

**FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)
Form SIP-1
Title I Elementary Schools**



2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Ballard Elementary School	District Name: Manatee County
Principal: Wendy Mungillo	Superintendent: David E. Gayler
SAC Chair: Lashonda Singletary	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

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A Before, after, Saturday, and summer school programs are offered for students who require acceleration and remediation. Title I funds are used to hire the ELL teacher to teach English to ELL parents.
Title I, Part C- Migrant Migrant Tutoring is offered to Migrant students through the District Title I department. Services are also provided for parents and students as needed through the Migrant Liaison.
Title I, Part D Services are provided through the District.

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Title II
Title III Services are provided through the District.
Title X- Homeless The District Social Workers who work with the Homeless students work closely with the students, families, and school staff to provide assistance and resources.
Supplemental Academic Instruction (SAI) SAI funds are allocated to support remediation programs.
Violence Prevention Programs Violence Prevention programs are incorporated into the Guidance program.
Nutrition Programs The District's Food Service Department oversees compliance with, and implementation of, the nutrition requirements. This year, Ballard is participating in the Fruit and Vegetable Program and students are receiving a fresh snack daily.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other The District receives funds for a variety of activities from Safe and Drug Free Schools.

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. The RtI Leadership Team includes the Wendy Mungillo, Principal, Barby Stacho, Counselor, Heather Zink, Reading Teacher, Lois Henry, ESE Inclusion teacher, Adriane Owen, ESE Specialist, Kara Cannon,</p>

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Speech Language Pathologist, Susan McInnis, District Social Worker, and Beth Stone, School Psychologist.
<p>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?</p> <p>The team meets each Thursday morning. The Counselor serves as the facilitator for the meeting. Following a weekly agenda, the Team meets with teachers, develops and implements intervention plans, analyzes school data, and oversees the implementation of the RtI process. One day per month, the Team meets with each grade level team to address RtI related specific topics. Specific tasks for the members include data collection/analysis, technical support, professional development planning and the support, development and implementation of Tier I, II, and III interventions.</p>
<p>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?</p> <p>Each of the members represents different perspectives and expertise. The classroom teachers and reading teacher provide information about the curriculum standards, roadmaps, and pacing guides, The administrators ensure and support the implementation of RtI, provide oversight and direction on school-based decisions, and communicate with parents and all stakeholders regarding the RtI process and activities. The Reading Teacher provides guidance in the K-12 reading plan, District math focus, resources, standards, roadmaps, and technical assistance. The ESE teachers participate in data collection, intervention plan development and offer expertise in integrating the core curriculum and ESE instruction. Our Counselor facilitates the meeting, develops the agenda, and maintains and ensures documentation. The School Psychologist participates in data collection, interpretation, and analysis, assists with implementation plan development, and offers technical assistance. The Social Worker also participates in data collection, assists with implementation plans, and offers technical assistance.</p>
MTSS Implementation
<p>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.</p> <p>All benchmark and standardized assessment data is available on the District's Quick Query and Focus Student Information System. All teachers maintain a class spreadsheet of assessment data which will include weekly, monthly, quarterly, benchmark, and standardized assessment data. This data is available electronically and readily available to the Team. Behavioral data is presented in graphed format either electronically or hard copy. The District SEAS Program will allow for implementation plans to be developed and monitored online. PMRN is used for FAIR data reports.</p>

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Describe the plan to train staff on MTSS. The RtI team attends regular training offered by the District staff on the RTI process. School staff, in turn, shares that training with Ballard staff. Our staff also receive training on topics that are related to developing Tier I curriculum, interventions, and reducing the assessment and planning variances among teachers in are trained.
Describe plan to support MTSS. The school RTI team is working to use the GTIPS decision-making process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Team includes the Reading Teacher, Heather Zink, Wendy Mungillo, Principal, Nancy Bacon, TOA, Barby Stacho, Guidance Counselor, Chris Petrakopoulos, VE teacher, and a teacher from each grade level.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Team meets one Wednesday per month. The Reading Teacher serves as the facilitator for the meetings following the monthly agenda. The Team ensures the implementation of the K 12 Reading Plan. The members analyze school reading data, develop and promote the use and implementation of strategies, materials, and lesson plans. Each teacher represents the needs of her respective grade level and advocates for support, materials, and staff development.
What will be the major initiatives of the LLT this year? The grade level teams have identified Common Core Standards, Benchmark Assessment System, Daily 5, organization of reading block, research-based interventions at all tiers, ELL and ESE strategies in reading block, and building stamina as focus areas.

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school N/A
Describe how the Lesson Study Plan will be implemented N/A
What will be the major initiatives of the Lesson Study Plan this year? N/A

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****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The District and community offer VPK and ESE Pre K opportunities for school readiness. Pre K programs are taught by qualified staff and follow Federal and State requirements. Ballard will have integrated 3 year old and VPK classes this school year.

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 June 2013, 50% (82) Ballard Elementary 3 rd , 4 th , and 5 th grade students will be proficient in Reading as evidenced by a Level 3, 4, and 5 score on the Reading portion of the FCAT 2.0.	With the implementation of the Common Core Standards it is imperative that we begin to move our instructional practices, assessments, and resources towards preparing teachers and	1.) Teachers will receive training on how to administer the Fountas and Pinnell Benchmark Reading Assessment to determine student's independent and instructional reading levels.	Reading Teacher Administration Classroom Teachers	1.) Actual assessments will be monitored for calibration and fidelity of implementation. 2.) Monthly PLC agendas and minutes. 3.) Lesson Plans monitored for use of more complex and informational text. 4.) Lesson Plans monitored for	Fountas and Pinell Benchmark Reading Assessment Reports to administration. FCAT 2.0 Lesson Plans Successmaker

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	<p>students for the transition.</p>	<p>2.) More access to Informational and Complex Text needed.</p> <p>3.) Monthly PLCS using the book Pathways to the Common Core to begin transitioning instruction.</p> <p>4.) Training and implementation of Fountas Pinell's Leveled Literacy Instruction (LLI) for struggling students.</p> <p>5.) Implementation of the Reading Units of Study in 3rd and 4th grades.</p>		<p>implementation of LLI. (Grades 3 and 4)</p> <p>5.) Lesson Plans</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).*

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* 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
<p>By June 2013, 51% (88) of Ballard Elementary 3rd, 4th and 5th grade students will be proficient in Math skills as evidenced by a Level, 4, or 5 on the Math portion of the FCAT 2.0.</p>	<p>With the implementation of the Common Core Standards it is imperative that we begin to move our instructional practices, assessments, and resources towards preparing teachers and students for the transition.</p>	<p>1.) Teachers will receive training in using "Exemplars for Math". 2.) Monthly PLCs using the book Common Core Mathematics PLCs at Work to begin transitioning instruction and implementation of the 8 Standards of Mathematical Practice.</p>	<p>Administration Classroom Teachers</p>	<p>1.) Lesson Plan Monitoring 2.) PLC Agendas and Minutes.</p>	<p>FCAT 2.0 Lesson Plans Successmaker</p>

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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 June 2013, 85% (61) of Ballard Elementary 4 th graders will be proficient in Writing as evidenced by a Level 4.0 or higher on the FCAT Writes.	Writing is not a part of a daily practice and there has not been a school-wide implementation of a writing curriculum.	Third and Fourth grade teachers will begin to implement the Writing Units of Study as well as a school-wide requirement for daily writing instruction.	Reading Teacher Classroom Teachers Administration	Lesson Plans	FCAT Writes Monthly Ballard Writes District Writing Assessments

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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
<p>By June 2013, 35% (18) Ballard Elementary 5th grade students will be proficient in Science as evidenced by a Level 3, 4 or 5 on the Science portion on the FCAT 2.0.</p>	<p>Science instruction is not always taught on a daily basis.</p>	<p>Implement a school wide STEM program for K- 5 Start a TSA club for 5th Graders</p>	<p>STEM Teacher Administration Classroom Teachers</p>	<p>Lesson Plans TSA Meeting Minutes</p>	<p>FCAT Science 2.0 5th Grade District Science Benchmark Assessments</p>

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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
<p>By June 2013, the total number of Office Discipline Referrals (ODRs) will have decreased by 15% (52) from last year's total of 349 ODRs.</p>	<p>Student backgrounds and situations can never be predicted, so the amount of students with behavioral issues can also not be predicted.</p>	<p>Implement a new Office Discipline Referral process to better track behaviors. Implement Behavior Tracking Forms Provide teachers and paraprofessionals with useful behavior tool strategies.</p>	<p>Principal Teacher on Assignment Classroom Teachers Paraprofessionals</p>	<p>Discipline Referral Reports from FOCUS will be run monthly and shared with entire school staff. A breakdown times, locations and types of behaviors will be analyzed.</p>	<p>Discipline Referral Report from FOCUS.</p>

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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
<p>By June 2013, the students who have excessive unexcused absences/tardies (5 or more per 4 ½ weeks) will improve their attendance in quarter 4 by 50% as evidenced by mid quarter attendance reports.</p>	<p>In elementary school, students do not provide their own transportation to and from school. Absences and tardies are a family issue that in some cases is not an issue we can treat at the school level.</p>	<p>Both attendance and tardies every 4 weeks and interventions such as letters, phone calls and home visits will be used.</p>	<p>Guidance Counselor Principal</p>	<p>Quarterly attendance reports will be analyzed from FOCUS.</p>	<p>Attendance Report from FOCUS.</p>

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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 Common Core	K-5	Reading Teacher/Classroom teacher leaders	All K-5 Teachers including Specials teachers	Monthly/Before School	Meeting Minutes/Sign In Sheets	Principal
Math Common Core	K-5	Team Leaders	All K-5 Teachers including Specials teachers	Monthly/Before School	Meeting Minutes/Sign In Sheets	Principal
F + P Benchmark Assessments	K-5	Reading Teacher	All K-5 teachers	SIP InService Day	Sign In Sheets/Lesson Plans/Assessment Results	Principal
LLI Leveled Literacy Intervention	K-4	Reading Teacher	All K-4 Teachers	During the School Day	Sign In Sheets/Lesson Plans	Principal
Team Building and Collaboration	PK-5	Principal	All PK – 5 Teachers and Paraprofessionals	August 13 th , 2012	Sign In Sheets/Agendas	Principal

Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
LLI Leveled Literacy Intervention	Reading Intervention	Title One Basic	\$9,293.00
F + P Benchmark Assessments	Reading Assessment	School Improvement Grant	\$8,520.00
Non – Fiction High Text Complexity Books for the classroom	Classroom libraries	School Improvement Grant	\$3,745.00
Leveled Classroom Libraries	Classroom Libraries	Title One Basic School Improvement Grant	\$3,980.00 \$9,463.00
Common Core Standards Book Packs	Classroom Libraries	School Improvement Grant	\$ 644.00
Parent Engagement Books	Books for take home to enhance Common Core implementation	Title One – Parent Involvement Funds	\$ 983.00

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Comprehension Tool Kits/Curricular Plan Books	Tool Kits for teachers to teach comprehension more closely	School Improvement Grant	\$7,403.00
			\$44,031.00 Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading A to Z/Raz Kids Subscription	Subscription for online and printable reading materials	Title One Basic	\$3,900.00
			\$3,900.00 Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
F + P Benchmark Assessments	Substitutes	Title 1 PD Funds	\$1,200.00
Team Building and Collaboration	Staff pay Consultant pay	School Improvement Funds Title One Basic Funds	\$5,456.00 \$ 250.00
PLC	Books	School Improvement Funds	\$1292.00
Exemplars Training for Math	Consultant Fees/Materials	Title One Basic	\$4,200.00
			\$12,398.00 Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Jumpstart Tutoring	Staff pay	School Improvement Funds	\$3,000.00
Student Planners	Planners for student organization	Title One – Parent Involvement Funds	\$1905.00
Books for the Media Center	School Media Center was under normal circulation amounts	Internal Accounts – Globetrotter Funds (EDP)	\$25,0000.00
			\$29,905.00 Subtotal:

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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

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.
Revise By Laws and recruit new members.

Describe the projected use of SAC funds.	Amount
Teacher Training/Substitutes	\$1500.00
Student Rewards and Incentives for good behavior and grades	\$2000.00