

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



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



## 2013-2014 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

<b>School Name:</b> Willis Elementary School	<b>District Name:</b> Manatee District Schools
<b>Principal:</b> Bill Stenger	<b>Superintendent:</b> Rick Mills
<b>SAC Chair:</b> Kristan Schwab	<b>Date of School Board Approval:</b> Pending

**School-Based MTSS/RtI Team**

**Identify the school-based MTSS Leadership Team.**  
*Willis Elementary’s MTSS Leadership Team includes: Principal, Assistant Principal, Guidance Counselor, ESE Specialist, School Psychologist, Occupational Therapist, Speech Therapist, School Social Worker, Classroom Teacher*

**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 uses school based data analysis to determine whole school, grade level, and individual curriculum needs. Regular meetings, this year on Wednesday afternoons, take place to disseminate information to grade level teams via assigned case managers (those who serve on the MTSS team) allowing for instructional feedback, improvement and support.*

**Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.**  
*Base line data is gathered on every student by administration and each classroom teacher for their students. Based upon that data, instructional decisions are made following the guidelines for problem solving through the state’s RtI process (Define, Analyze, Implement, Evaluate). Response to instruction and intervention is approached in a systematic way for all students. Strategies and best teaching practices are supported by administration and through Professional Development, as well as through coaching opportunities. Progress of all students is carefully monitored by administration, teachers, Problem Solving Team and in some cases by the students themselves for progress and growth. Discussions regarding the lack of forward progress or growth are held during grade level data meetings.*

**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.**  
*The school based MTSS Leadership Team uses FCAT, FAIR, Math, Science and Writing benchmark assessments as well as the 8 Keys of Excellence as the data sources for SIP decisions.*

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### **Describe the plan to train staff on MTSS.**

*Teachers have the opportunity to participate in school inservices to first understand the MTSS process and the implications for the students in their classroom. The teachers will then learn where to find relevant data, how to review and analyze student data and determine the curriculum direction for each student in their classroom. In turn, together, we will continue to review our school's MTSS process to be sure it is aligned with the district, school, grade level and students' expected achievement.*

### **Describe plan to support MTSS.**

*The school based MTSS Leadership Team is an integral piece to the growth of Willis Elementary and will be supported monetarily as possible and with time to implement new initiatives.*

## ***Literacy Leadership Team (LLT)***

### **School-Based Literacy Leadership Team**

#### **Identify the school-based Literacy Leadership Team (LLT).**

*Willis' LLT members include administrators, the school counselor, VE Resource teacher and grade level teachers.*

#### **Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).**

*The LLT meets regularly to plan family events, develop resources, and review materials. The team provides support to beginning teachers and ensures fidelity in remediation programs.*

What will be the major initiatives of the LLT this year?

*See above. Also, the LLT team will support Book Fair. The team will also provide support for the implementation of Common Core and Standards Based Instruction at K-2 and to support the planning of implementation for grades 3-5.*

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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, 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><i>By June 2013, 80% of students in grades 3-5 will meet satisfactory or higher on FCAT 2.0 SSS <b>Reading</b>. Our target to maintain and/or improve our scores includes our students in the bottom quartile, as well as students making learning gains.</i></p> <p><i>2013 Current Level of Performance</i></p> <p><i>Level 3</i></p> <p><i>G3 - 19% (23)</i></p> <p><i>G4 - 28% (38)</i></p> <p><i>G5 - 21% (28)</i></p> <p><i>Level 4 and 5</i></p> <p><i>G3 - 49% (59)</i></p> <p><i>G4 - 52% (70)</i></p> <p><i>G5 - 58% (79)</i></p>	<p><i>1. Funds for materials and training.</i></p> <p><i>2. Core instruction does not consistently provide explicit instruction in Reading Strategies aligned with tested benchmarks at the appropriate level of cognitive complexity. Additionally, intervention strategies with appropriate fidelity are not readily provided and cost is prohibitive.</i></p>	<p><i>In addition to using the MCC supplemental materials, and more intensive Tier II and III Reading interventions will be implemented in areas of weakness (Vocabulary, Reading Application, Literary Analysis and Informational Texts). Additionally Quantum Learning Strategies will continue to be implemented to increase student engagement and enhance student achievement. Provide professional development to understand rigor and complexity within the context of Reading to</i></p>	<p><i>Principal/Asst. Principal, Guidance Counselor, Data Team, Problem Solving Team, Classroom Teacher and in some cases where appropriate, the students.</i></p>	<p><i>Progress monitoring by Classroom Teacher through formal and informal assessments and how students respond to instruction and/or intervention as needed.</i></p>	<p><i>FAIR, Unit Benchmark Assessments, classroom performance, Unit Assessments, Weekly Selection Assessments, DRA.</i></p>

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		<i>enhance current series level of complexity and rigor (Gr. 3-5) through instruction and assessment.</i>			
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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 maintain or increase the FCAT 2.0 scores of our third, fourth and fifth grade students. Funds will be allocated for resources and training to this end for grades K-5. Time will be scheduled for professional development for teacher training and collaboration.*

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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, 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><i>By June 2014, 80% of students in grades 3-5 will meet satisfactory or higher on FCAT 2.0 SSS <b>MATH</b>. Our target to maintain and/or improve our scores includes our students in the bottom quartile, as well as students making learning gains.</i></p> <p><i>Spring 2013 Current Level of Performance</i></p> <p><i>Level 3</i>  <i>G3 - 31% (37)</i>  <i>G4 - 28% (38)</i>  <i>G5 - 27% (36)</i></p> <p><i>Level 4 and 5</i>  <i>G3 - 38% (46)</i>  <i>G4 - 45% (61)</i>  <i>G5 - 58% (80)</i></p>	<p><i>Funds for resources and training.</i></p>	<p><i>Provide opportunities to attend District inservices. Teachers to be able to use common planning to share ideas and tools from the series. Use online test support. Utilize District Instructional Specialists to model and provide appropriate strategies and interventions as needed. Provide professional development to understand rigor and complexity within the context of Math to enhance current series level of complexity and rigor (Gr. 3-5) through instruction and assessment. Continued support through Math Lab as a part of the school's Fine Arts</i></p>	<p><i>Principal/Asst. Principal, Guidance Counselor, Data Team, Problem Solving Team, Classroom Teacher and in some cases where appropriate, the students.</i></p>	<p><i>Review of appropriate data, compared to baseline in order to determine what instructional changes to make.</i></p>	<p><i>District Math Benchmark Assessment Tests, Unit Assessments, Daily formal and informal assessment of student work</i></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 maintain or increase the FCAT 2.0 scores of our third, fourth and fifth grade students. Funds will be allocated for resources and training to this end. Time will be scheduled for professional development for teacher training and collaboration.*

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<b>Goals WRITING</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, 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><i>On FCAT 2.0 Writes! 2014, we will increase by 10 percentage points the number of students scoring a 3.5 or higher.</i></p> <p><i>Spring 2013 Current Level of Performance at 3.5 or higher.</i>  <i>G4 – 67% (90)</i></p>	<p><i>Funds for resources and training.</i></p>	<p><i>Monitor students' writing growth through Benchmark and Classroom Assessments and student portfolios. Conference and coach individual students.</i></p>	<p><i>Principal/Asst. Principal, Guidance Counselor, Data Team, Problem Solving Team, Classroom Teacher and as appropriate, the students.</i></p>	<p><i>Share writing samples with team and other grade levels for feedback and collaboration.</i></p>	<p><i>District Writing Benchmark Assessment, Willis Writes! Assessment and Classroom Assessments.</i></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 increase the percentage of our fourth grade students scoring at satisfactory (3.5) or higher on FCAT Writes! Time for collaboration and feedback will be scheduled.*



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<b>Goals SCIENCE</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, 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><i>By June 2014, 81% of students in grades 3-5 will meet satisfactory or higher on FCAT 2.0 SSS <b>SCIENCE</b>.</i></p> <p><i>Our target to maintain and/or improve our scores includes our students in the bottom quartile, as well as students making learning gains.</i></p> <p><i>Spring 2013 Current Level of Performance at 3 or higher.</i></p> <p><i>G5 – 79% (106)</i></p>	<p><i>Funds for resources and training.</i></p>	<p><i>Monitor students' growth through Unit Assessments through Common Core, Classroom Assessments in grades 3-5</i></p> <p><i>Continue to provide additional support through Science Lab as a part of the school's Fine Arts rotation.</i></p>	<p><i>Principal/Asst. Principal, Guidance Counselor, Data Team, Problem Solving Team, Classroom Teacher and in some cases where appropriate, the students.</i></p>	<p><i>Use of rubrics in K-2 for Unit Assessments in Common Core. 3-5 will utilize classroom assessment based upon tests from current series, informal and formal assessments, project based assessments, etc.</i></p>	<p><i>Unit Assessments, FCAT 2.0</i></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 increase the percentage of our fifth grade students scoring at satisfactory (3.5) or higher on FCAT Science 2.0! Time for collaboration and feedback will be scheduled.*

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<b>Goals COMMON CORE</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, 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
<i>Implement the Common Core Curriculum in grades K, 1, and 2 with an emphasis on preparing grades 3, 4, and 5 for implementation for the 14-15 school year. Provided connections for Fine Arts staff in their use of Common Core.</i>	<i>Funds and time for training Teacher uncertainty for change District trust</i>	<i>Participate in Professional Learning communities both at the school level, particularly on Professional Learning Wednesdays and at the district level.</i>	<i>Principal/Asst. Principal, and Classroom Teachers</i>	<i>Meet with instructional staff at least once per month for on-going progress monitoring, collaboration and learning opportunities.</i>	<i>Lesson plans, walks, and observations of standards based instruction and assessment.</i>

**\* 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).**

*To implement the Common Core in K, 1, and 2, additional reading materials, math materials, science materials will need to be purchased and ample time provided for training and collaboration. The additional time for training and collaboration will also be a key factor in preparing grades 3, 4, and 5, as well as the area of Fine Arts, as appropriate, for full implementation in 2014-2015. At any rate, regular meetings for progress monitoring will be scheduled.*

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**Professional Development at Your School**

<b>Professional Development (PD) 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
<i>Common Core State Standards</i>	<i>Reading, Math</i>	<i>Team Leaders</i>	<i>K-5 Reading, Writing, Math, Science</i>	<i>AM 45 minute monthly meetings</i>	<i>Progress Monitoring, Observations, Walks, Assessments</i>	<i>Principal/Assistant Principal</i>
<i>Quantum Learning</i>	<i>All</i>	<i>QL Committee</i>	<i>School-wide</i>	<i>AM 45 minute monthly meetings</i>	<i>Progress Monitoring, Observations, Walks, Assessments</i>	<i>Principal/Assistant Principal</i>
<i>Integrating Science and Social Studies in the Literacy Block</i>	<i>All</i>	<i>Team Leaders</i>	<i>School-wide</i>	<i>Quarterly Grade Level Planning Meetings</i>	<i>Progress Monitoring, Observations, Walks, Assessments</i>	<i>Principal/Assistant Principal</i>
<i>Rigor and Complexity in instruction and Assessment</i>	<i>All</i>	<i>PLC Leaders, PD Committee</i>	<i>School-wide</i>	<i>Frequency will be defined by the PLC.</i>	<i>Participation in Wiki's, Face-to-Face meetings, Progress Monitoring, Observations, Walks, Assessments</i>	<i>Principal/Assistant Principal</i>

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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

<b>If No, describe the measures being taken to comply with SAC requirements.</b>
NA

<b>Describe the activities of the SAC for the upcoming school year.</b>
<i>The activities of our School Advisory Council this year will be to enhance school site decision making, to serve in an advisory capacity to the principal regarding school improvement, to assist and approve SIP budget and expenditures along with the School Improvement Plan. SAC will also approve distribution of A+ Recognition money and support efforts of school safety.</i>

<b>Describe the projected use of SAC funds.</b>	<b>Amount</b>
<i>SAC funds will be used to pay as needed for additional Team Leader stipends, substitutes for teachers to participate in Professional Development and to assist with any costs associated with school safety.</i>	\$2,884.00