

**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: Robert Willis Elementary	District Name: Manatee District Schools
Principal: William Stenger	Superintendent: Dr. Gayler (Interim)
SAC Chair: Kristan Schwab	Date of School Board Approval: Pending

### **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. 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 take place to disseminate information to grade level teams allowing for instructional feedback and improvement.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe

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<p>how the RtI Problem-solving process is used in developing and implementing the SIP?                  The school based MTSS Leadership Team analyzes overall school data to determine what resources are needed for the overall success of the school, how those resources should be disseminated and who will implement the plan.</p>
<p><b>MTSS Implementation</b></p>
<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.                  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.</p>
<p>Describe the plan to train staff on MTSS.                  Teachers have the opportunity to participate in three mini school inservices to review data and determine the curriculum direction for the school and how it affects the district, school, grade level and students</p>
<p>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 and with time to implement new initiatives.</p>

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

<p><b>School-Based Literacy Leadership Team</b></p>
<p>Identify the school-based Literacy Leadership Team (LLT).                  Willis' LLT members include administrators, the school counselor, and grade level teachers.</p>
<p>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 teaches and ensures fidelity in remediation programs.</p>
<p>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-1 and to support the planning of implementation for grades 2-5.</p>

***Lesson Study***

<p><b>Lesson Study</b></p>
<p>Identify the Lesson Study Plan for your school                  The Lesson Study Plan model will be introduced.</p>
<p>Describe how the Lesson Study Plan will be implemented                  Monthly Professional Development regarding the implementation of Common Core and Standards Based instruction will be provided for K-1. Additional Professional Development to prepare for the implementation of Common Core and Standards Based instruction will concurrently be provided for 2-5. Each team will plan a unit and lesson together using this model.</p>

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What will be the major initiatives of the Lesson Study Plan this year?  
 Overall, the major initiatives of the Lesson Study Plan this year will be to understand, and implement Common Core Curriculum, as well as Standards Based Instruction and Grading at the K-1 level. An awareness and preparation for the transition to the Common Core and Standards Based Instruction will also be a major initiative for grades 2-5. Specifically, our focus will include a focus on questioning techniques and text complexity.

**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>By June 2013, 83% of students in grades 3-5 will meet satisfactory or higher on FCAT 2.0 SSS Reading. Our target to maintain and/or improve our scores includes our students in the bottom quartile, as well as students making learning goals.</p> <p>2012 Current Level of Performance                      Level 3                      G3 - 81% (113)                      G4 - 84% (113)                      G5 - 84% (98)</p> <p>Level 4 and 5                      G3 - 52% (73)                      G4 - 51% (68)                      G5 - 48% (56)</p>	<p>1. Funds for materials and training.                      2. Core instruction does not consistently provide explicit instruction in Reading Strategies aligned with tested benchmarks at the appropriate level of cognitive complexity.</p>	<p>In addition to using the MCC supplemental materials, and more intensive Tier II Reading Strategies will be implemented in areas of weakness (Phonemic Awareness, Phonics, Fluency, Comprehension, and/or Vocabulary). Quantum Learning Strategies will be implemented to increase student engagement and enhance student</p>	<p>Principal/Asst. Principal, Guidance Counselor, Classroom Teacher</p>	<p>Progress monitoring by Classroom Teacher through formal and informal assessments.</p>	<p>FAIR, Unit Benchmark Assessments, classroom performance, UPA’s Weekly Selection Assessments, DRA.</p>

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		learning.. Professional Learning Communities will meet to collaborate and participate in training specific to the students' needs.			
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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.

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

Goals (Math)	Funds for resources and training	Continued opportunities to attend district inservice. Teachers use	Principal Classroom Person or Position Responsible for Monitoring	Analyze students' progress, data, collaborate with staff and colleagues to determine what changes to make (ex. More time, strategy change, additional or different resources for support, etc.)	Baseline and Midyear Benchmark Assessments, Standards Based Assessments
By June 2013, 94% increase or 80% of students in grades 3-5 will meet satisfactory or higher scores on FCAT Math. Our target to maintain and/or improve our scores includes our students in the bottom quartile, as well as students making learning goals.  2012 Current Level of Performance Level 3 G3 – 75% (106) G4 – 75% (101) G5 – 86% (101)	Anticipated Barrier	Strategy	Teachers	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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Level 4 and 5 G3 – 46% (65) G4 – 46% (62) G5 – 62% (73)		engagement and enhance student learning.. Professional Learning Communities will meet to collaborate and participate in training specific to the students’ needs.			
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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 increase the FCAT 2.0 Math scores of our third, fourth and fifth grade students in math by 1 percentage point. Time will need to be scheduled for teacher training and collaboration.

\* 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
On FCAT 2.0 Writes! 2013, we will maintain 91% of our students scoring satisfactory or higher.  2012 Current Level of Performance G4 – 91% (121)	Funds for resources and training.	Monitor students’ writing growth through Benchmark and Classroom Assessments and student portfolios. Conference and coach	Classroom Teacher	Share writing samples with team and other grade levels for feedback and collaboration.	First quarter Writing Benchmark and Classroom Assessments.

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		individual students.			
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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 the percentage of our fourth grade students scoring at satisfactory or higher on FCAT Writes! Time for collaboration and feedback will be scheduled.

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

<b>Goals (CORE)</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
Implement the Common Core Curriculum in grades K and 1	Funds and time for training	Participate in Professional Learning communities both at the school level and the district level.	Stenger, Dixon	Meet with K/1 teachers every other week for progress monitoring, collaboration and learning opportunities.	Standards based assessments 2s per quarter. Lesson plans, walks, and observations of standards based instruction and assessment.

*\* 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 and 1, we will need to purchase reading materials and provide time for training and collaboration. Regular meetings for progress monitoring will be scheduled.

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

<b>Goals (Subject)</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

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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).*

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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				
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).*

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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 State Standards	Reading, Math	Team Leaders	K-5 Reading, Writing, Math	AM 45 minute monthly meetings	Progress Monitoring, Observations, Walks, Assessments	Stenger/Dixon
Quantum Learning	All	QL Committee	School-wide	AM 45 minute monthly meetings	Progress Monitoring, Observations, Walks, Assessments	Stenger/Dixon
Integrating Science and Social Studies in the Literacy Block	All	Team Leaders	School-wide	Quarterly Grade Level Planning Meetings	Progress Monitoring, Observations, Walks, Assessments	Stenger/Dixon

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**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 checked="" 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.

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 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.	
Describe the projected use of SAC funds.	Amount