# 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

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| School Name: Tara Elementary School | District Name: Manatee County |
| Principal: Steve Royce | Superintendent: Tim McGonegal |
| SAC Chair: | 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 |
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| Identify the school-based MTSS Leadership Team. <br> Administrator, Regular education teachers, ESE teachers, School Psychologist and Social Worker. |
| 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 Team meets once a week on Thursday. There is a facilitator, note taker, data coach, and time keeper. The MTSS Leadership Team shares information with the Data Committee, Literacy Committee, and the PBS Committee to review students' progress and to assure the fidelity of established programs. |
| 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 reviews schoolwise data to determine appropriate goals for the SIP. MTSS works directly with grade levels and individual teachers to assure that the necessary data is available |

| and the impact of the recommended interventions. MTSS Leadership Team members meet with each teacher and/or grade level to review the progress of students in the lowest 25%. |
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| **MTSS Implementation** |
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| 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.<br><br>Teachers will be involved in quarterly progress monitoring during Professional Learning trainings, and grade level cadres/PLCs. Data will be monitored to evaluate effective delivery of the core curriculum and identify students needing Tier 2 and Tier 3 interventions.<br><br>Data related to student response to the core curriculum is managed through: FOCUS, SEAS, PMRN, and Quick Query/Dashboard. These systems maintain data collected from such sources as: district benchmark tests, FAIR, FCAT/SAT, PS, FBAs, etc. In addition to the data systems described in Tier 1, Tier 2 includes specific program data that are maintained and graphed by individual teachers. Student progress is compared to others in the intervention group and progress toward benchmarks. |
| Describe the plan to train staff on MTSS.<br>Training will be provided to staff through District and School Professional days. Staff also receives training through grade level meetings with the MTSS Leadership Team |
| Describe plan to support MTSS.<br>Administration will attend weekly MTSS meetings and provide the adequate time and resources to make MTSS successful. |

*Literacy Leadership Team (LLT)*

| **School-Based Literacy Leadership Team** |
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| Identify the school-based Literacy Leadership Team (LLT).<br>Includes administration and a teacher from each grade level. |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).<br>The SLLT will meet at least once a month to review the K-12 reading plan and ensure its implementation as well as the reading goals identified in the SIP. Functions will include creating a needs assessment to be given to teachers, reviewing data, identifying instructional resources, planning professional development, and locating materials. |
| What will be the major initiatives of the LLT this year?<br>To train and support teacher in using the Gradual Release Model and implementing the Common Core in their classrooms. Various instructional options for reading remediation will be explored including the use of LLI from grades K-3. To work with administration and teachers to provide Professional Development. |

*Lesson Study*

April 2012
Rule 6A-1.099811
Revised by Teaching & Learning Dept.,7/19/12

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| Lesson Study |
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| Identify the Lesson Study Plan for your school<br>Teachers will collaboratively plan, observe their colleagues lessons, reflect on their colleagues and their own instructional practice and curricular needs. |
| Describe how the Lesson Study Plan will be implemented<br>Two Fridays per month have dedicated to professional planning days.  During these times teachers will work collaboratively to develop lesson study lessons and review the lessons that they have observed in their colleagues classrooms. |
| What will be the major initiatives of the Lesson Study Plan this year?<br>Professional development in the area of Lesson Study. Development of and implementation of lessons using the Comprehension Toolkit. |

# 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 end of the 2012-2013 school year, the total amount of 3rd, 4th and 5th grade students that scored a level 3 or above on the FCAT SSS Reading Test will increase by 5%. | Teachers are beginning to transition from the NGSSS to the Common Core Standards (CCSS). | Professional Development on CCSS NGSSS, and 90 minute reading block. Implementation of PLC's (Professional Learning Community) school-wide. | Administration | Lesson Plans will be reviewed during walkthroughs and will be submitted weekly. | Classroom walkthrough data and lesson plan log to determine compliance. |

***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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| Kindergarten and First Grade will be fully implementing the Common Core during the 2012-13 school year. Second through fifth grade will begin to transition into implementing the Common Core standards. Professional development at the school and district level will lead to the transition |

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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 | | | | |
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| 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 end of the 2012-2013 school year, the total amount of 3rd, 4th and 5th grade students that scored a level 3 or above on the FCAT SSS Math Test will increase by 5%. | Teachers are beginning to transition from the NGSSS to the Common Core Standards (CCSS). | Professional Development on CCSS NGSSS, and 60 minute math block. Implementation of PLC's (Professional Learning Community) school-wide. | Administration | Lesson Plans will be reviewed during walkthroughs and will be submitted weekly. | Classroom walkthrough data and lesson plan log. |

* *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).*

| Kindergarten and First Grade will be fully implementing the Common Core during the 2012-13 school year. Second through fifth grade will begin to transition into implementing the Common Core standards. Professional development at the school and district level will lead to the transition |
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| By the end of the 2012-2013 school year, the total amount of 3rd, 4th and 5th grade students that scored a level 3 or above | Inconsistent exposure to SSS across grade levels | Implement MCC maps to increase uniform | Administration | Lesson Plans will be reviewed during walkthroughs and will be submitted weekly | Classroom walkthrough data and lesson plan log. |

| on the FCAT SSS Science Test will increase by 8%. | in recent years. | exposures to each cluster. Increase use of FCAT explorer. | | | |
|---|---|---|---|---|---|

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Kindergarten and First Grade will be fully implementing the Common Core during the 2012-13 school year. Second through fifth grade will begin to transition into implementing the Common Core standards. Professional development at the school and district level will lead to the transition

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| 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 end of the 2012-2013 school year, the total amount of 3rd, 4th and 5th grade students that scored a level 3 or above on the FCAT SSS Writing Test will increase by 5%. | Teachers are beginning to transition from the NGSSS to the Common Core Standards (CCSS). | Professional Development on CCSS NGSSS, and 60 minute math block. Implementation of PLC's (Professional Learning Community) school-wide. | Administration | Lesson Plans will be reviewed during walkthroughs and will be submitted weekly | Classroom walkthrough data and lesson plan log. |

\* *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).*

Kindergarten and First Grade will be fully implementing the Common Core during the 2012-13 school year. Second through fifth grade will begin to transition into implementing the Common Core standards. Professional development at the school and district level will

| lead to the transition |
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|  |

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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 the end of the 2012-2013 school year, the total amount of 3rd, 4th and 5th grade students that made progress in the lowest 25% on the FCAT SSS Reading Test will increase by 5%. | Misalignment of intervention tool and student need | Focus on identifying and aligning intervention tool with student need | Administration | Look at leading and lagging data to determine student needs and align interventionists' schedule | Progress Monitoring 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).*

| Review current intervention materials and practices and review the effectiveness of those materials in grades 3-5. Explore the use of LLI for use with grades K-2 to improve the performance of lowest 25% students before they get to third grade. |
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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 the end of the 2012-2013 school year, the total amount of 3rd, 4th and 5th grade students that made progress in the | Misalignment of intervention tool and | Focus on identifying and aligning intervention | Administration | Look at leading and lagging data to determine student needs and align | Progress Monitoring Data |

| lowest 25% on the FCAT SSS Math Test will increase by 6%. | student need | tool with student need | | interventionists' schedule | |
|---|---|---|---|---|---|

\* *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).*

| Review current intervention materials and practices and review the effectiveness of those materials in grades 3-5.  Explore the use of current iexel for use with grades K-2 to improve the performance of lowest 25% students before they get to third grade. |
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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 Implementation | K-1 | Team Leaders | Grade level | Common Core Planning is Scheduled for the second Friday of each Month | Additional Common Core trainings will be planned. Lesson Plans and Walkthroughs will be used for monitoring. | Administration |
| Common Core Transition | 3-6 | Common Core Leadership Team | School Wide | Common Core Planning is Scheduled for the second Friday of each Month | Additional Common Core trainings will be planned. Lesson Plans and Walkthroughs will be used for monitoring. | Administration |
| Comprehension Toolkit | K-6 | Comprehension Toolkit Trainer | School Wide | Summer trainings at Gullett Elementary. Continued training through PLC meetings. | Additional Comprehension Toolkit trainings are planned. Lesson plans and walkthroughs will be used for monitoring. | 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 |||
|---|---|---|
| ☐Priority | ☐Focus | ☐Prevent |

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- *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. | |
| --- | --- |
| The SAC will meet  to support the goals that have been developed within the SIP. | |
|  | Amount |
| Professional Development for staff. | 600 |
| Substitute teachers for staff to participate in professional development | 1500 |
| Purchase instructional materials for staff (LLI). | 3500 |