

Manatee County Public Schools

# James Tillman Elementary Magnet



2019-20 School Improvement Plan

---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>12</b>
<b>Title I Requirements</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>20</b>

# James Tillman Elementary Magnet School

1415 29TH ST E, Palmetto, FL 34221

<http://www.edline.net/pages/sdmctillmanes>

## Demographics

**Principal: Marla Massi Blackmore**

Start Date for this Principal: 6/19/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students <span style="color: orange;">Students With Disabilities</span> White Students
<b>School Grade</b>	2018-19: B
<b>School Grades History</b>	2017-18: B 2016-17: B 2015-16: F 2014-15: F 2013-14: C
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**School Board Approval**

This plan is pending approval by the Manatee County School Board.

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

**Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

District Mission Statement:

Manatee County Public Schools will educate and develop all students today for their success tomorrow.

School Mission Statement:

James Tillman Elementary will educate all children and affirm their right to learn.

By June 2020, 55% of the students will score satisfactory in ELA, Mathematics and Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards.

#### Provide the school's vision statement

District Vision Statement:

Manatee County Public Schools will be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

School Vision Statement:

James Tillman Elementary will ensure all students will become resourceful, independent thinkers who set and achieve goals as well as problem solve, and thereby becoming positive and productive citizens. This is accomplished by a commitment to engaging students through instruction that is researched-based, differentiated, and imbeds instructional best practices. This commitment will ensure the development of confidence socially and academically, promote risk-taking, encourage initiative, and meet the unique needs of all students.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Massi-Blackmore, Marla	Principal	The Leadership Team will meet monthly and recap what we have been discussing in data teams. The team will also monitor the fidelity of the core reading instruction and acceleration. The Leadership Team will also conduct faculty book studies, lead committees, and lead school-wide professional development and/or any training related to effective instruction.
Kubal, Megan	Assistant Principal	
Walsh, Traci	Dean	
Bradley, Jill	Instructional Coach	
Gonzalez, Jennifer	Dean	
Rivera, Tin	Teacher, ESE	
Williams, Tamekia	Teacher, K-12	
Pinheiro, Cristina	Teacher, K-12	
English, Cristen	Teacher, K-12	

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	108	119	90	118	91	110	0	0	0	0	0	0	0	636
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	4	4	1	1	2	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	40	35	57	0	0	0	0	0	0	0	132
Level 1 on statewide assessment	0	0	0	31	19	23	0	0	0	0	0	0	0	73

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators		6	4	12	25	20	29	0	0	0	0	0	0	96

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	23	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

**FTE units allocated to school (total number of teacher units)**

34

**Date this data was collected or last updated**

Wednesday 6/19/2019

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	5	10	6	4	9	4	0	0	0	0	0	0	0	38
One or more suspensions	13	16	15	10	19	35	0	0	0	0	0	0	0	108
Course failure in ELA or Math	0	0	0	55	50	60	0	0	0	0	0	0	0	165
Level 1 on statewide assessment	0	0	0	30	35	35	0	0	0	0	0	0	0	100

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	7	10	10	20	26	30	0	0	0	0	0	0	0	103

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	5	10	6	4	9	4	0	0	0	0	0	0	0	38
One or more suspensions	13	16	15	10	19	35	0	0	0	0	0	0	0	108
Course failure in ELA or Math	0	0	0	55	50	60	0	0	0	0	0	0	0	165
Level 1 on statewide assessment	0	0	0	30	35	35	0	0	0	0	0	0	0	100

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	7	10	10	20	26	30	0	0	0	0	0	0	0	103

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	35%	52%	57%	32%	50%	56%
ELA Learning Gains	50%	57%	58%	53%	54%	55%
ELA Lowest 25th Percentile	57%	55%	53%	64%	47%	48%
Math Achievement	68%	63%	63%	64%	60%	62%
Math Learning Gains	70%	68%	62%	73%	61%	59%
Math Lowest 25th Percentile	60%	53%	51%	62%	47%	47%
Science Achievement	38%	48%	53%	31%	49%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	108 (0)	119 (0)	90 (0)	118 (0)	91 (0)	110 (0)	636 (0)
Attendance below 90 percent	0 (5)	0 (10)	0 (6)	0 (4)	0 (9)	0 (4)	0 (38)
One or more suspensions	0 (13)	4 (16)	4 (15)	1 (10)	1 (19)	2 (35)	12 (108)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	40 (55)	35 (50)	57 (60)	132 (165)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (30)	19 (35)	23 (35)	73 (100)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	29%	51%	-22%	58%	-29%
	2018	33%	49%	-16%	57%	-24%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	40%	56%	-16%	58%	-18%
	2018	32%	51%	-19%	56%	-24%



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		8%				
Cohort Comparison		7%				
05	2019	28%	52%	-24%	56%	-28%
	2018	33%	52%	-19%	55%	-22%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	60%	0%	62%	-2%
	2018	64%	56%	8%	62%	2%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	67%	65%	2%	64%	3%
	2018	60%	61%	-1%	62%	-2%
Same Grade Comparison		7%				
Cohort Comparison		3%				
05	2019	63%	60%	3%	60%	3%
	2018	61%	58%	3%	61%	0%
Same Grade Comparison		2%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	48%	-14%	53%	-19%
	2018	32%	49%	-17%	55%	-23%
Same Grade Comparison		2%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	31	39	42	57	57	17				
ELL	25	53	71	67	75	75	38				
BLK	36	53	54	64	66	63	33				
HSP	30	48	63	67	68	57	38				
WHT	48	53		81	100						
FRL	30	49	59	65	70	59	33				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	55	68	45	66	74	6				
ELL	21	49	60	69	76		20				
BLK	28	52	58	56	70	64	20				
HSP	26	53	71	69	77	62	30				
MUL	50			60							
WHT	67	60		76	70						
FRL	31	55	63	64	74	59	29				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

**Asian Students**

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends**

ELA Proficiency is the lowest. However, the ELA Proficiency has been increasing for all subgroups in the last three years.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

The Lowest 25% ELA Gains had a drop of 7%. However, ELA proficiency went up 3%.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

The largest gap compared to the state average was in ELA Proficiency with a -29% in Grades 3. There was around a 25% of Grade 3 students that enrolled with various data points indicating reading level two or more years below grade level. School continues to strengthen all grade levels (especially primary) with balance reading instruction that embeds all five areas of reading (phonemic awareness, phonological awareness, fluency, vocabulary, and comprehension; The Six Systems :Surface and Deep Structures).

#### **Which data component showed the most improvement? What new actions did your school take in this area?**

The most improved component was Science Proficiency, which was a gain of 23%. All grade levels will collaboratively plan and implement lessons using non-fiction text that support the science standards in the ELA Block and Extended Reading.

#### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

All Subgroups were met except for the SWD by one percentage point. The SWD earned a 40% (required score is a 41%). All teachers (ESE and General Edu.) will continue to plan and teach grade level standards. Resource and Full-Time ESE students will continue to receive support within their class through push-in and/or inclusion (with support by the ESE Teacher or ESE Paraprofessional). Professional Development will focus on Tier Instruction and the strategy of Responsive Student-Driven Instruction.

#### **Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Purposeful Standard-Based Instruction
2. Instructional Delivery Framework
3. Responsive Student-Driven Instruction

## **Part III: Planning for Improvement**

### **Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Purposeful Standard- Based Instruction
<b>Rationale</b>	Lack of school-wide instruction cohesiveness and effectiveness in Tier 1 instruction.
<b>State the measureable outcome the school plans to achieve</b>	<p>By June 2020, 55% of the students will score satisfactory in ELA, Mathematics and Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards.</p> <p>Student achievement will improve in all core content areas by receiving a consistent effective standards-based instructional delivery.</p>
<b>Person responsible for monitoring outcome</b>	Marla Massi-Blackmore (massim@manateeschools.net)
<b>Evidence-based Strategy</b>	<p>An Instructional Leadership Team member will facilitate weekly collaborative planning with grade level teams as well as present school-wide Professional Development that is based on current data. This work will ensure students receive consistent effective standards-based instructional delivery in all academic areas.</p> <p>Various data will be collect: Teacher Evaluation System, PMRN (K), District Benchmark Assessments, DRA 2.0, IRLA, Fountas and Pinnell Running Records, IRLA, Grade Level Common Assessments, analyzing student work with grade level rubrics, lesson plans, I-Ready, Grade Level Planning Meeting Documentation and FSA data results</p>
<b>Rationale for Evidence-based Strategy</b>	School-wide data has shown that purposeful and facilitated planning has made a positive impact in students' comprehending the grade level standards through the practice of explicit teaching of the thinking strategy during planning sessions.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will be provided planning before and after school.</li> <li>2. Highly Effective/effective teachers will facilitate initial and on-going professional development for the instruction delivery framework (GRR) for all grades K-5, productive struggle, and student accountability to grade level work.</li> <li>3. Highly Effective/effective teachers will facilitate the planning of the instruction delivery framework (GRR) for all grades K-5.</li> <li>4. Provide research-based classroom materials and supplies that support the student learning in the instructional framework.</li> <li>5. Provide consultant for professional development specifically Thinking Strategies for reading instruction.</li> </ol>
<b>Person Responsible</b>	Marla Massi-Blackmore (massim@manateeschools.net)

<b>#2</b>	
<b>Title</b>	Instructional Delivery Framework
<b>Rationale</b>	Lack of comprehensive understanding of the Florida State Standards and grade level outcomes for the standards.
<b>State the measureable outcome the school plans to achieve</b>	<p>By June 2020, 55% of the students will score satisfactory in ELA, Mathematics and Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards.</p> <p>Student achievement will improve in all core content areas through targeted support in the planning and delivery of purposeful standard-based instruction.</p>
<b>Person responsible for monitoring outcome</b>	<p>Marla Massi-Blackmore (massim@manateeschools.net)</p> <p>An Instructional Leadership Team member will facilitate modeling and support within the classrooms at each grade level as well as presenting school-wide Professional Development that is based on current data. This work will ensure students receive consistent effective standards-based instructional delivery in all academic areas.</p>
<b>Evidence-based Strategy</b>	<p>The various data will be continuous measurement of the effectiveness: Teacher Evaluation System, PMRN (K), District Benchmark Assessments, DRA 2.0, IRLA, Fountas and Pinnell Running Records, Grade Level Common Assessments, analyzing student work with grade level rubrics, lesson plans, I-Ready, Grade Level Planning Meeting Documentation and FSA data results.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>School-wide data has shown the purposeful instructional delivery has made a positive impact in students' comprehending the grade level standards through the explicit teaching of the thinking strategy to meet or exceed the standard.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will be provided planning for comprehensive lessons based on grade-level standards before and after school.</li> <li>2. Highly Effective/effective teachers will facilitate professional development for comprehensive knowledge of Florida Standards, responsiveness to student work/data and how to effectively provide intentional and deliberate feedback.</li> <li>3. Provide research-based classroom materials and supplies that support the student learning in the instructional framework.</li> </ol>
<b>Person Responsible</b>	Marla Massi-Blackmore (massim@manateeschools.net)

<b>#3</b>	
<b>Title</b>	Responsive Student-Driven Instruction
<b>Rationale</b>	Lack of deliberate feedback and goal setting with students after analysis of various data. Lack of teacher response to students' specific academic needs (How?).
	By June 2020, 55% of the students will score satisfactory in ELA, Mathematics and Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards.
<b>State the measureable outcome the school plans to achieve</b>	Responding specifically to students through small group instruction and individual conferencing will be strategy-based and designed to address, reteach and enrich the current standards being taught in class, which in turn increase student achievement. Measurable outcomes will be through student writing (K-5), District Benchmark Assessments, DRA 2.0, IRLA, Fountas and Pinnell Running Records, Grade Level Common Assessments, analyzing student work with grade level rubrics, lesson plans, I-Ready, Grade Level Planning Meeting Documentation and FSA data results.
<b>Person responsible for monitoring outcome</b>	Marla Massi-Blackmore (massim@manateeschools.net)
<b>Evidence-based Strategy</b>	Teacher response to student data in small and one-on-one instruction. Professional Development will be provided to explicitly teach instructors the words and actions needed to guide students through strategic next steps for each academic area.
<b>Rationale for Evidence-based Strategy</b>	Student data indicated by various District and State resulted with small increases in all academic areas except mathematics, which did not result in closing the gap.
<b>Action Step</b>	
<b>Description</b>	1. Professional Development will be implemented for data analysis and the next steps for response teaching (strategic grouping/conferencing).
<b>Person Responsible</b>	Marla Massi-Blackmore (massim@manateeschools.net)

<b>#4</b>	
<b>Title</b>	Application of the Positive Behavior System
<b>Rationale</b>	Lack of consistency with application of the Positive Behavior System Support.
<b>State the measureable outcome the school plans to achieve</b>	Professional development and follow up activities addressing PBS goals and expectations, specific behavioral positive feedback, and motivational materials. By June 2020, 10% of student referrals will decrease from 2018-2019 referral data evidenced by district disciplinary reports.
<b>Person responsible for monitoring outcome</b>	Marla Massi-Blackmore (massim@manateeschools.net)
<b>Evidence-based Strategy</b>	Quarterly review of report cards, ClassDojo and Remind App data, Agendas, Recognition Assembly data and FOCUS data will provide next steps and ensure the implementation of the Positive Behavior System.
<b>Rationale for Evidence-based Strategy</b>	Teacher Evaluation System, FOCUS data for referrals, Data for PBS Assemblies, etc.
<b>Action Step</b>	
<b>Description</b>	1. PBS training and school-based support framework to increase academic areas.
<b>Person Responsible</b>	Marla Massi-Blackmore (massim@manateeschools.net)



<b>#5</b>	
<b>Title</b>	Parent Engagement
<b>Rationale</b>	Lack of home support to reinforce research-based best practices for all academic areas at home.
<b>State the measureable outcome the school plans to achieve</b>	By June 2020, a 10% increase of parent involvement will be evidenced by numbers of parent participation (SAC, events, conferences, etc.), feedback (surveys) and communication (phone/text/agenda).
<b>Person responsible for monitoring outcome</b>	Marla Massi-Blackmore (massim@manateeschools.net)
<b>Evidence-based Strategy</b>	Quarterly review of ClassDojo and Remind App data, Agendas, Recognition Assembly data, SAC attendance, School-wide Events attendance, and various survey data will provide next steps and ensure an increase in Parent Engagement.
<b>Rationale for Evidence-based Strategy</b>	Established parent workshop dates, parent attendance, Title I training for PI, numbers of parent surveys returns and parent signatures on student agendas/ homework and standard-based student data.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Standard-based parent workshops which include childcare, professional development for literacy, mathematics and science school/ home resources and strategies, and translator for workshops.</li> <li>2. Newsletters, surveys and homework that outline standards in real world application for families.</li> </ol>
<b>Person Responsible</b>	Marla Massi-Blackmore (massim@manateeschools.net)

**#6**

**Title** Students With Disabilities Subgroup  
**Rationale** The SWD earned a 40% (required score is a 41%).

**State the measureable outcome the school plans to achieve** By June 2020, 55% of the students will score satisfactory in ELA, Mathematics and Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards.

**Person responsible for monitoring outcome** Marla Massi-Blackmore (massim@manateeschools.net)

**Evidence-based Strategy** All teachers (ESE and General Edu.) will continue to plan and teach grade level standards. Resource and Full-Time ESE students will continue to receive support within their class through push-in and/or inclusion (with support by the ESE Teacher or ESE Paraprofessional). Professional Development will focus on Tier Instruction and the strategy of Responsive Student-Driven Instruction.

**Rationale for Evidence-based Strategy** These strategies align with ESE research regarding standard-based instruction and responsive instruction (explicit feedback to students). Evidence of effectiveness will include but not limited to: Teacher Evaluation System, District Benchmark Assessments, DRA 2.0, IRLA, Fountas and Pinnell Running Records, IRLA, Grade Level Common Assessments, analyzing student work with grade level rubrics, lesson plans, I-Ready, Grade Level Planning Meeting Documentation and FSA data results.

**Action Step**

**Description** 1. ESE and General Edu. Teachers will plan and teach grade level standards through inclusion and/or push-in.  
 2. Professional Development will focus on Tier 1 and II Instruction and Responsive Student-Driven Instruction.  
 3.  
 4.  
 5.

**Person Responsible** Marla Massi-Blackmore (massim@manateeschools.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

**Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

The PFEP attached outlines how Tillman Elementary plans to build positive relationships with all stakeholders.

##### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The strategies utilized for students in transition from early childhood programs to local elementary school programs are as follows:

The strategies employed to support new students entering Tillman are as follows:

1. Families are provided a Tillman brochure that describes fundamentals that are offered, Title I information and PBS news along with being given a Tillman agenda and basic supplies.
2. The Principal, Assistant Principal, or school counselor will provide a school tour for families on the first day.
3. The student will be designated a peer mentor for his/her first week of school to orient the student socially and provide guidance on student expectations in his/her new class if entering after the first month of school.

The strategies utilized for students in transition from elementary school programs to middle school programs are as follows:

Early Winter

1. Fifth Grade General Education and ESE Teachers schedule to meet with our feeder Middle School (Sixth Grade Teachers) to vertically plan and collaborate in order to meet the expectations required from our students when entering sixth grade.

Early Spring

1. Students and parents are provided with flyers of various local middle schools, which highlight offerings and dates to visit the various campuses.
2. Students are also presented information by various local middle school representatives through in-school informative presentations.
3. ESE students transition through a transition meeting where the ESE teacher along side with the parent create a middle school schedule for the local middle school the student is projected to attend.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The Leadership Team is formed of various staff members who lead smaller teams such as MTSS/IST, Grade Level Teams, PBS, PI, etc. This team analyzes state, district, and school assessments and data that reflect the academic, social, and emotional needs of the

students. Data that is also included in this analysis process is Parent Involvement data, the Title I Needs Assessment, and surveys that document input from all stakeholders. This team then proceeds with the problem solving process. This process forces all stakeholders to look deeper and examine all the surrounding factors that may not be considered. From there, it is presented to various stakeholders to gather input.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Tillman has a partnership with various community organizations such as the Chamber of Commerce who sponsors Junior Achievement, United Way Reading Pals, "Books are Fun", Boys and Girls Club, Horace Mann, CocoJoes, Little Caesars, Sarasota Jungle Gardens, Butterfly Brigade, and various surrounding churches.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Community partnerships support the introduction and inquiry of various careers and college opportunities.

<b>Part V: Budget</b>			
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Purposeful Standard- Based Instruction</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Instructional Delivery Framework</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Responsive Student-Driven Instruction</b>	<b>\$0.00</b>
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Application of the Positive Behavior System</b>	<b>\$0.00</b>
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: Parent Engagement</b>	<b>\$0.00</b>
<b>6</b>	<b>III.A</b>	<b>Areas of Focus: Students With Disabilities Subgroup</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>