

**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: Braden River Elementary	District Name: Manatee
Principal: Hayley Rio	Superintendent: David Gayler (interim superintendent)
SAC Chair: Alison den Boggende	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. (Hayley Rio, Jennifer Grimes, Abby Ciosici, Debbie Meissner, Ursula Camp, Debbie Hage and Susan Minner)
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? Each grade level has a case manager who meets at least every six weeks with the grade level team to review data, interventions, and discuss changes that may be necessary. The case managers then meet with MTSS leadership team to discuss, and continue to monitor, the students receiving tier 2 and tier 3 services. In addition, the MTSS Leadership Team meets weekly to review school data, meet with teachers and parents needing support and review student files for eligibility, as needed.
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? Available data is reviewed at the end of the school year in an effort to begin developing SIP goals for the following year. Areas needing improvement are identified, then through the problem solving

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process, goals and strategies are determined. Several leadership committees (Team leaders, SLLT, MTSS, Math) are utilized to determine strategies to meet each goal and the SIP is used as a living document throughout the year. The MTSS reviews FCAT data (specifically FCAT levels and DSS gains), benchmark data, and FAIR to monitor the effectiveness of our Tier 1 instruction.

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. (FAIR, benchmark assessments, unit summative assessments, and ODR for behavior. Academic assessments are recorded on a progress monitoring data sheet and these data sheets are reviewed by the MTSS as they are updated.)

Describe the plan to train staff on MTSS. (At least two MTSS members, along with administration, attend available district training opportunities. Training is then shared with staff through team leaders, case managers, or whole faculty training.)

Describe the plan to support MTSS. (The administration is part of the MTSS team, attends the weekly meetings and supports the MTSS team as needed).

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). (Hayley Rio, Susan Minner, Joni Ramer, Fran Vila, Alison Bertsch, Linda Coles, Pam Smith, Carrie Ling, Kim DeLeo, Michele Danowski, Donna Nixon and Amy Hood)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The SLLT meets on the second Thursday morning of each month. The purpose of this team is to implement the K-12 Reading Plan, determine professional development needs, guidelines for progress monitoring, and identify needed literacy resources.

What will be the major initiatives of the LLT this year? Ongoing monitoring of Tier 1 instruction. Developing a plan to support the implementation of the CCSS at every grade level.

Lesson Study

Lesson Study

Identify the Lesson Study Plan for your school: Collaborative team planning is required as part of our school expectations. Teams are required to meet together weekly. Once a month, one of our extended afternoons (3:05-4:00pm) is devoted to additional collaborative planning also.

Describe how the Lesson Study Plan will be implemented: Once a month, teachers come together to plan, observe a model lesson in a classroom, then debrief the lesson with the expectation that they will go back and implement the lesson in their own classrooms. This routine is a portion of our professional learning devoted to using a workshop instructional model to support the implementation of the CCSS. In addition, to these collaborative lessons, teachers are provided with a common planning time daily and the extended afternoon once a month. Our professional development typically devotes a portion of the time to planning for implementation of our learning also.

What will be the major initiatives of the Lesson Study Plan this year? A workshop model for K-5th in reading and writing. Our K/1st grade teachers are implementing CCSS in ELA and Math, and 2nd-5th grades are beginning the instructional shifts needed for the CCSS in ELA and Math.

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
<p>*By June 2013, a minimum of 72% (180) of all students will achieve proficiency in Reading (Achievement Levels 3, 4, or 5).</p> <p>* By June 2013, a minimum of 80% (200) of the students in grades 3 – 5 will make learning gains as evidenced by the FCAT 2.0 Reading test.</p>	<p>* Lack of informational text for instruction</p> <p>* Lack of basic understanding of text complexity and close reading</p> <p>* Lack of reading stamina among our students</p>	<p>*Continue remediation enrichment block from 8:40 AM to 9:10 AM (Aug. to June)</p> <p>*Monthly PLC’s and weekly PL on Tuesday afternoons focusing on CCCS and practices in reading (informational text, higher level thinking, text dependent questions, close reading) (Sept. – June)</p> <p>*Additional remediation with Curriculum Support Teacher for lowest quartile 2nd – 5th grade students (Aug. – June)</p>	<p>* Classroom teachers</p> <p>* Curriculum Support Teacher</p> <p>* SLLT</p> <p>* Administration</p>	<p>*Regular progress monitoring of students using running records, ORF, DRA, TC Assessments, and F & P</p> <p>*Diagnostic and progress monitoring for lowest quartile 3rd – 5th graders using Serravallo’s Scholastic Fiction Comprehension Assessment</p> <p>* Grade Level Data Chats with RtI Case Manager</p> <p>*Formative and Summative Assessments</p> <p>* Responses from PLC and PL sessions</p> <p>* Lesson plans and walkthroughs</p>	<p>* Data, PST, Walkthroughs, FAIR, FCAT 2.0</p>

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		*MTSS – strengthening Core instruction (Tier 1)			
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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).*

School goals and strategies are listed above. In regard to our LY students, the goals listed above, as well as modified curriculum delivery, and ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities.

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* 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
<p>By June 2013, 88% (57) of all fourth grade students will be proficient in writing as evidenced by FCAT Writes.</p>	<p>* lack of grammar skills * weak language skills and vocabulary among our students</p>	<p>*Targeted PL for writing begins in January (K-5th grade) *K-5th grade expectations of implementation of a “Writer’s Workshop” (Jan. – June) with writing taught daily for at least 45 minutes, in some form, all year *K-2nd grade focus on narrative, informational, and argument writing (Aug. – June) *Additional support for non-proficient 4th grade writers with Curriculum Support Teacher in December</p>	<p>* Classroom teachers * Curriculum Support Teacher * SLLT * Administration</p>	<p>* Grade Level Data Chats with RtI Case Manager *District writing assessments *Use of rubrics to score writing regularly K-5th grade *Data will be reviewed after each benchmark assessment to rate student progress * Lesson Plans</p>	<p>* Writing Rubrics * FCAT Writes * BRE Writes</p>

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		(Dec. – Feb.)			
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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).*

School goals and strategies are listed above. In regard to our LY students, the goals listed above as well as modified curriculum delivery, ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities.

* 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
<p>*By June 2013, a minimum of 69% (173) of all students will achieve proficiency in Math (Achievement Levels 3, 4, or 5).</p> <p>* By June 2013, a minimum of 80% (200) of the students in grades 3 – 5 will make learning gains as evidenced by the FCAT 2.0 Math test.</p>	<p>* lack of experience with reading and writing in math</p> <p>* lack of basic math skills</p> <p>* moving to higher level</p>	<p>*PL with district math curriculum specialists focused on instructional shifts for mathematical practices, at least 4 times per year (quarterly)</p>	<p>* Classroom teachers</p> <p>* Administration</p>	<p>* Grade Level Data Chats with RtI Case Manager</p> <p>*District Math Assessments</p> <p>*K/1st grade summative assessments in Roadmaps</p> <p>*2nd – 5th grade use of Go Math! Unit Assessments</p>	<p>* Data, PST, Walk-Throughs, FAIR, FCAT 2.0</p>

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	<p>mathematical thinking and expression</p> <p>* need to increase students' exposure to math vocabulary development</p>	<p>*Continue implementation of power math with lowest quartile 4th and 5th grade students (Dec.-April)</p> <p>*Use of Accelerated Math with 3rd & 5th grade students as a tool for remediation and enrichment</p> <p>*Use of IXL with 4th grade students as a tool for remediation and enrichment</p>		<p>* Walk-throughs</p> <p>* Lesson Plans</p> <p>* Progress Monitoring</p>	
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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).*

School goals and strategies are listed above. In regard to our LY students, the goals listed above, as well as modified curriculum delivery, ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities.

* 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
By June 2013, a minimum of 70% (55) of all fifth grade students will achieve proficiency in Science (Achievement Levels 3, 4, or 5).	*Comprehension of informational texts	*Explicit instruction of Close Reading and Vocabulary in	* Classroom teachers * Administration	* District Benchmark assessments * Rubrics	* FCAT 2.0 * Formative and Summative Assessments

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		<p>Science</p> <p>*Moving towards higher cognitive complexity questions</p> <p>*Collaborative planning to increase uniformity in science instruction</p>		<p>* Lesson Plans</p> <p>* Walkthroughs and Observations</p>	
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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).*

School goals and strategies are listed above. In regard to our LY student's, the goals listed above, as well as modified curriculum delivery, ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities.

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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
CCSS overview & instructional shifts	All	Minner & H. Rio	School-wide	August/September 2012	Ongoing discussions, lesson plans, walkthroughs	H. Rio
Reading	Pre-K-5th	Knight, Minner, Bertsch, Teacher leaders & H. Rio	Mixture of grade level and school-wide PD. Monthly PLC's, weekly TLC's, Monthly lesson study	PLC's- Half day for each grade level each month, TLC's- 1 hour of professional development weekly	Ongoing discussions, lesson plans, walkthroughs, progress monitoring data	H. Rio
Math	K-5th	Teacher leaders, Math district support	Grade levels	Every other month	Ongoing discussions, lesson plans, walkthroughs, progress monitoring data	H. Rio

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 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.	
Administration and SAC members will continue to try to recruit a community member and additional Hispanic members during parent and community events. In addition, we'll be contacting business partners to see if they would be interested in being represented on our SAC.	

Describe the activities of the SAC for the upcoming school year.	
SAC meets monthly to discuss current data (academic and behavioral), respond to school issues, opportunities for community involvement, and accountability to district and state mandates (CCSS, electronic FCAT testing, etc.).	
Describe the projected use of SAC funds.	Amount
Substitutes to provide coverage for monthly PLC's	\$1,835.10