

**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: B.D. Gullett Elementary School	District Name: Manatee
Principal: Kathy Hayes	Superintendent:
SAC Chair: Cherie Albrecht	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. Kathy Hayes – Principal Carrie Johnson – Assistant Principal Monica Rice – Guidance Counselor Aaron Weicht – ESE Teacher Kelly Oakley – ESE Teacher Heather Anacki – SLP Tisha Conaway – ESE Specialist Valerie Morrison – School Social Worker Kathy Haugan – School Psychologist

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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 RTI Team meets once a month with each grade level team for data review and analysis. The team advises grade level teams on intervention strategies, assists in data analysis, and conducts the Problem Solving packet on students not making adequate progress over time. The Positive Behavior Support Team is a subsidiary of the RTI Team. PBS meets monthly to monitor and implement the school's behavior intervention plan and provides Tier data to the RTI team.

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 RTI Leadership Team members are all represented on the school's SIP team. Each member has given input into developing all of the SIP goals.

### 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.

Quick Query and FOCUS provide data sources for academic and behavioral data.

Describe the plan to train staff on MTSS.

The staff receive inservice twice a semester on the RTI process and data tools. Grade level teams receive additional support through RTI Leadership members serving as consultants (one per team).

Describe plan to support MTSS.

MTSS will be continually supported by monthly RTI meetings and by bringing in district RTI support staff at regular intervals when assistance is needed.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Kathy Hayes, Principal  
Carrie Johnson, Assistant Principal  
Angie Sasse, Media Specialist  
Joy Bauknight, Gr. K Teacher  
Tanyia Brown, Gr. 2 Teacher  
Sandra Jordan, Gr. 1 Teacher

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Tia Henderson, Gr. 3 Teacher Jennifer Santora, Gr. 4 Teacher Karin Byrne, Gr. 5 Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).  The SLLT Committee meets monthly to review compliance with the Comprehensive Reading Plan. The team provides support to teachers in using the FAIR Tool Kit, identifies appropriate reading interventions and assessments, and defines the protocols for progress monitoring in reading.
What will be the major initiatives of the LLT this year?  Implementation of the FAIR fluency for Tier progress monitoring and assisting teachers in identifying and implementing intervention resources. Gullett Reading Night - 2nd semester Supporting implementation of the Common Core Standards in Grades K and 1. Professional development for text complexity and implementation of the Comprehension Toolkit

### *Lesson Study*

Lesson Study
Identify the Lesson Study Plan for your school Grade level teams will meet on a weekly basis to discuss curriculum and creating lesson plans. Professional Development will be provided on Weds. and inservice days for teachers to have the time to discuss their curriculum and lesson planning as it relates to the common core and Manatee Core Curriculum. Time will be provided for teachers to observe lessons in other peer teachers' classrooms to provide feedback and further analysis of lesson plans.
Describe how the Lesson Study Plan will be implemented The plan will be implemented on Weds. and professional development inservice days. It will also be implemented on school days by providing teachers with time to observe peer teachers while they are teaching lessons.
What will be the major initiatives of the Lesson Study Plan this year? The major initiatives will be to create a culture where teachers can analyze their practice and collaborate with each other to improve and to build better understanding of the common core.

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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>Increase the percentage of students proficient from 69% in the 11/12 school year to 74% (218 students) in the 12/13 school year.</p> <p>Increase the percentage of students in the lowest quartile making learning gains from 62% in the 11/12 to 67% (134 students) in the 12/13 school year.</p> <p>Increase the percentage of students making learning gains in reading from 80% in the 11/12 school year to 82% (164 students) in the 12/13 school year.</p>	<p>Time for professional development and PLC’s is limited due to the number of new initiatives and a lack of allocated staff (ex. Reading Coach) to support PD in the area of relevant assessment data that guides instruction.</p> <p>There may be inconsistencies among staff with the usage of the Non-fiction Comprehension Toolkit.</p> <p>Insufficient time for differentiated explicit</p>	<p>Continue or initiate PD to inform staff of research based resources and interventions currently available – specifically FAIR subtests, FCRR website and tools, TEACH strategies, RTI interventions, Marzano strategies, Renaissance learning, text complexity, and the use of the Comprehension Toolkit.</p> <p>Continue implementation of daily academic extension for reading and daily differentiated</p>	<p>SLLT committee</p> <p>Principal</p> <p>Asst. Principal</p> <p>Teachers</p> <p>Academic Extension teachers</p> <p>Support staff – Guidance Counselor, ESE Specialist, etc.</p> <p>Team leaders</p> <p>RTI team</p> <p>PBS committee</p> <p>Test Coordinator</p>	<p>Frequent data checkpoints using FAIR and STAR, and CORE Benchmark testing.</p> <p>Frequent progress monitoring</p> <p>Lesson plan documentation</p> <p>Teacher to Teacher Working with partner teacher to share experiences</p> <p>Quarterly analysis of intervention grouping according to unmet benchmarks for academic extension.</p> <p>Utilize graph data checkpoints to analyze data trends matched to interventions.</p>	<p>FAIR</p> <p>District Benchmark Assessments</p> <p>Classroom assessments</p> <p>FCAT</p> <p>Quick Query and FOCUS data</p> <p>CORE benchmark assessments</p> <p>DRA</p> <p>Fluency assessments</p> <p>STAR</p> <p>Running Records</p>

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	<p>instruction.</p> <p>Lack of instructional staff support</p> <p>Lack of a consistent system for frequent checkpoints of data drive instruction and documentation for RTI.</p> <p>Gullett has received a large number of new students this year that have not received consistent interventions.</p> <p>Teachers are in a constant learning phase to determine the best way to analyze data from the many different sources.</p> <p>Regular school attendance needs to be improved.</p>	<p>guided reading.</p> <p>Increase data checkpoints to drive instruction for differentiated groups.</p> <p>Integrate practice and repetition into all activities.</p> <p>Increase effectiveness of academic extension and use of technology.</p> <p>Create a list of appropriate weekly assessments.</p> <p>Implement bi weekly data checkpoints using FAIR tool kit assessments and running records.</p> <p>Conduct training to analyze FAIR subtest data to utilize during explicit instruction.</p> <p>Train support personnel on how to</p>	<p>Registrar</p> <p>PBS committee</p>	<p>Monthly review of attendance data at every data committee meeting.</p>	
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		<p>administer FAIR.</p> <p>PD to inform staff of research based resources and interventions currently available (specifically training of FAIR subtests, FCRR website tools, TEACH strategies, RTI interventions, Marzano strategies, and Renaissance learning).</p> <p>Continue with the implementation of PBS/RTI to improve student attendance.</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).*

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

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
There will be an increase in the	* Time for PD	*Build	Math Committee	Monthly review of data at	FCAT

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<p>percent of students proficient from 66% in the 11/12 school year to 71% (209 students) in the 12/13 school year.</p> <p>There will be an increase in the percent of students making learning gains from 76% in the 11/12 school year to 80% (160 students) in the 12/13 school year.</p> <p>There will be an increase in the percent of students making gains in the lowest quartile from 66% in the 11/12 school year to 71% (142 students) in the 12/13 school year.</p>	<p>&amp; PLC's limited</p> <p>* Need for CC trng on both grades and instruction</p> <p>*Number Sense &amp; Geom cluster scores indicate a lower level of proficiency than other cluster content areas on FCAT Math</p> <p>Traditional model for math instruction makes differentiation challenging</p> <p>* Students who need math remediation are traditionally in a reading remediation prgm during AE</p> <p>* Number Sense and Geometry clusters indicate a lower level of proficiency</p>	<p>professional library resources for math</p> <p>-Implement plan for CR observations (45min/1hr) to model</p> <p>* Math committee should look at alignment of Go Math Instruction vs. FCAT standards tested to further align instruction</p> <p>-Cont. model for departmental-ization in intermediate grades</p> <p>- Explore models for guided math groups</p> <p>-Use of Acad ext for math acceleration (Sunshine Math)</p> <p>Prac. On-line testing strategies in 5<sup>th</sup> grade using Think Central for all chapter tests</p>	<p>Math teachers</p> <p>Administration</p>	<p>data committee meetings.</p> <p>Monthly math committee meetings to analyze strategies.</p> <p>Frequent progress monitoring.</p>	<p>Go Math Assessments</p> <p>Classroom Assessments</p>
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	<p>than other cluster areas on FCAT Math</p> <p>CBT may not reflect student's math knowledge due to difficulty using traditional strategies</p>	<p>* Cont. model for departmentalization in intermediate grades</p> <p>* Suspension of curriculum twice a week to provide targeted instruction to bottom quartile</p> <p>Train teachers on use of problem solving strategies conducive to CBT</p> <p>- Suspension of curriculum during specials twice per week for targeted remediation</p> <p>-Implement school-wide math fluency focus on facts</p> <p>- Grades 3-5 will use a spiraled curriculum to review all standards prior to FCAT</p>			
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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
Increase the number of FCAT proficient students in Science from 74% in 11-12 to 79% (79 students) in 12-13.	Curriculum only taught in certain grades and not emphasized until 5 <sup>th</sup> grade.  Not enough time in	Increase in rigor in Science curriculum.  Utilize vertical team planning.  Professional development on “true	Kathy Hayes, Principal  Carrie Johnson, Assistant Principal  Science Committee Members  Charlotte	Review of FCAT Goals in Science and Reading  FAIR Data (to review for reading progress)  Monthly committee meetings discussions  Science classroom assessments	FCAT Reading in Grades 3-5  FCAT Science in Grade 5  Science Unit Assessments in grades K-5

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	<p>certain grade levels due to focus on other areas (ex. 4<sup>th</sup> grade writing).</p> <p>FCAT reading skills are high on the Science test.</p> <p>Online resources are not ready in Science.</p>	<p>experiments” and understanding science content “How to be a Science teacher”</p> <p>Teaching Critical Thinking Professional Development</p>	<p>Latham, 5<sup>th</sup> grade Science Teacher</p>		
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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, 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
Increase the number of students proficient in writing from 93% in the 11/12 school year to 94%	Continuity through grade levels	Implementati on of writing skills using	4 <sup>th</sup> grade level teachers	Classroom assessments given weekly.	District Writing Assessments

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<p>(94 students) in the 12/13 school year.</p>	<p>on writing instruction. Increase in the number of 4<sup>th</sup> grade students transferring into the school – no knowledge of previous writing instruction.</p> <p>Late addition of a 5th teacher in 4<sup>th</sup> grade (did not start until 2<sup>nd</sup> quarter).</p> <p>Increase in the % needed for a student to be proficient (3.5 to 4).</p>	<p>Writing Wizadry and Melissa Forney.</p> <p>Frequent writing assessment administration and analyzing to pinpoint specific areas of need.</p>	<p>Administration</p>	<p>District writing assessments given quarterly.</p>	<p>Classroom Writing Assessments</p> <p>Florida Writes</p>
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*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

<p><b>Goals (Attendance)</b></p>	<p><b>Problem-Solving Process to Increase Student Achievement</b></p>
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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>There will be an increase in average daily attendance from 95% in the 11-12 school year to 97% in the 12-13 school year.</p> <p>There will be a decrease in the number of students with excessive absences (10 or more) from 12 students in the 11-12 school year to 8 students in the 12-13 school year.</p> <p>There will be a decrease in the number of students with excessive tardies (10 or more) from 14 students in the 11-12 school year to 9 students in the 12-13 school year.</p>	<p>Large number of new students.</p> <p>Many new students are attending due to AYP and are out of zone. They live a far distance from school and are more prone to tardies and absences.</p>	<p>Analyze student attendance rates with grade level teams at monthly data committee meetings.</p> <p>Implement Check In/Check Out system with guidance counselor and other teachers.</p> <p>Utilize the RTI early warning system to establish better communication between home and school.</p> <p>Send home</p>	<p>RTI District Team</p> <p>RTI school based committee</p> <p>Guidance Counselor</p> <p>Principal/Assistant Principal</p> <p>Team Leaders</p> <p>Registrar</p>	<p>FOCUS attendance data will be analyzed monthly.</p> <p>Frequent monitoring of the success of the Check In/ Check Out procedure.</p>	<p>FOCUS attendance data.</p>

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		<p>frequent reminders to parents through letters, phone calls, etc.</p> <p>Utilize school social worker for home visits.</p> <p>RTI team will analyze data at weekly RTI meetings.</p>			
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<b>Goals (Discipline)</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>There will be a decrease in the number of in school suspensions from 8 in the 11/12 school year to 7 in the 12/13 school year.</p> <p>There will be a decrease in the number of out of school suspensions</p>	Larger number of new students.	<p>Reteach PBS/GATOR expectations</p> <p>Announce PBS awards on news</p> <p>Assign Mentor</p>	<p>Classroom teacher/Schoolwide assembly</p> <p>News crew, admin, and secretary</p> <p>Monica Rice</p>	<p>Discipline Data</p> <p>Reminders</p> <p>Data mentoring</p>	<p>80% of students meeting GATOR expectations quarterly</p> <p>Students earning more GATOR baits</p>

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from 15 in the 11/12 school year to 14 in the 12/13 school year.		teachers to struggling students		monitoring tool	Less referrals and suspensions  More students attending events
		Create a grade level plan for interventions (ex. Behavior contracts)	Grade level teams/RTI committee	Discipline data	
		Implement events planned from PBS	PBS Team	School calendar	
		Ensure that awards are delivered in a timely manner and that there are different awards each quarter.	PBS Team	Incentives schedule	
		Communicate discipline data quarterly with all faculty.	PBS Team	FOCUS data and faculty agendas	

**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
Comprehension	K-5		K-5 reading teachers	Aug. 1 and 2	Walkthroughs and	Administration

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Toolkit Training				Quarterly during the year.	Observations and walkthroughs conducted by administrators Lesson Plans FCAT	Team Leaders
Common Core/Text Complexity	K-5	Kathy Hayes and Carrie Johnson Identified Teacher Leaders	K-5 Teachers	Monthly professional development days (one Weds. a month)	Observations and walkthroughs conducted by administrators Lesson Plans FCAT FOCUS Gradebook (for K-1 teachers)	Administration Teachers
RTI	K-5	RTI Team	K-5	Beginning of the year review of system. Monthly data committee meetings Quarterly updates	RTI meeting feedback RTI graphs and documentation worksheets.	Administration RTI Team Team Leaders
PBS	PreK-5	PBS Team	Pre-K – 5	Beginning of the year review of system. Monthly committee meetings for data review.	FOCUS data on attendance and discipline Teacher feedback on students earning incentives for attendance.	Administration PBS Committee Guidance Counselor

**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*

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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.
The Gullett SAC has met compliance on the balanced number of teachers, support employees, parents and community members. However, the SAC needs at least 1 more African American and 3 more Hispanic members to meet compliance. The administration of Gullett Elementary plans to continue their recruiting efforts by calling parents and community members and inviting them to attend SAC meetings.

Describe the activities of the SAC for the upcoming school year.	
The SAC will review school data, review school safety protocols, monitor the SIP budget, participate in teacher review of PDP plans and professional goals, receive training on FOCUS parent portal, receive training in Common Core.	
Describe the projected use of SAC funds.	Amount
Provide substitute teachers for teachers on training days.	\$2,000
Provide funding to teachers for utilizing their planning period to provide additional tutoring time to identified students in needs.	\$2,000
Providing funding to teachers to attend professional development outside of the regular teacher duty day.	\$1,000