

**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: Gilbert McNeal Elementary	District Name: Manatee
Principal: Norma Scott	Superintendent: Tim McGonegal
SAC Chair: Dean Consiglio	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. Linda Bryan-Beachler/ESE Teacher, Sarah Van Zytveld/Guidance, Suzanne Douglas/ESE teacher, Beth Davis/Speech, Larry Heideman/Social Worker, Sarah Clark/teacher, Dr. Krista Cournoyer/Psychologist, Norma Scott/Principal, Katherine Price/Asst. Principal, Tisha Conway/ESE Specialist
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? Collects data, determines if a child needs tier 1, tier 2, or tier 3 interventions, communicates with teachers and parents on a child's progress, monitors interventions, graphs group progress, helps teachers fill out paperwork required by the district.

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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? School Improvement Goals and the MTSS leadership team interface on improving the achievement of all students especially the lower 25% in learning.

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. McNeal has a 30 minute reading enrichment period at the beginning of each day. Remediation groups remain small and progress is graphed every 10 days. FAIR, FCAT and fluency tests are compared and graphed.

Describe the plan to train staff on MTSS. . Frequent updates occur as new knowledge is learned. Twice a month MTSS meets with grade levels to share data.

Describe plan to support MTSS. MTSS is given materials and time to meet with staff, parents, and students. MTSS is given additional time to work on student data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Norma Scott/Principal, Kathy Price/ Asst. Principal, Sarah VanZytveld/Guidance, Renee Litzenberger/Media, Jackie Blue/Kindergarten, Bonnie Pinkerton/First Grade, Caroly Winget/ 2nd Grade, Lisa LaPort/3rd grade, Mindy Swartling/4th Grade, Andrea Berninger/5th grade

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). LLT meets official together the first Tuesday every month to discuss school initiatives and follow through, facilitates cross grade level meetings and grade level meetings, facilitates monthly data meetings with assigned MTSS person.

What will be the major initiatives of the LLT this year? Implementing Common Core State Standards, monitoring schoolwide data.

Lesson Study

Lesson Study

Identify the Lesson Study Plan for your school: Once a month meet for a book study using Pathways to the Common Core by Lucy Calkins.

Describe how the Lesson Study Plan will be implemented: Teachers will collaborate every Wednesday morning and share ideas, lessons, materials.

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What will be the major initiatives of the Lesson Study Plan this year? Building a website database of lesson plans that were created during the book study.

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
By the 2013 school year, there will be a minimum of two percentage point increase for Level 3, 4, and 5 students in reading. Grades 3-5 taking FCAT 2.0 272 students (76%)	Limited funding due to budget constraints	1.Implement MTSS by providing small group remediation and focusing on targeted reading skills. 2.Focused instructional strategies and correlated PD.	Principal Assistant Principal Guidance Counselor Classroom teachers Literacy leadership team	Progress monitoring on a ten day basis. Fluid grouping based on student target area.	FAIR, FCAT, DRA’s, Fluency reads, teacher created 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).*

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By the year 2013, there will be a minimum of a three percentage point	New math curriculum	Provide teachers with resources as	Principal, Assistant Principal,	Professional development rosters, percentage of	FCAT, Math benchmark assessments, classroom

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increase for all levels 3-5 in math. Grades 3-5 taking FCAT 2.0 243 (68%)	which takes time for teachers to learn. Funding decreases for PD opportunities.	needed. Teachers meet on a weekly basis to collaborate and share lesson plans and resources.	Leadership Team, Guidance Counselor, Math Committee	teachers taking advantage of PD offerings. Teacher collaboration on a weekly basis.	assessments.
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By the year 2013, we will increase our students meeting level 3 or higher by a four percentage point increase in science. 60% (82 students meeting level 3 or higher)	New science curriculum that the teachers are still learning.	Provide teachers with needed resources. Encourage team planning and collaboration during weekly Wednesday meetings. Use trained staff to provide PD to teachers.	Principal, Assistant Principal, Guidance Counselor,	Professional development rosters, percentage of teachers taking advantage of PD offerings. Teacher collaboration on a weekly basis.	FCAT, teacher assessment

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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
Common Core training	K-1	District office	All K-1 teachers, administrators	Intro to Common Core Implementation – Summer /Fall 2012 workshop	Lesson plans, walkthroughs and observation (implementation)	Principal and Assistant Principal
Book Study	Teachers	Jennifer Jurkowski	School -wide	August 2012- February, 2013	Teachers will create lesson plans based on new standards. They will upload to a database.	Jennifer Jurkowski

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.

Describe the activities of the SAC for the upcoming school year.	
Offering parent universities exploring the Common Core and health initiatives.	
Describe the projected use of SAC funds.	Amount
N/A	N/A