

**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: Ida M. Stewart Elementary	District Name: Manatee County
Principal: Jackie Featherston	Superintendent: Tim McGonegal
SAC Chair: Caroline Halfacre	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. Jackie Featherston - Principal Shawn Mandel - Psychologist Liz Murphy -VE Primary Teacher Irene Haakman - Speech Therapist Phyllis Morales - Guidance Counselor Jerilyn Gregg-Chlebina - Speech Therapist Francine Lespasio –Regular Education Teacher Elsa Gluvna -ESE Specialist

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Quantas Simmons – Assistant Principal
Sheri Jacobs -School Social Worker
Theresa Ellis - VE Intermediate Teacher
Lisa Henson- VE Inclusion Teacher

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 MTSS Leadership Team meets on a weekly basis to discuss any academic or behavior concerns that a teacher or parent might have regarding a student. Recommendations of interventions, case management assignment, and following the MTSS paperwork are implemented at this time to support the classroom teacher and assist the student. The MTSS members assist in developing the school improvement plan.

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 MTSS Leadership Team will use collaborative problem solving techniques to determine if the instruction/interventions are effective in meeting the students' needs. This will be monitored through charts, graphs, problem solving intervention paperwork, and case management observations and input.

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.

Teachers will complete quarterly progress monitoring data sheets, which will be monitored to evaluate the effectiveness of core instruction and identify students needing Tier 2 and Tier 3 interventions. We will monitor students' academic progress through the use of the MTSS worksheet and conference with students case managers. Graphing and charting websites will be used to graph effectiveness of the interventions. For the behavior aspect, we will put together reports from FOCUS and use our school wide behavior template to monitor behavior and identify students that need Tier 2 and Tier 3 interventions.

Describe the plan to train staff on MTSS.

A core group of staff members have attended district training over the past 4 years. This core group will make up part of our MTSS Leadership Team. Trainings are provided for school staff during school based-in-service and district-based in-service days, and MTSS trainings are provided for school MTSS teams by the district MTSS coach. As the year progresses, the members of the MTSS Team will be responsible for providing training for the teachers.

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Describe plan to support MTSS.

The MTSS Leadership members will have the responsibility to research websites, webinars, and tools supporting interventions and will be made available for all teachers to have access on our schools first class site. An MTSS Leadership file has been made for teachers to access all resources.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Jackie Featherston
Phyllis Morales
Quantas Simmons
Brenda Butler
Karen Bellingar
Kim Carder
Jay Lespasio
Sylvia Kelly
Teresa Thompson
Tacey Watts

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets quarterly throughout the school year to support the school with implementation of the School Improvement Plan and coordination of the professional development activities in reading and reading across curriculum.

What will be the major initiatives of the LLT this year?

The major initiatives of the LLT this year will target specific areas of professional development need based on assessment data and reflect those goals in staff development to our teachers. Teachers Individual Professional Development Plans will be considered in choosing staff development for teachers.

Lesson Study

Lesson Study

Identify the Lesson Study Plan for your school

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The Lesson Study Plan for our school will provide time for vertical planning for K and 1st grade as they implement Common Core State Standards (CCSS). In addition to grade levels K-5 , the teacher learning cadres will utilize "Pathways to Common Core", by L. Calkins, M. Ehrenworth, C. Lehman.

Describe how the Lesson Study Plan will be implemented

The Lesson Study Plan will be implemented by creating study cadres that are geared toward the Pathways (Calkins) book. Discussions will take place across all grade levels on bridging the Florida Sunshine State Standards (FSSS) along with Common Core State Standards (CCSS) while FCAT is still in place.

What will be the major initiatives of the Lesson Study Plan this year?

The major initiatives of the Lesson Study Plan for this year will be to demonstrate to teachers how to intergrade all content areas across curriculum using the anchor standards for Language Arts, and Math. Ongoing Professional development needed to support the priority addressed, in addition to defining CCSS, by introducing and explaining how they spiral and interconnect to each other in K-12.

PART II: EXPECTED IMPROVEMENTS

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>1. In grades 3-5, 71% (181) of students will achieve FCAT level 3 or above in reading.</p> <p>2. In grades 3-5, 70% (179) of students will make learning gains on the FCAT reading.</p> <p>3. In grades 3-5, 66%(168) of the lowest 25% will make learning gains in reading.</p>	<p>Lack of Teaching Personnel to meet all the needs of struggling students in the basic classroom setting such as students who scored a level 1 or 2 on FCAT 2.0 or a student receiving Tier 3</p>	<p>August 2012-May 2013 the FAIR will be used to monitor student progress along with RtI data, benchmark assessments, running records, and progress monitoring classroom data. Staff development utilizing research based best practices, higher-level thinking, and evidence based instruction, and skills to define quality</p>	<p>Teachers Testing Coordinator Principal Assistant Principal MTSS Team Members</p>	<p>The FAIR will be used to monitor student progress along with targeted MTSS data, benchmark assessments, fresh reads, running records, and progress monitoring classroom test data.</p>	<p>FAIR Data reports, MTSS reports, FCAT, SRA, DRA, Principal walk through, Observation Data.</p>

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	interventions.	intervention methods or materials necessary to support student-learning gains.			
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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).*

Stewart Elementary currently has three students on Florida Alternative Assessment (FAA), in which students require a curriculum that is aligned with the Sunshine State Standards Access Points for Students with Significant Cognitive Disabilities. The Comprehensive English Language Assessment (CELLA) is used along with strategies such as ELL strategies and interventions documented on their ELL Plan, along with assistance from our ESOL Aide and ESOL endorsed teachers to give the support needed to make learning gains in Reading.

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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
1. In grade 4, 80%(72) of students will produce clear coherent writing in which development and organization are appropriate to task and purpose as it relates to the FCAT rubric L. 4 & above. 2. In grades K-5 CCSS for writing will be used to gain increasing sophistication in language use, vocabulary and syntax to the development and organization of ideas with increasing content.	Student lack the following: -Writing Conventions -Enthusiasm for Writing -Use of Independent Self Evaluation Techniques -Writing Process Skill	August 2012-May 2013 Students in every classroom will implement a daily writing workshop, outside of the 90 min. reading block. In addition, every classroom will explicitly instruct using rubrics and have rubrics accessible to students. Grade 4 will devote one hour daily to targeted writing instruction in preparation for FCAT Writes	Teachers Testing Coordinator Principal Assistant Principal MTSS Team Members	Staff "share out" of writing successes with teams and Principal Walk Throughs and District Wide Writing Assessment	FCAT Writing Writes Rubric Manatee County Writing Rubrics

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Stewart Elementary currently has three students on Florida Alternative Assessment (FAA), in which students require a curriculum that is aligned with the Sunshine State Standards Access Points for Students with Significant Cognitive Disabilities. The Comprehensive English Language Assessment (CELLA), is used along with strategies such as ELL writing strategies and interventions documented on their ELL Plan, along with assistance from our ESOL Aide and ESOL endorsed teachers to give the support needed to make learning gains in Writing.

* 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
1. In grade 3-5, 58% (148) of students will achieve FCAT level 3 or above in math. 2. In grades 3-5, 62% (158) of students will make learning gains on the FCAT math. 3. In grades 3-5, 54% (138) of the lowest 25% will make learning gains in math.	Students may be weak in one of the content areas in math, they may learn using different modalities, and students may be one or more years below grade level in math.	August 2012-May 2013 formative and summative assessments will be used to monitor student progress along with MTSS data, benchmark assessments, and progress monitoring classroom data. Staff development utilizing research based best practices, higher-level thinking, evidence-based instruction, and skills to define quality intervention methods or materials necessary to support student-learning gains.	Teachers Testing Coordinator Principal Assistant Principal MTSS Team Members	Formative and summative assessments will be used to monitor student progress in Math along with MTSS data, District Wide Math Benchmark Assessments, and progress monitoring classroom data.	Chapter Mid-Point Assessments, Teacher Made Assessments, District Wide Math Benchmark Assessments and Chapter/ Unit tests

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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
51% (44) of all students in grade 5 will score at level 3 or above on the 2013 FCAT Science Test.	As per our district expectation, science will be taught a minimum of 45 minutes per week in 5th grade	Implement Gradual Release of Responsibility (GRR) Instructional Model, All students have the opportunity to participate in hands-on experiences, Students will engage in scheduled science assessments to inform instruction, The curriculum roadmap calendars will be implemented.	Teachers Testing Coordinator Principal Assistant Principal MTSS Team Members	Principal Walkthroughs and Observations Review Lesson Plans	District Wide Science Assessments Walkthroughs and Observation Data FCAT Science Results

* *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).*

The Florida Alternative Assessment (FAA) and The Comprehensive English Language Assessment (CELLA) are both non applicable in this section since they are Reading Assessments.

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

Goals (Attendance)	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 attendance rate at Stewart Elementary will increase from 94.64% (463.5) to 94.7% (464).	We don't have control when parents keep students out of school, arrive late or pick up early.	Distribute a letter to parents explaining the attendance policy and have office staff educate parents on the importance of student's attending school and arriving on time. Along with the automative system that calls the parent at home when they have not called their child's absence in to the school attendance system.	Registrar, social worker and clerical assistance	A daily report is sent to the school from the automated attendance line and review attendance data monthly.	Attendance data
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The Florida Alternative Assessment (FAA) and The Comprehensive English Language Assessment (CELLA) are both non applicable in this section since they are Reading Assessments.

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

Goals (Suspensions)	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, the number of out of school suspensions will decrease from 18 to 17.	Lack of positive behavioral intervention resources	Students will be screened to determine at risk behaviors using the SSIS program. Utilize positive behavioral intervention strategies.	MTSS Team Members Classroom Teachers	Students at risk and receiving support will be progress monitored.	School Suspension Report

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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).

N/A

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
Common Core...What is it?	ALL	Administrator and CCSS Leaders	School-Wide	Quarter 1	Lesson Plans Principal Walkthroughs Observations	Administration
Moving from Manatee County Core Curriculum to CCSS	ALL	Administrator and CCSS Leaders	School-Wide	Quarter 1	Lesson Plans Principal Walkthroughs Observations	Administration
How to unpack standards	ALL	Administrator and CCSS Leaders	School-Wide	October 12	Lesson Plans Principal Walkthroughs Observations	Administration
Mathematical Practices in the Common Core	ALL	Administrator and Team Leaders	School-Wide	Quarter 2	Lesson Plans Principal Walkthroughs Observations	Administration
Text Complexity	ALL	Administrator and Team Leaders	School-Wide	January 7	Lesson Plans Principal Walkthroughs Observations	Administration
Text Based Questions and Answers	ALL	Administrator and Team Leaders	School-Wide	January 7	Lesson Plans Principal Walkthroughs Observations	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		
<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

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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.
N/A

Describe the activities of the SAC for the upcoming school year.	
School Improvement Plan Writing, Approval of how SIP funds are to be spent, District Budget cuts, Review of school grades, and School Budget.	
Describe the projected use of SAC funds.	Amount
Reading & Math remediation through after school tutoring	\$3388.00
Staff Development	\$500.00