT or SAT (third graders), benchmark and concept assessments, FAIR Data, and classroom observations, such as oral reading fluency checks and retellings.	Monitor student progress bi-weekly using the concept assessments, oral reading fluency checks, and comprehension checks. Identify students for Tier 2 interventions based on individual data trends. Analyze classroom practices and revise intervention strategies according to progress monitoring data. Maintain student Tier 2 data on graphs. Discuss trends and data at bi-monthly grade level	Classroom Teacher ESE teacher RtI team Administrators	Student progress monitoring data will be analyzed to determine needs for differentiated instruction in the classroom setting.	60% of third graders, 70% of fourth graders, and 77% of fifth graders will reach proficiency on the FCAT 2.0 Reading test. Reading Benchmark testing. FAIR Testing Data. Concept and Unit assessments.

		meetings. Brainstorm intervention best practices as a grade level at these meetings.			

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School Wide Progress Monitoring; increase accountability while monitoring our lowest % biweekly. AR Progress Monitoring for RTI Adjust instructional strategies and use mentors for struggling students and provide professional development for staff	

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Goals (LOWEST 25%)		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
By June 2013, 73% of students in the lowest quartile will make	On-going progress monitoring of students should be conducted bi-weekly. Students		Monitor student progress bi-weekly using the concept assessments, oral reading fluency	Classroom Teacher ESE teacher	Individual response to intervention data will be monitored in order to ensure the strategies being used	All students will show learning gains on the FCAT 2.0 Reading and Math test.

| learning gains as defined by one year's growth. | requiring Tier 2 interventions based on progress monitoring data should be identified. Response to Intervention problem-solving sheets and strategies to increase student performance should be documented and implemented for all students who scored a 2 or lower on the FCAT 2.0 in 2012. SAT data and FAIR data should be used to identify students who are working in the bottom quartile for those in third grade. | checks, and comprehension checks. Identify students for Tier 2 interventions based on individual data trends. Analyze classroom practices and revise intervention strategies according to progress monitoring data. Maintain student Tier 2 data on graphs. Discuss trends and data at bi-monthly grade level meetings. Brainstorm intervention best practices as a grade level at these meetings. | RtI team

Administration | to improve student achievement are successful. Modify or change strategies that are not working. | |

* 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).

School Wide Progress Monitoring; increase accountability while monitoring our lowest % biweekly. AR Progress Monitoring for RTI

Adjust instructional strategies and use mentors for struggling students and provide professional development for staff

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Goals (MATH)	Problem-Solving Process to Increase Student Achievement

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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
65% of students in grade 3, 77% of students in grade 4, and 78% of students in grade 5 will meet high standards in math in 2013.	Core instruction must consistently provide instruction in reading, math, and science strategies and skills aligned with the tested benchmarks on the FCAT 2.0. Further opportunities for differentiated instruction should be provided based on current student proficiency levels.	Ensure faculty is trained on current research based trends and strategies in reading, math, and science instruction.	Administration Classroom Teacher ESE Teacher	Monitor lesson planning to ensure the Core Curriculum is being implemented. Monitor trends from walk through data and teacher formal observations. Survey the staff to determine training needs.	Increases of 3 percent on the FCAT 2.0 for Reading, Math, and Science.

* 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).

School Wide Progress Monitoring; increase accountability while monitoring our lowest % biweekly. AR Progress Monitoring for RTI Adjust instructional strategies and use mentors for struggling students and provide professional development for staff

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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	Grade Level/	PD Facilitator and/or	PD Participants	Target Dates and Schedules	Strategy for Follow-	Person or Position Responsible for

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and/or PLC Focus	Subject	PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	up/Monitoring	Monitoring
Freedom Elementary will decrease the number of students not meeting benchmark as well as grade level expectations in the area of Math by 4%	K-5	Administration Curr. Team District Support	All grades	Ongoing – year long	Grade Level Team meeting minutes. PST minutes, Lesson plans Classroom Walks	Administration

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		
☐Priority	☐Focus	☐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.

Describe the activities of the SAC for the upcoming school year.	
SAC will focus on the needs of the Freedom community. SAC members have a voice with the principal and he takes a collective approach to leadership	
Describe the projected use of SAC funds.	Amount
Implementing a school- wide dress code policy	500.00
Assisting with the purchasing of materials for all grade levels to successful adopt the new CORE Curriculum Standards	4,000.00
Support and training for teachers and staff over the 2012-2013 school year	4,000.00