

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: Annie Lucy Williams Elementary	District Name: Manatee
Principal: Paul Hockenbury	Superintendent: David Gaylor (interim)
SAC Chair: Julie McLeod / Brandi Bright	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. <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> Maureen Jennings, Paul Hockenbury, Beth Campbell, Bob Hunt, Rosemarie Reynolds-Wood, Sharon Hanson, Terri Hannaford, Neeli Renda, Mollie Morgan </div>
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? <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> The Williams Elementary RtI team consists of administration, guidance, ESE resource teacher, social worker, psychologist, 2 speech/language pathologists and classroom teachers. The team meets weekly on Thursday mornings to discuss student issues and concerns. The team helps assist teachers in developing research-based strategies and interventions. Student performance and behavior data is reviewed and an intervention plan is developed and implemented. The teacher collects data to measure the impact of the interventions selected. When a teacher has concerns about a student (in all areas except reading), the </div>

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teacher requests a Problem Solving/RtI meeting. Sensory screenings (vision & hearing) are completed prior to this meeting to rule out sensory issues. The team will review TIER 1 data with grade level teams. If the core instruction is effective, as determined by data, TIER 2 interventions will be discussed for struggling students. In the case of reading concerns, Tier 2 data will be reviewed in the OPM process before a student will be considered for Tier 3 intervention. The school psychologist, school ESE Resource teacher, and school social worker will observe in the classrooms to monitor the fidelity of the implementation of the School Wide Florida's Continuous Improvement Model.

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 teachers will gather daily, weekly, or bi-weekly data on student progress. The data will be analyzed. If a student continues to struggle with TIER 2 intervention, TIER 3 intervention may be necessary. When TIER 2 intervention is administered in a group. The data for that group will be collected every other week and analyzed. For instance, in a fluency group of 6 struggling students, the team will look at the data for the small group. If the majority of students are making progress and one is not, TIER 3 intervention would appear to be appropriate for the student who continues to struggle at that point. This may include but is not limited to: In-school tutoring, Targeted Tier 3, one-to-one instruction, After-care tutoring, Teachers paid for planning time.

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.

For reading, the PMRN system which houses the FAIR data will assist, not only with looking at the data for TIER 1 but also for grouping students at Tier 2 for targeted intervention. For TIER 2 data, teachers are offered the opportunity to do their PGP on the data management process of implementing this instruction. For TIER 3 students, the administration will meet with teachers about those students. Data will be collected weekly at Tier 3. For other areas of concern, we will use quick query and excel to manage data. FCAT, Stanford 10, FAIR, FLKRS, DRA, Fountas & Pinnell, Ballard & Tighe & CELLA for ELL students, District Benchmark Assessments (science & math), District and School Writing Assessments, Voyager Fluency Reads, Reading and/or Math Chapter Assessments will be used to summarize tiered data.

Describe the plan to train staff on MTSS.

Four years ago, the concept of RtI was introduced to all teachers. Teachers who referred students to CST were given assistance on selecting targeted interventions. A more focused training was held with the teachers at the beginning of 2009-10. In 2010-11 and 2011-12 the process was improved as teachers became more comfortable

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with graphing and looking at data. In the 2012-13 school year, teachers are empowered to bring new ideas to the table about intervention and progress monitoring data collection.

Many resources have been provided to teachers in the form of written correspondence and email links. The Child Study Team /PSRTI Team

will operate as a problem solving team and continue to walk teachers through the process this year. Team members will be assigned to

assist teachers with fidelity checks to ensure proper implementation of interventions.

During the 2012-13 school year, the PSRTI team will work with teachers on problem solving for each Tier 2 group. Students are grouped based on skill deficits.

Describe plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

PreK-	Jen Carriker
K-	Shirley Pride
1-	Sue Johnson
2-	Gail Roberts
3-	Donna Williams
4-	Karen Barrett
5-	Jane Steining
	Ann Clayton
	Maureen Jennings
	Debby Hampton
	Paul Hockenbury
	Beth Campbell

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

The LLT will meet monthly to discuss issues pertinent to literacy and collaborate on successes and will identify areas of improvement.

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

- Engagement, Rigor, and Questioning
- Use of Common Core and Manatee Core Curriculum -pacing
- Use and support of the adopted reading series
- Fidelity of Reading remediation programs
- Assessments used for OPM
- How note-taking and summarizing are being implemented in the reading programs
- Tying writing to reading
- Summary point writing and story-mapping

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Lesson Study

Lesson Study
<p>Identify the Lesson Study Plan for your school Two Thursdays a month will be dedicated to Professional Learning. One Thursday will focus on Engagement, Rigor and Questioning (ERQ). The second Thursday will be teacher-driven with a focus on CCSS.</p>
<p>Describe how the Lesson Study Plan will be implemented Lesson Plans, activities and conversations will center around increasing student Engagement, task Rigor, and planning and use of High order Questioning.</p>
<p>What will be the major initiatives of the Lesson Study Plan this year? ERQ and CCSS</p>

PART II: EXPECTED IMPROVEMENTS

Goals

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

Reading Goals	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
<p>1- Percentage meeting satisfactory or higher – 75% Our goal is to increase by 1% to 76% (159)</p> <p>2- Progress of lowest quartile – 61% Our goal is to increase by 1% to 62%</p>	<p>Student mobility, Class size adjustments</p>	<p>Common schoolwide remediation and enrichment time, after-school homework help, departmentalization for teachers to become instructional experts in grades 3-5, in-school tutoring, on-going progress monitoring targeting all students</p> <p>Extension activities for above average students include: the District eFolio project, enrichment groups, high achieving students in Gifted and</p>	<p>Classroom teachers, Administration and Literacy Leadership Team</p>	<p>Ongoing progress monitoring to review all available assessment data (monthly)</p>	<p>Attainment of this goal will be based on 2013 FCAT results available in the summer of 2013.</p>

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		<p>Talented classrooms, and student book studies. The adopted reading series provides teachers with additional extension activities for high achieving students. Writing across the curriculum is a focus as a method of extending reading instruction. Teachers will work with District personnel to accelerate high achieving students.</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).***

For Reading Goal 1, increase by 1% the number of students achieving satisfactory or higher in grades 4 & 5 as measured by the 2013 FCAT. Goal 2 is to increase by 1% the number of students in the lowest quartile making progress.

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

Math Goals	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
<p>1- Percentage meeting satisfactory or higher – 74% Our goal is to increase by 1% to 75% (157)</p>	<p>Student mobility, Class size adjustments</p>	<p>Common schoolwide remediation and enrichment time, after-school homework help, departmentalization for teachers to become instructional experts in grades 3-5, in-school tutoring,</p>	<p>Classroom teachers, Administration and Literacy Leadership Team, Math Committee</p>	<p>Ongoing progress monitoring to review all available assessment data (monthly)</p>	<p>Attainment of this goal will be based on 2013 FCAT results available in the summer of 2013.</p>

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		on-going progress monitoring targeting all students District and school inservices for teachers' continued use of math series, teacher use of online tech support, FCAT Explorer, V-Math Live, ongoing progress monitoring, in-school tutoring, after-school homework help, departmentalization for teachers to become instructional experts in grades 3-5. 60 minute, uninterrupted math block of time			
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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).*

For Math Goal 1, increase by 1% the number of students achieving satisfactory or higher in grades 4 & 5 as measured by the 2013 FCAT.

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

Writing Goals	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
84% (93) or more meet satisfactory or higher	Sub-filled teacher position in fourth grade	Continue "Building Critical Writers" program from Core Connections. Continue using common "Benchmark writing" posters for all grade levels and display in classrooms.	Administration and Literacy Leadership Team, Fourth grade teachers, Chris Lewis – Writing Consultant	Quarterly writing assessments District Benchmark assessments	Fourth grade writing rubric and anchor papers for all grade levels. 2013 FCAT Writing

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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).**

For Writing Goal 1, maintain or increase the number of students achieving satisfactory or higher in grade 4 as measured by the 2013 FCAT.

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

Science Goals	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
1- Percentage meeting satisfactory or higher – 69% Our goal is to increase by 1% to 70% (80)	Student mobility, Class size adjustments	Common schoolwide remediation and enrichment time, after-school homework help, departmentalization for teachers to become instructional experts in grades 3-5, in-school tutoring, on-going progress monitoring targeting all students Science LAB room was set up last year for schoolwide use MCC Roadmaps, Science core curriculum will be followed. Teachers will align roadmaps to book as much as possible. Teachers will be utilizing the science curriculum to implement expository writing in all grade levels. Summary point writing will be used during science instruction.	Classroom teachers, Administration and Literacy Leadership Team Byron Ballenger- Science Committee chair	Ongoing progress monitoring to review all available assessment data (monthly) Sign-up sheet reviewed monthly by science committee	Attainment of this goal will be based on 2013 FCAT results available in the summer of 2013.

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		Hands-on science programs, such as the Mad Scientist, will be presented to students at all grade levels. Science vocabulary will be stressed schoolwide. All students will participate in the Science Fair.			
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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).**

For Science Goal 1, increase by 1% the number of students achieving satisfactory or higher in grade 4 as measured by the 2013 FCAT.

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
ERQ	PreK-5	Admin	Schoolwide	2 nd Thurs each month	Assessments, Less Plans, Walk-throughs, Observations	Admin
CCSS	PreK-5	Teams & Admin	Schoolwide	4 th Thurs each month	Assessments, Less Plans, Walk-throughs, Observations	Admin
Core Connections	K-4	Chris Lewis	K-4	2 workshops a year per grade level	Writing Assessments, Lesson Plans, Walk-throughs	Admin

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.)

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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.	
Review and modify school-based policies as needed, serve as a voice on political topics/agendas that impact local schools, survey instructional staff for needs to improve student achievement (resources, PL, time-subs), continue providing for Core Connection consultant 2 times per school year per grad level	
Describe the projected use of SAC funds.	Amount
The primary use of SAC funds will be to support the Core Connections (writing) program Secondary use of funds will be to support classroom instruction	\$3393.24