

**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: Gene Witt Elementary	District Name: Manatee
Principal: Myra Russell	Superintendent: Dr. Tim McGonegal
SAC Chair: Kimber Bereiter	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. Grade level teachers, Guidance Counselor, Administrators, ESE teachers, , School Psychologist, School Nurse, and Social Worker.
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 Leadership Team will work to support an infrastructure that allows for a three-tiered model of delivery and supervise the implementation of the PS/RtI framework including data review, needs assessments (i.e. staff training, resources, etc.) and monitoring of the annual plan. The Problem Solving team will meet at least weekly to discuss evidenced-based student interventions, data collection, graphing and assessment. The team will meet weekly to cover topics related to ESE, EP and 504 evaluation and eligibility, IEP reviews/updates, and intervention methods.
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?

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The RtI Leadership Team will meet over the summer to review data and develop goals based on Tier I academic and behavioral achievement. Tier 2 and Tier 3 research-based interventions will be implemented through continuous progress monitoring.

### 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. Teachers complete quarterly progress monitoring data sheets that will be monitored to evaluate effective delivery of the core curriculum and identify students needing Tier 2 and Tier 3 interventions.

Tier 1: Data related to student response to the core curriculum is managed by various software programs: FOCUS, SEAS, PMRN, and Quick Query/Dashboard.

These systems maintain data collected from such sources as: district benchmark tests, FAIR, FCAT/SAT, PS, FBAs, etc.

Tier 2: In addition to the data systems described in Tier 1, Tier 2 includes specific program data (i.e. Voyager, DRA, Ticket to Read) that are maintained and graphed by individual teachers. Student progress is compared to others in the intervention group and progress toward core benchmarks.

Tier 3: Includes similar data management systems as Tiers 1 and 2 that are focused on responses to intense, individualized, research-based interventions.

Describe the plan to train staff on MTSS. A core group of staff members attended district level training in 2008-2009. GWE staff received an overview in Aug 2009 and District RtI inservice through modified Wednesdays throughout the year. Panel discussions occurred throughout the year with grade level teams, ESE and District representatives. Updated training on the PS/RtI process will be given in September 2012.

Describe plan to support MTSS.

Meeting monthly with grade level teams to discuss student progression at all Tier levels and including Gifted.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

The LLT includes administrators, the school counselor, media specialist and grade level teachers.

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

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

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

Provide incentives for Accelerated Reader program. Support the school Book Fair. Implement monthly Book-It Program, family literacy homework projects, and take home literacy bags in Kindergarten. First grade will implement Lucy Calkins Reading and Writing Workshop and exemplary texts with companion texts to integrate Social Studies and Science. First grade texts will be equally divided between fiction and nonfiction.

### *Lesson Study*

Lesson Study
Identify the Lesson Study Plan for your school The Lesson Study Plan model will be introduced. A handout and sample lessons shared.
Describe how the Lesson Study Plan will be implemented Each team will plan a unit and lesson together using this model.
What will be the major initiatives of the Lesson Study Plan this year? Our focus will be 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)).

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, 82% of students in grades 3-5 (71/86,67/82, 86/105) will meet satisfactory or higher scores on FCAT Reading. Our target of a 2% increase includes our students in the bottom quartile and a 2% increase in our students making learning goals.	Funds for materials and training.	We will identify those students not making learning gains as evidenced by FCAT and FAIR data, students will be placed in small groups with like needs for an	Russell/Small	Analyze students' progress data, collaborate with staff and colleagues to determine what changes to make (ex. more time, strategy change, additional resources).	FAIR, Fluency Reads, Unit Assessments and Classroom Assessments.

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		<p>additional 30 minutes of instruction. This will take place daily from 2:15-2:45 utilizing all school personnel. Teachers and administrators will know what students to monitor carefully with a photo chart.</p>			
		<p>Quantum Learning Strategies will be implemented to increase student engagement and enhance student learning. Professional Learning Communities will meet to collaborate and participate in training specific to their needs.</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 FCAT scores of our third, fourth and fifth grade students in reading by 2 percentage points. Funds will be allocated for resources and training. We will purchase books (nonfiction and fiction) for classrooms to implement the CORE Curriculum. Time will be scheduled for teacher training and collaboration. School personnel will be assigned to grade levels to

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support small group instruction. Each team will provide plans for their assigned school personnel to follow during the 30-minute Tier intervention/remediation time period with their students.

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

<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
By June 2013, a 2% increase or 78% of students in grades 3-5 (67/86, 64/82, 82/105) will meet satisfactory or higher scores on FCAT Math. Our target of a 2% increase includes our students in the bottom quartile and a 2% increase in our students making learning goals.	Funds for resources and training.	We will identify those students not making learning gains as evidenced by FCAT and Benchmark data, students will be placed in small groups with like needs for an additional 30 minutes of instruction. This will take place daily from 2:15-2:45 utilizing all school personnel. Teachers and administrators will know what students to monitor carefully with a photo chart. Quantum Learning Strategies will be	Russell/Small	Analyze students’ progress data, collaborate with staff and colleagues to determine what changes to make (ex. more time, strategy change, additional resources).	Baseline and Midyear Benchmark Assessments, Standards Based Assessments

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		implemented to increase student engagement and enhance student learning. Professional Learning Communities will meet to collaborate and participate in training specific to their 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 scores of our third, fourth and fifth grade students in math by 2 percentage points. Time will need to be scheduled for teacher training and collaboration. School personnel will be assigned to grade levels to support small group instruction. Each team will provide plans for their assigned school personnel to follow during the 30-minute Tier intervention/remediation time period with their students.

\* 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 Writes 2013, 90% (74/82) of our fourth grade students will score satisfactory or higher.	Funds for resources and training.	Monitor students' writing growth through Benchmark and Classroom Assessments and student portfolios. Conference and coach with individual	Russell/Small	Share writing samples with team and other grade levels for feedback and collaboration.	First Quarter Writing Benchmark and Classroom Assessments

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		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 increase the percentage of our fourth grade students scoring at satisfactory or higher on FCAT Writes by 2 percentage points. Time for collaboration and feedback will be scheduled.

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

Goals (CORE)	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
Implement the CORE Curriculum in grades K and 1	Funds and time for training	Participate in Professional Learning Communities and training. Utilize Wiki technology to collaborate and share resources.	Russell/Small	Meet with K/1 teachers every other week for progress monitoring, collaboration and learning opportunities.	Standards based assessments 2x per quarter. Lesson plans, walk-throughs and observations.

*\* 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 CORE Curriculum 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)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
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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

*\* 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 teachers Reading, Writing, Math	AM 45 minute monthly meetings and Oct. 12 Inservice Day	Progress Monitoring/Observations/Walk-throughs, Assessments	Myra Russell/Vicky Small
Quantum Learning	All	QL Committee	School-wide	AM 45 minute monthly meetings and Oct. 12 Inservice Day	Progress Monitoring/Observations/Walk-throughs	Myra Russell/Vicky Small

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Integrating Science and Social Studies in the Literacy Block	All	Team Leaders	School-wide	Second quarter Grade Level Planning Meetings	Progress Monitoring/Observations/Walk-throughs	Myra Russell/Vicky Small
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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 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.	
Approve SIP budget and expenditures along with the School Improvement Plan. Approve distribution of A+ money.	
Describe the projected use of SAC funds.	Amount
To support the School Improvement Plan.	
To support our new Gifted classroom.	

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