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: William H. Bashaw Elementary School	District Name: Manatee County School District
Principal: Joshua Bennett	Superintendent: David Gayler, (Interim Superintendent)
SAC Chair: Amy Losee	Date of School Board Approval:

<u>Student Achievement Data:</u>

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

<u>Additional Requirements</u>

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Jennifer Poole (Guidance Counselor), Kathy Haugan (School Psychologist), Valerie Morrison (School Social Worker), Joshua Bennett (Principal), Kim Formosa (Speech Therapist), Deb Brown (ESE Inclusion teacher), Adriane Owen (ESE Specialist)
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? MTSS meets weekly to review student data as well as discuss, plan and strategize with teachers & teams to determine appropriate interventions. This model will be used to examine both individual students and groups of students using data to guide instruction for growth. Determinations of levels of services for potential and current ESE students will also be made at MTSS.
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?   Data derived & examined by the MTSS directly contributes to the goals of the SIP. These key personnel are instrumental in identifying the greatest areas of need across all grade levels, and the input derived from end-of-year

discussions as well as beginning-of-year planning is reflected in the SIP. Implementation is supported by MTSS through their routine monitoring of data to help guide further decisions of instruction and interventions. Other leadership committees (Team leaders, SLLT, Math) are utilized to determine specific strategies to meet each goal. The MTSS reviews FCAT data (specifically FCAT levels and DSS gains), benchmark data, and FAIR to monitor the effectiveness of our Tier1 instruction as well.

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. Tier 1 is measured through FAIR, district benchmark assessments, unit summative assessments, FCAT (Reading, Math, Writing & Science) and ODRs (office discipline referrals). Tier 2 & 3 students are monitored using specific tools relative to their goals. These tools include, but are not limited to, letter naming/sounds, fluency, phoneme segmenting, behavior tally charts, speech articulation and identification of language concepts. Data from all tools is recorded & graphed by the responsible teacher, and data is posted in a "Grade Level Data" folder on the school server. This is meant to be a working database showing trends across grade levels throughout the year.
Describe the plan to train staff on MTSS. MTSS roles & plans have been ongoing in previous two years, although done under the PST/RTI title. Staff revisited team roles in preschool inservice. Through grade level PLCs, the guidance counselor is meeting with teams to discuss details & model correct use of the data folders.
Describe plan to support MTSS. The administration is part of the MTSS team, attends the weekly meetings and supports the MTSS team as needed. In addition, overage is provided for classroom teachers to attend as needed if occurring during the student day.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Joshua Bennett (Principal), Beth Marshall (Assistant Principal), Jennifer Poole (Guidance Counselor), Kathlyn Seekins (Media Specialist) and teachers from all grade levels: Todd Blackmore (5), Elisabeth Garmon (4/5 Inclusion), Sydney Komyati (2), Lynn Jones (K), Carly Sauerbeck (4), Kim Degenaro (4), Susan Meiler (4), Jillian Miller (4), Courtney Walker (1), Debbie Zanders (1), Megan Wolf (1), Tracey Fitzstephens (3), Linda Schneider (K), Nichole Craig (3), and Carolyn Thompson (1).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet every other week throughout the school year. Meetings will be focused on exploring & learning literacy best practices beneficial to achievement of our SIP goals. Teachers are asked to serve as facilitators and models with teammates to broaden the knowledge base throughout Bashaw Elementary.
What will be the major initiatives of the LLT this year? To increase consistency in and among grade levels in best practices and high yield strategies.

Lesson Study

Lesson Study

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Identify the Lesson Study Plan for your school. Collaborative team planning is expected throughout the school year. Grade level teams meet weekly as PLCs, and this is enriched by the professional development brought back to teams by the LLT members. Monthly opportunities for grade level and cross grade level planning will be provided as well as K/1 focused planning to support implementation of the Common Core Standards.
Describe how the Lesson Study Plan will be implemented. The majority of the year will be spent with staff collaboration on building the knowledge base of best instructional practices in all literacy areas, with the plans to offer interschool visitations observing exemplary lessons and instructional practices.
What will be the major initiatives of the Lesson Study Plan this year? The major initiatives this year are to continue support of previously developed high yield reading strategies while adding the implementation of Common Core with K-1 teachers, building awareness of Common Core for teachers in grades 2 -5 and supporting all teachers in implementation of writing workshop.

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
*By June 2013, a minimum of 60% (197) of students in grades 3 - 5 will achieve proficiency in Reading (Achievement Levels 3, 4, or 5). * By June 2013, a minimum of 65% (131) of the students in grades 4 – 5 will make learning gains as evidenced by the FCAT 2.0 Reading test. *By June 2013, a minimum of 69% (36) of students in the lowest quartile in grades 4 -5 will show growth as evidenced by the FCAT 2.0 Reading test.	*variation of current instructional practices *amount of students not performing at grade level	*School-wide professional development focused on common language & approach *Focused intervention groups; implementation of Voyager program with fidelity	*Administration *Administration and Nancy Byers, Remediation Teacher	*Classroom visits and PLCs *Progress monitoring every 10 days	*Walk-throughs *Analysis of 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).

In regard to our ELL students, the goals listed above, as well as modified curriculum delivery, and ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities. ELL students are included in intensive remediation and/or intervention groups as well. Students participating in the FAA are using ULS to address student specific goals as well as using progress monitoring tools within the program.

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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
*By June 2013, 80% (82) of all fourth grade students will be proficient as measured by scoring Level 3 or higher (comparative to last year's scoring criteria) by FCAT Writes.	*students needs more access to writing on demand *written communication skills	*monthly schoolwide writing prompts *improving instructional practices through writing workshop model	*Administration, classroom teachers *Administration and LLT	*Monthly scores recorded in grade level data folders and reviewed at PLCs and LLT meetings *Lesson plans, walkthroughs and observations	*grade level writing rubrics * grade level writing rubrics

* *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).*

In regard to our ELL students, the goals listed above, as well as modified curriculum delivery, and ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities. ELL students are included in intensive remediation and/or intervention groups as well. Students participating in the FAA are using ULS to address student specific goals as well as using progress monitoring tools within the program.

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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
*By June 2013, a minimum of 51% (168) of students in grades 3 - 5 will achieve proficiency in Math (Achievement Levels 3, 4, or 5).	*fidelity of roadmap implementation	*PLC discussions to focus on benchmark data	*Administration and classroom teachers	*Monitoring of district benchmark assessments	*District benchmark assessments *Walk throughs

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* By June 2013, a minimum of 63% (127) of the students in grades 4 – 5 will make learning gains as evidenced by the FCAT 2.0 Math test. *By June 2013, a minimum of 67% (35) of students in the lowest quartile in grades 4 -5 will show growth as evidenced by the FCAT 2.0 Math test.	*time to teach all skills assessed	*Following Curriculum roadmaps *Strategic scheduling for additional math instruction within day	*Administration & classroom teachers *Administration & classroom teachers	*Monitoring student growth on benchmark assessments *PLC monitoring of class benchmark data *Discuss instructional implications and strategies	*District benchmark assessments *Formative and summative assessments within the Go Math program

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).

In regard to our ELL students, the goals listed above, as well as modified curriculum delivery, and ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities. ELL students are included in intensive remediation and/or intervention groups as well. Students participating in the FAA are using ULS to address student specific goals as well as using progress monitoring tools within the program.

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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
*By June 2013, 50% (50) of all fifth grade students will achieve proficiency as measured by FCAT Science.	*instructional time to address science curriculum rigorously	*strategic scheduling within school day *following district roadmaps *explicit instruction using	*Administration and classroom teachers	*Classroom visits, PLC discussion and planning *Unit assessments	*FCAT Science, summative assessments

| | | nonfiction text in remediation groups | | | |

* *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).*

In regard to our ELL students, the goals listed above, as well as modified curriculum delivery, and ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities. ELL students are included in intensive remediation and/or intervention groups as well. Students participating in the FAA are using ULS to address student specific goals as well as using progress monitoring tools within the program.

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Goals (Behavior)	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 June 2013, the number of Office Discipline Referrals will decrease by 50 % (223) from the previous year's total.	*interpretations of what should be documented on referrals vs. classroom plans

*consistent implementation of schoolwide plan | *Implementation of Bob's Best Positive Referral process (award, pencil, office visit, call parent)

*PD on behavior management – both schoolwide and through PLCs

*Character traits introduced monthly with guidance counselor; followed up by teacher sharing book of the | *Administration

*Behavior Specialist

*Guidance Counselor | *Amount of referrals processed and feedback from teachers regarding effectiveness of positive referrals

*Increased number of positive referrals | *Data of ODRs at end of year |

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

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		month			
		*Student of the Month recognitions/ Lunch with the principal			
		*Bobcat 5 - $1 award daily to a student following school expectations			

* *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).*

Appropriate behavioral accommodations will be made for these special populations. Most behavioral situations are handled in the classroom between the teacher and parent. Administration will support as needed and requested.

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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
Discipline with Dignity with Brian Mendler	All	Guest speaker/ B. Mendler	School-wide	Qtr. 1/ Inservice Day	Revisit topics during grade level PLCs to discuss impact & recommendations/changes	Administration
Behavioral Tools Introduction	All	Julie Fazio, Behavior Specialist	School-wide	Preschool Inservice	Teacher submit classroom behavior management plans; administrator observations	Administration
Common Core Awareness	All	Joshua Bennett, Principal	School-wide	Qtr. 1	Additional resources sent on email	Administration & Classroom teachers
Reading/Math Instructional	All	Administration Guidance	Grade level PLCs	Weekly throughout year	Walk throughs, meeting agendas, administrative	Administration

Practices	Counselor, PLC facilitators			observations	

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

- *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   X☐ No

If No, describe the measures being taken to comply with SAC requirements.
Administration is collaborating with the SAC Chair to solicit for additional membership to meet the requirements. This includes recruitment of business partner involvement and a more diverse population among the parents.

Describe the activities of the SAC for the upcoming school year.	
To provide a safe and orderly learning environment; to focus on additional opportunities that can be provided through a community-based school and to discuss current school data and initiatives.	
Describe the projected use of SAC funds.	**Amount**
Substitutes for coverage during teacher training	Based upon need
Additional staffing to support remediation plans	Based upon need

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