

**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: Jessie P Miller Elementary School	District Name: Manatee
Principal: Barry Dunn	Superintendent: Tim McGonegal
SAC Chair: Mike Hartsaw	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
<b>Identify the school-based MTSS Leadership Team.</b> (Barry Dunn, Wendy Suarez, Susan Tabicman, Judy Gidus, Kami Lake, Bob Hunt, Eileen Merchant, Chris Hindman, Kathy Bishop, Julie Gierhart, Lizz Umlah, Kyleen Grandstaff)
<b>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?</b> We hold monthly data meetings with grade level teams (facilitated by a case manager) and a monthly PST meeting facilitated by S. Tabicman. We review graphs from small group intervention and discuss changes that may be necessary on an individual basis.
<b>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?</b> Goals are set by administration based on

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<p>previous year's data and district initiatives. The leadership team meets over the summer to brainstorm strategies to meet each goal and the SIP is used as a living document throughout the year. The MTSS reviews benchmark data three times a year (Reading, Writing, Math and Behavior) to ensure Tier 1 services are working or engage in the problem-solving process. FCRR, Core Connections and PBS strategies are relied upon. 2012-2013 will be the first year that we engage in MTSS for Math.</p>
<p><b>MTSS Implementation</b></p>
<p><b>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.</b> FAIR, benchmark assessments, ODR data from FOCUS</p>
<p><b>Describe the plan to train staff on MTSS.</b> The MTSS LT will work on a training plan in the month of September. We have 2 Friday mornings per month for Professional Learning and the training will be scheduled for one of those dates.</p>
<p><b>Describe plan to support MTSS.</b> Administrative attendance at all meetings and a priority focus on MTSS school-wide.</p>

### *Literacy Leadership Team (LLT)*

<p><b>School-Based Literacy Leadership Team</b></p>
<p><b>Identify the school-based Literacy Leadership Team (LLT).</b> Dunn, Suarez, Harrison, Greenfield, Katzenburger, Mason, Murray, Stanley, Gierhart, Bigelow.</p>
<p><b>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</b> Team meets on the first Wednesday morning of each month. Based on data from FAIR, FCAT, and small groups intervention, team makes schoolwide decisions for all Tiers of Reading instruction.</p>
<p><b>What will be the major initiatives of the LLT this year?</b> Ongoing monitoring of the data collected in our Tier 2 and 3 groups (Literacy Lab) as well as overseeing of the schoolwide (Tier 1) plan for progress monitoring as it relates to reading instruction. Team will also provide support and professional learning on movement to the common core standards in reading.</p>

### *Lesson Study*

<p><b>Lesson Study</b></p>
<p><b>Identify the Lesson Study Plan for your school.</b> Collaborative team planning is a non-negotiable.</p>
<p><b>Describe how the Lesson Study Plan will be implemented.</b> Although flexible, teams usually meet once a week to pre-plan, discuss how current lessons are going, and to make adjustments as needed for coming weeks. Many teams have been meeting over the summer to plan for Common Core Implementation.</p>
<p><b>What will be the major initiatives of the Lesson Study Plan this year?</b> Common Core in ELA and Math, K-5</p>

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**PART II: EXPECTED IMPROVEMENTS**

**Goals**

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

<b>Goals (Reading)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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 21% from the previous year. Also, “students scoring at level 4 or 5” needs improvement based on a 2% decrease. All other areas of reading showed an increase, but will not be excluded from our goal setting.</p> <p>Subgroups- performance went down in reading for all subgroups, compared to 2011. (White -12%; Hispanic – 7%; ESE -25%). We also have seen an increase in our Black subgroup (would count if AYP were in force). They performed at 28% Level 3 or above in 2012.</p> <p>Tier 1 performance on Word Analysis is in need of improvement.</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>Continue Literacy Lab for Tier 2 and 3.</p> <p>Words Their Way will be used for Word Study as part of the K-5 Rdg Block.</p> <p>Engage in Professional Learning to increase integration of Science and Social Studies Literacy throughout the school day.</p> <p>Reading Remediation and enrichment will occur during Flex Time.</p> <p>Increase student independent reading (use of time before school).</p>	<p>S Jozwiakowski Admin</p> <p>SLLT Admin</p> <p>PL Team Admin</p> <p>SLLT Admin</p> <p>SLLT Admin</p>	<p>Progress Monitoring will be reviewed monthly through PST and grade level case management.</p> <p>Same as above; Classroom walkthroughs.</p> <p>Participation in Professional Learning events; Classroom walkthroughs.</p> <p>Flex Time 10:15-10:45 daily; additional staff are allocated to each grade level for small group work.</p> <p>Feedback from staff and student patrols.</p>	<p>FCRR assessments -used for OPM by Literacy Lab staff.</p> <p>Review of Word Analysis data three times a year (API, 2 and 3).</p> <p>Lesson Plan reviews, Evaluation data.</p> <p>Same as above.</p> <p>Meeting individual reading goals set between the student and teacher.</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).*

Our goal is to have at least 65% (243) of 3<sup>rd</sup>-5<sup>th</sup> graders scoring at or above level 3 on the 2013 Reading FCAT 2.0.

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<b>Goals (Math)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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 26% from the previous year. Also, students scoring at level 4 or 5 needs improvement based on a 7% decrease. Our lowest quartile gains decreased by 5%. Our percent making gains increased by 3%, so further growth is needed in this area, as well.</p> <p>Subgroups- performance went down in math for all subgroups, compared to 2011. (White -14%; Hispanic – 15%; ESE -38%). We also have seen an increase in our Black subgroup (would count if AYP were in force). They performed at 17% Level 3 or above in 2012.</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>Implement RtI/MTSS for Math during 12.13.</p> <p>PL will include Math Remediation using higher level question stems and comprehension of word problems.</p> <p>PL will include teacher questioning, student use of academic language and student ability to explain each other’s problem solving strategies.</p>	<p>PST-Admin</p> <p>PL Team-Admin</p> <p>PL Team-Admin</p>	<p>Progress Monitoring will be reviewed monthly through PST and grade level case management.</p> <p>Participation in Professional Learning events; Classroom walkthroughs.</p> <p>Participation in Professional Learning events; Classroom walkthroughs.</p>	<p>To Be Determined by PST.</p> <p>Lesson Plan reviews, Evaluation data.</p> <p>Lesson Plan reviews, Evaluation 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 at least 50% (187) of 3<sup>rd</sup>-5<sup>th</sup> graders scoring at or above level 3 on the 2013 Math FCAT 2.0.

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

<b>Goals (Science)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
The percentage of students performing at grade level in Science is in need of improvement based on a decrease of 11% from the previous year. Level 4 and 5 decreased by 1%.	Seven benchmarks tested on FCAT are not taught in fifth grade.	Third and fourth grade planning; fifth grade spiral work on those benchmarks.	Team Leaders Admin	Collaborative team planning and lesson study; Vertical planning with 3-5.	Performance on benchmark tests. Lesson plans and walkthroughs.
		Engage in Professional Learning to increase integration of Science Literacy throughout the school day.	PL Team Admin	Same as above.	Participation in professional learning; classroom walkthroughs and evaluation system.

*\* 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 at least 50% (53) of 5<sup>th</sup> graders scoring at or above level 3 on the 2013 Science FCAT.

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

<b>Goals (Writing)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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 an increase of 8% in the number of students proficient (3.0 or higher), but a decrease in the number of students scoring at 4.0 or above by 50%.	Reintroduction of conventions to the Writing FCAT. Passing score will increase to 4.0 for 12.13.	Implementation of Core Connections writing program K-5 in all content areas.	Administration	Collaborative team planning and lesson study; Vertical planning with K-5.	Lesson Plans, Classroom Walkthroughs, Results of 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 have at least 85% (119) 4<sup>th</sup> graders passing the 2013 Writing test by scoring at or above 4.0.

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**Professional Development at Your School**

<b>Professional Development (PL) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and the district's flowchart)	ELA and Math	Harrison Mason Boyce Nicholas	Schoolwide	August 14, 2012	Team Planning, Leadership Team	Dunn
CC- A Shift in Instructional Focus	ELA and Math	Harrison Boyce	Schoolwide	August 17, 2012	Team Planning, Leadership Team	Dunn
MTSS Overview	RtI/PST	Tabicman	Schoolwide	TBA-September	PST discussions	Tabicman
TBD				2 Fridays a Month are reserved for PL	PL committee meets monthly	Dunn

**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.)

<b>School Differentiated Accountability Status</b>		
<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.

Describe the activities of the SAC for the upcoming school year.
Assist in SIP planning August 7, 2012. Meet monthly to discuss data (academic and behavioral) and respond to issues that come up relative to facilities management, community involvement, and accountability to district and state mandates.

Describe the projected use of SAC funds.	Amount
SAC funds will be used to help fund professional learning and collaborative planning on Core Connections (Writing Instruction).	\$5, 563.89