FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT

School Improvement Plan (SIP)
Form SIP-1
For: Palma Sola Elementary School
A Non-Title I Elementary School

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Palma Sola El. School	District Name: Manatee County
Principal: Scott G. Boyes	Superintendent: Bob Gagnon
SAC Chair: Steven Kotter	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. **(RtI Team)** Scott Boyes, Joseph Hougland, Marzena Murphy, Margie Nelson, Judy Guidas, Mara Leyva, Bob Hunt
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 School Based MTSS Leadership Team meets monthly to discuss student needs and school progress, reviewing the data. The Grade level PLCs meet weekly to discuss grade level student progress in reading and math. Tier 2 and 3 students are discussed with the MTSS as needed to provide interventions and review progress monitoring. As well as, discussing Tier 1 initiatives for improving achievement and scores.

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 reviews the student data at the beginning of the school year. After an analysis of the data, areas of weakness are identified and the team engages in problem-solving to identify barriers to learning. Objectives are written to address these and improve Tier 1, 2 and 3 Instruction.   The team also looks closely at growth of all students and in particular that of the lowest quartile, and disaggregates the data to identify areas of need for improving growth of all students. During the year the team progress monitors the achievement and growth of all students and adjusts the SIP goals and objectives as the data indicate is necessary.

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. FAIR, DRA, Reading Street End of Unit Assessments, Go Math End of Unit Assessments, and County Benchmarks are used to analyze growth of all students. ORF is used to measure the progress of Tier two students in reading every ten days. We also use the above mentioned measures to monitor progress of Tier 2 students in relation to their Tier 1 peers. Tier 3 students' progress is monitored weekly by assessments that match their interventions. Each grade level is assigned a cse manager for Tier 2 and 3 students. The principal and assistant principal maintain a school data base to monitor progress of all students in addition to needs identified by PLCs and MTSS.

Describe the plan to train staff on MTSS. The Principal, Assistant Principal and Guidance Counselor train staff on MTSS at weekly PLC meetings, as changes occur to the process. Our staff is well-trained on the RtI Process from the prior year.

Describe plan to support MTSS. Tier I is our greatest concern. We wish to achieve at least 80% of our students meeting grade level standards in reading, math , writing and science, over a three year period. Our Sip plan supports working towards meeting these levels for Tier 1. Tier 1 students who are struggling receive remediation daily in small group settings. Tier two students receive more intense support and tier 3 students receive individualized support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Julie Lease, Rhonda Meinhardt, Beth Escobar, Annette Sousa, Chair, Stephanie Breslin, Karen Clarke, Warren Bell
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   Palma Sola LLT consists of K – 5 teachers meeting bi-monthly to address the literacy needs of the school and plan training, as well as create assessment/tools for more efficient communication between grades and to create common literacy language for all teachers. Each teacher represents their team and communicates information to their grade level team.
What will be the major initiatives of the LLT this year?   • Support and train teachers/interventionists with LLI for grades K – 4, including ESE.   • Create a schoolwide assessment schedule   • Create schoolwide independent reading benchmarks   • Schoolwide bookstudy with Pathways to the Common Core in preparation for the upcoming year(s) of Common Core.   • Increase editing/grammar in writing K – 4 for 4th grade Florida writes. Each grade will focus on editing & grammar and create authentic writing celebrations/publications.   • Supporting instruction for reading/writing with the purchase of mentor text for fiction/nonfiction. K – 2, & 3 – 5.

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. 58% of our students in grades 3-5 are currently achieving a level 3 or above in reading. By the end of the 2012-2013 school year, 62% of the students in grades 3-5 will achieve a level 3 or above on the FCAT 2.0 Reading Achievement Test. 2. 77% of our students in grades 4-5 achieved learning gains in Reading. 81% of our lowest quartile made learning gains in reading. By the end of the 2012-2013 school year, 80% of all students in grades 4 and 5 will make learning gains and 84% of our lowest quartile will make learning gains in reading on the FCAT 2.0 Reading Test.	1A. Struggling students lack the stamina to read lengthy passages. 1B. Teachers need to increase rigor through use of higher order thinking skills school-wide. 2. Teachers need to differentiate instruction for struggling students to strengthern Tiers 1, 2 and 3.	1A. Fluency building using choral reading, echo reading and poetry. Materials will include those from RAZ kids and Reading A to Z. 1B. Higher order questions will be developed by teams during collaborative planning. Teachers will implement these during Reading Workshop. 1C. Teachers will directly teach higher-order thinking strategies during Reading Workshop. 2 A. We will strengthern Tier 1 using the strategies above. Tier 2 students	Scott Boyes, Principal, Joe Hougland, AP.	Classroom Walkthroughs, PLC reflections, Reviews of the reading data.	FCAT, FAIR, DRA, End of Unit Tests from Reading Street. ORF for struggling every ten days.

		will be identified and meet in small groups daily using LLI (Leveled Literacy Intervention System) and other guided reading materials. Tier 3 students will receive 1 on 1 intensive intervention according to need.			

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).

We have no students taking the Florida Alternative Assessment.

63% of our ELL students will increase a level of Language proficiency on the CELLA by the end of the 2012-2013 School Year.

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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
1. 51% of our students in grades 3-5 are currently	1A. Active participation in	1. Increased use of Kagan and	Scott Boyes, Principal, Joe	Classroom Walkthroughs, PLC reflections, Reviews	FCAT, End of chapter Tests from Go Math. .

achieving a level 3 or above in reading. By the end of the 2012-2013 school year, 59% of the students in grades 3-5 will achieve a level 3 or above on the FCAT 2.0 Reading Achievement Test. 2. 76% of our students in grades 4-5 achieved learning gains in Reading. 70% of our lowest quartile made learning gains in reading. By the end of the 2012-2013 school year, 79% of all students in grades 4 and 5 will make learning gains and 75% of our lowest quartile will make learning gains in reading on the FCAT 2.0 Reading Test.	math needs to increase school-wide 1B. Teachers need to increase rigor through use of higher order thinking skills school-wide. 2. Struggling students are unable to comprehend and solve word problems accurately.	turn and talk partners in all classrooms and use wait effectively. 1B. Teachers will extend higher order thinking skills across all subject areas. 1C: Teachers will use Go Math's Reteach and Additional assignments online function before and after school in the computer lab.	Hougland, AP.	of the math data.	Online Reteach and additional assignments results.

* 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
32% of our students in grade 4 are currently achieving a level 3.5 or	Grammar and conventions	1. We will teach grammar and	Scott Boyes, Principal, Joe	Classroom Walkthroughs, PLC reflections, Reviews	FCAT Writes, Results of on-demand writing prompts.

above in writing. By the end of the 2012-2013 school year, 45% of the students in grade 4 will achieve a level 3.5 or above on the FCAT Writes Achievement Test.	need to be taught more consistently at all grade levels. Details need to be more concise and comprehensive to support ideas.	conventions at all grade levels 2. We will review scoring and anchor papers with 4th grade teachers in PLC. 3. Admin will read students' on-demand writing quarterly.	Hougland, AP.	of the writing data.	

* 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
46% of our students in grade 5 are currently achieving a level 3 or above in science. By the end of the 2012-2013 school year, 51% of the students in grade 5 will achieve a level 3 or above on the FCAT Science Achievement Test.	Many teachers are uncomfortable teaching science.	A science council has been formed and is meeting twice monthly. A science support person has been hired to help build units and co-teach at all grade levels.	Scott Boyes, Principal, Joe Hougland, AP.	Classroom Walkthroughs, PLC reflections, Reviews of the writing data.	FCAT Science, County Benchmarks twice a year, Grade level common science assessments.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Parent Involvement)	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
ELL and ED parents do not participate in parent meetings	Some of our ELL and ED	Provide incentives for	Scott Boyes, Principal	Attendance at meetings, parent	Attendance Rosters.

	parents live far from the school and lack transportation to attend meetings	parents to attend meetings	Joseph Hougland, Assistant Principal	functions	

* 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).

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 for grades K and 1	K and 1	Rhonda Meinhart Annette Sousa	First and Kindergarten	August, 2012	Walkthroughs by admin Discussion in PLC	Scott Boyes, Principal Joseph Hougland, Assistant Principal

LLI (Leveled Literacy Intervention System	K-5	Beth Severson	School-Wide	October, 2012	Walkthroughs by admin Fidelity checks by admin	Scott Boyes, Principal Joseph Hougland, Assistant Principal
Scoring Writing with new rubrics and anchor papers	Grade 4	Manatee County PD	Grade 4	October, 2012	Monitoring progress by checking progress on Manatee Writes papers, and on-demand writing task results at Palma Sola during grade 4 PLCs	Scott Boyes, Principal Joseph Hougland, Assistant Principal
Differentiated Instruction and student groupings for intervention/remediation in reading and mathematics	K-5 during grade level PLCs	Scott Boyes	School wide	Ongoing	Walkthroughs by admin Discussion in PLC	Scott Boyes, Principal Joseph Hougland, Assistant 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		
☐ Priority	☐ Focus	X-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

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.	
Raising money for books and intervention teachers. Also helping with volunteers supporting before and after school remediation and acceleration programs.	
Describe the projected use of SAC funds.	Amount
All of our current SAC funds will be used to help provide our intervention teachers	$5,000.00