

**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: Anna Maria Elementary School	District Name: Manatee County
Principal: David Marshall	Superintendent: Robert Gagnon
SAC Chair: Mona Welch, Julie Krokroskia	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. David Marshall – Principal Cindi Harrison – Guidance Counselor Betsy Kern – VE Teacher Diane Allen – School Psychologist Sheri Jacobs – Social Worker Elsa Gluvna – ESE Specialist Kim Bobo - SLP

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<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 MTSS meets on a weekly basis to discuss any academic or behavior concerns about students. Recommendations of interventions, progress monitoring interventions, MTSS paperwork and case management is discussed to support the classroom teacher and assist if needed.</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>The MTSS team will use collaborative problem solving techniques to determine if instruction is effective in meeting students' needs. This will be monitored through graphs, charts, problem solving paperwork and case management observations and input.</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. FAIR, District Benchmark Assessments for math and science, and District Writing assessments will be used as data sources throughout the year. In addition, teachers will complete a quarterly progress monitoring data sheet. This will be monitored to evaluate the effectiveness of core instruction and identify students needing Tier 2 or Tier 3 interventions. We will use the MTSS problem solving paperwork and progress monitor these students. Graphs and charts will monitor the effectiveness of the interventions. FOCUS, our student system will be used to identify and monitor students in need of behavioral interventions. Anecdotal information provided by teachers at our monthly MTSS grade level meetings will also serve to identify and plan interventions for behavioral issues that arise.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>Members of the MTSS Leadership Team have had ongoing training for the past four years. Trainings for the MTSS Leadership Team are provided by the district MTSS coach. This team is responsible for providing training to grade level teams both at our monthly MTSS grade level team meetings and on school-based inservice and district based inservice days, when possible.</p>
<p>Describe plan to support MTSS.</p> <p>MTSS Leadership Team members will have the responsibility to attend available trainings, research websites, and participate in webinars offered to support the implementation of research based interventions and progress monitoring tools. This information will be made available to all teachers through AME conferences where an MTSS "drop box" with information will be located.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>David Marshall - Principal Cindi Harrison - Guidance Counselor Lynne McDonough - Media Specialist Shannon Armes – Teacher, Gr. 1 Jaque Goens – Teacher, Gr. 2 Pidge Taylor – Teacher, Gr.4 Sally Jackson – Teacher, Gr. 5</p>

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Heather Nyberg – Teacher, Gr. 5 Emily Moss - Paraprofessional
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets on a monthly basis throughout the year to support the implementation and coordination of the School Improvement Plan. This committee also identifies professional learning opportunities in reading.
What will be the major initiatives of the LLT this year? Anna Maria Elementary will focus the professional learning on written responses to student independent reading and introduction to the Reading and Writing Workshop model.

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school Teachers have initiated a lesson study using the Pathways to Reading Comprehension (Calkins) book.
What will be the major initiatives of the Lesson Study Plan this year? The major initiative for 2012-2013 school year, will be teacher awareness of the differences between NGSSS and CCS. Professional Learning will take place on a monthly basis to support increased student writing and the workshop model.

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
1. In Grades 3 – 5 79% (107) of students will achieve FCAT level 3 or above on Reading. 2. In grades 4-5, 79% (68) of students will make learning gains on the FCAT Reading.	Students in grades 3 – 5 will have at least 90 minutes per day to work on grade	August, 2012-May 2013. The teachers will use data collected from FAIR and formative assessments during the	Teachers Guidance Counselor Principal MTSS Team Members	FAIR will be used to monitor student progress in grades K – 5. Formative assessments shared with the MTSS team will be used to monitor the effectiveness of the strategy. A MTSS	FAIR, MTSS reports, progress monitoring graphs, DRA, principal walk through, observation data.

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>3. In grades 4-5, 75% (16) of the lowest %ile students will make learning gains on FCAT Reading.</p>	<p>appropriate reading material. The barrier is the lack of teaching personnel to meet the reading needs of all level 1 and 2 students in the basic classroom.</p>	<p>school year to adjust the curriculum needs of students. Progress monitoring, running records, and classroom data will be collected. Professional learning will utilize research based strategies to improve Tier 1 instruction for all students.</p>		<p>team member will be assigned to monitor the level 1 and 2 students throughout the school year.</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).*

--

* 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>1. In grades 3 – 5, 71% (96) of students will achieve level 3 or above on FCAT Math. 2. In grades 4 -5, 87% (75) will make learning gains on FCAT Math. 3. In grades 4 – 5, 74% (16) of the lowest 25%ile will make learning gains on FCAT Math.</p>	<p>Students who are not proficient in more than one content area in math may be more than one year below in math. Having enough</p>	<p>August 2012-May 2013. AME will use formative and summative assessments to monitor student learning in math. Use of the quarterly</p>	<p>Teachers Guidance Counselor Principal MTSS Team Members</p>	<p>Formative and summative assessments will be used to monitor student progress in math. District Wide math benchmarks assessment and classroom data will be used by the MTSS Team.</p>	<p>Go Math, mid point and unit assessments. Teacher made assessments. District Wide Benchmark Assessments.</p>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	teachers on staff to meet the needs of all students. Tier 1 students will not have a barrier this year.	benchmark test will be used as a summative check. Students will receive Tier 1 instruction based on the NGSSS in math. Professional learning will be available to staff throughout the year.			
--	---	--	--	--	--

** 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).*

--

* 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
In Grade 4, 82% (40) of students will score 4 or above on the FCAT Writing test.	A lack of writing conventions and specific writing techniques that are needed for the FCAT Writing Test.	Aug 2012-May 2013. The teachers will implement writing workshop in the classroom at least 45 minutes per day. Student and teacher will monitor	Teachers Guidance Counselor Principal MTSS Team Members	Teachers will share student work on a regular basis (at least one time per month). Teachers will score papers from other classrooms during the year. District Writing Assessments will be used.	FCAT Writing Rubrics and Manatee County Rubrics.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		writing work using the rubrics and anchor papers.			
--	--	---	--	--	--

** 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).*

--

* 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
In grade 5, 64% (24) of students will score level 3 or above on the FCAT Science Test.	All NGSSS that are tested are not taught at the 5 th grade level. Student retention of Science Standards over time will be a barrier.	Implement the NGSSS as outlined in the Manatee County Curriculum. Teachers will plan for at least 45 minutes of science instruction each day.	Teachers Guidance Counselor Principal MTSSS Team Members.	Lesson plans, formative and summative assessments. Teachers and staff will review data from classroom assessments and the District Wide Science Benchmark Test.	District Science Benchmark Test. Formative Assessments from NGSSS. Principal Walk Through.

** 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).*

--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

* 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
Attendance at AME was 95.03% during the 2011-2012 school year. The attendance goal for 2012-2013 is to be 96%.	We do not have control when parents keep students out of school, arrive late or pick up early.	Use the school newsletter to explain the attendance policy. Monitor students that are out of school on a regular basis and conference with parents.	Registrar, Social Worker, Principal	Monitor daily attendance report in FOCUS	Attendance Data.

* 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).

--

* 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

* 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).

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

2012-2013 School Improvement Plan (SIP)-Form SIP-1

--

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. Standards based instruction	K-1, 2-5	Principal and Leadership Team	K - 5	Quarter 1 – 4	Lesson Plans. Summative Assessment at the end of each unit for grade K and 1. Optional for grade 2-5.	Principal
Writer’s Workshop	K – 5	Principal and Leadership Team	K - 5	Quarter 1 – 4	Lesson Plans Collaborative Planning	Principal
Text Complexity	K – 5	Professional Learning Team, Manatee County	K – 5	Quarter 2, 3, 4	Lesson plans	Principal

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.

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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.	
SAC members will discuss the need for our students and staff to transition from NGSSS to Common Core Standards. SIP funds will be used to support reading, writing and math initiatives at Anna Maria Elementary School.	
Describe the projected use of SAC funds.	
	Amount
Purchase Professional Learning Cadre Book Study Materials.	\$1000.00
Substitute teachers for ongoing training and support for student learning.	\$1000.00
Purchase reading materials for individual classrooms (leveled readers).	\$1500.00