

**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

Kinnan Elementary	District of Manatee
Principal: Frank Pistella	Superintendent
SAC Chair: Lydia Lawton	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
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 Leadership Team meets every Thursday in the morning. Once a month the leadership team meets with the grade level teams, during their planning, to review data and Tier 1, 2, and 3 instruction. The leadership team operates as a coordinator for the RtI process. We work collaboratively with our RtI level teams to offer resources, data review, collection, analyzing, support and guidance in many diverse ways to help develop research based strategies and interventions for struggling students. Each team has an RtI leader who helps to insure fidelity as well as provide additional tools for data collection.
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? Our School Improvement Plan is based on improvement in the areas of Reading, Writing, Math, Science and moving students forward in the RtI instruction. Data is analyzed to determine the appropriate tiers, strategies, and interventions for all of our students. The problem solving process ensures measurable goals, research based interventions, and differentiated instruction to ensure that every student is

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learning to their capacity.
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 have the ability to access Quick Query, which is a county based database that allows teachers to view all assessment data. This would include FCAT; Quarterly benchmark mastery tests; District Writing Assessments and FAIR Reading scores.
Describe the plan to train staff on MTSS. Each grade level team has an RtI team leader. The RtI team leaders, from each grade level, have been trained by the guidance counselor. Some of the expectations of an RtI team leader are to meet weekly with their grade level colleagues monitoring progress and reviewing data._
Describe plan to support MTSS. MTSS is supported by providing administrative support at all meetings and by maintaining a priority focus on MTSS school-wide.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Frank M. Pistella, Principal Virginia B. Taylor, Assistant Principal Tawnya Mathis, Guidance Counselor Lisa Walker, Kindergarten Team Leader Amy Gaston, First Grade Team Leader Linda Wells, Second Grade Team Leader Cortney Preston, Third Grade Team Leader Denise Miller, Fourth Grade Team Leader Lacy Brown, Fifth Grade Team Leader Melissa Wilson, Special Area Team Leader Angela DeAngelis, ESE Team Leader
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The RtI leadership team operates as a coordinator for the RtI process. We work collaboratively with our RtI grade level teams to offer resources, data review, collection, analyzing, support and guidance in many diverse ways to help develop research based strategies and interventions for struggling students. Individual grade level case managers(teacher) are assigned to help insure fidelity as well as provide additional tools for data collection. Grade level Teams are responsible for evaluating the core instruction and utilizing Tier 1 interventions and strategies using the school RtI resource maps for guidelines. When students are identified as needing Tier 2 or Tier 3 interventions, the grade level case manager assists the teacher in collecting data; providing small group Tier 2 interventions and individual Tier 3 intervention plans for the students.

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

Implementation of Manatee County Core Curriculum delivered with fidelity is the major initiative. The RtI team is in direct alignment with our School Improvement Plan. Our SIP addresses working toward the academic success of all Kinnan students. Data is analyzed in order to determine the appropriate Tiers, Strategies and Interventions for all students. The problem solving process ensures measurable goals, researched based interventions, and differentiated instruction to ensure that every student is learning to their capacity. Professional Development will include support in the Readers, Writers Workshop model; Leveled Literacy Intervention workshop; Comprehension and progress monitoring assessment tools and Kagan strategy workshops. Students struggling to meet grade level expectations in reading will be provided an additional 30 min. of remediation each day. This could be in the form of small group differentiated instruction, individualized instruction and support, Leveled Literacy Intervention, etc. Initiatives for PreK literacy include the following: Classroom libraries will be organized by themes, characters, and/or authors and will be accessible to students. Students will have daily opportunities to handle books, developing appropriate concepts of print and storytelling/reading skills during independent or partner reading time. Instruction to develop early phonemic awareness skills will occur daily through language play and read-alouds that focus on rhyming, alliteration, and letter sounds. The Hi Scope curriculum will be utilized in PreK classrooms.

Lesson Study

Lesson Study

Identify the Lesson Study Plan for your school
Collaborative team planning is a non-negotiable.

Describe how the Lesson Study Plan will be implemented
Flexible teams usually meet once a week to pre-plan, discuss how current lessons are progressing, and make adjustments as needed for coming weeks. Numerous teams worked collaboratively over the summer to plan for Common Core Implementation.

What will be the major initiatives of the Lesson Study Plan this year? Common Core in ELA and Math, K-5 are the major initiatives.

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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>The percentage of students performing at grade level in reading is in need of improvement based on a decrease of 19% from the previous year. Students currently in grade 4, 52% (46) performed at Level 3 or higher. Students currently in grade 5, 48% (46) performed Level 3 or higher.</p> <p>All subgroups performance decreased in reading as compared to 2011.</p>	<p>In 2012, FCAT 2.0 cut scores and DSS ranges were drastically revamped. The number of students at or above grade level was expected to drop across the state.</p>	<p>Reading strategies using Teacher College Reading workshop and the philosophy of using “just right” leveled books. Monthly meetings with the literacy team. Professional Development in the use of Readers, Writers workshop and Leveled Literacy Intervention workshops.</p>	<p>Administration</p>	<p>Progress monitoring will be reviewed monthly through PST and grade level case management. Participation in the Professional Development events. Classroom walkthroughs.</p>	<p>Assessment data</p>

**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).*

Our goal is to have an increase of at least 3% in grades 3rd – 5th scoring at or above level 3 on the 2013 Reading FCAT 2.0

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* 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>The percentage of students performing at grade level in Math is in need of improvement based on a decrease of 17% from the previous year. Students currently in grade 4, 59% (52) performed at Level 3 or higher. Students currently in grade 5, 46% (48) performed at Level 3 or higher.</p> <p>All subgroups performance decreased in math compared to 2011.</p>	<p>In 2011, FCAT 2.0 cut scores and DSS ranges were drastically revamped. The number of students at or above grade level was expected to drop across the state.</p>				

** 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).*

Our goal is to have an increase of at least 3% in grades 3rd – 5th scoring at or above level 3 on the 2013 Math FCAT 2.0

* 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
<p>The percentage of students performing at grade level in Science improved by 3%, with students scoring at a Level 3 or higher on the FCAT 2.0; yet we are still in need of improvement.</p>	<p>New Science series and time constraints limit time available for projects and</p>	<p>School wide participation in the Science fair. Increase consistent exposure across</p>	<p>Science committee, classroom teachers, administration</p>	<p>Benchmark assessments, classroom assessments. Participation and recognition in Science Fair.</p>	<p>FCAT</p>

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	assessments. Lack of consistent exposure to Science standards across grade levels.	grade levels.			
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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).*

Our goal is to have an increase of at least 3% in grades 3rd – 5th scoring at or above Level 3 on the 2013 Science FCAT 2.0.

* 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
Writing scores showed a decrease of 27% in the number of students proficient (3.0 or higher). Our 4 th graders showed that 63% had shown proficiency.	Scoring writing prompts u(sing a rubric) can be very subjective. Reintroduction to the conventions to the Writing FCAT. Passing score will increase to 4.0 for the 12-13 FCAT.	Implementati on of Core Connections writing program K-5 in all content areas.	Administration	Collaborative team planning and lesson study (Melissa Forney).	Lesson Plans, Classroom Walkthroughs, quarterly benchmark tests.

** 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).*

Our goal is to increase the number of 4th grade students scoring 4.0 or higher by ten percent.

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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
Reading and Math Tier 1 Instruction for 12-13; unpacking the CC standards	ELA & Math	Gaston Rouslin Hernandez	Schoolwide	August 8-9, 2012	Team Planning, Leadership Team	Pistella
MTSS Overview	RtI/PST	Mathis	Schoolwide	Ongoing	Monthly meetings	Mathis
Readers, Writers, Workshop	Grades k-5	Leadership Team	As needed basis	Ongoing	Leadership meetings	Pistella
Week long workshop teaching Kagan Strategies, CC, Science, LLI	Across grade levels	Several teachers	School wide	Ongoing	Minutes from team meetings	Administration
Various PD on research based Reading Interventions.	Grades K-5	Several teachers	School wide	Ongoing	Monthly meetings	Classroom teacher

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

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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.
The principal will continue to encourage Hispanic parents to participate in SAC through his Connect-Ed messages in Spanish and through the school’s weekly bulletin.

Describe the activities of the SAC for the upcoming school year.	
Review and make recommendations to budget and the School Improvement plan. Address a variety of school and district issues.	
Describe the projected use of SAC funds.	Amount
Hire substitutes to support Professional Development	\$ 3,168.00