James Tillman Elementary Magnet School

2018-19 Schoolwide Improvement Plan

Table of Contents

James Tillman Elementary Magnet School

1415 29TH ST E, Palmetto, FL 34221

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

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	F	F*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

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
Massi-Blackmore, Marla	Principal
Pletcher, Bernadette	Assistant Principal
Walsh, Traci	Dean
Bradley, Jill	Instructional Coach
Gonzalez, Jennifer	Teacher, K-12
Rivera, Tin	Teacher, ESE
Walls, Melissa	Dean
Williams, Tamekia	Teacher, K-12
Pinheiro, Cristina	Teacher, K-12
Baker, Maidie	Administrative Support
Cohenour, Tammy	Paraprofessional
English, Cristen	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

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

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	12	0	0	0	0	0	0	0	0	0	12
Retained Students: Previous Year(s)	0	0	0	17	0	0	0	0	0	0	0	0	0	17

Date this data was collected
Sunday 8/12/2018

Year 2016-17 - 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	12	8	12	6	6	5	0	0	0	0	0	0	0	49
One or more suspensions	24	26	31	25	22	30	0	0	0	0	0	0	0	158
Course failure in ELA or Math	35	36	26	54	48	55	0	0	0	0	0	0	0	254
Level 1 on statewide assessment	0	0	0	45	40	45	0	0	0	0	0	0	0	130

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	17	22	25	30	25	35	0	0	0	0	0	0	0	154

Year 2016-17 - 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	12	8	12	6	6	5	0	0	0	0	0	0	0	49
One or more suspensions	24	26	31	25	22	30	0	0	0	0	0	0	0	158
Course failure in ELA or Math	35	36	26	54	48	55	0	0	0	0	0	0	0	254
Level 1 on statewide assessment	0	0	0	45	40	45	0	0	0	0	0	0	0	130

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	17	22	25	30	25	35	0	0	0	0	0	0	0	154

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

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

Which data component showed the greatest decline from prior year?

The Lowest 25% Math Gains had a drop of 17%. However, Math proficiency went up 11%.

Which data component had the biggest gap when compared to the state average?

The largest gap compared to the state average was in ELA Proficiency with a -24% in Grades 3 and 4.

Which data component showed the most improvement? Is this a trend?

The most improved component was Science Proficiency, which was a gain of 23%.

Describe the actions or changes that led to the improvement in this area

The action taken to improve in the area of science was the purposeful planning for the integration of science standards within the ELA instruction. Also, purposeful hands on instruction along with student written responses was planned for specific concepts.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	32%	50%	56%	24%	50%	55%
ELA Learning Gains	53%	54%	55%	53%	56%	57%
ELA Lowest 25th Percentile	64%	47%	48%	69%	53%	52%
Math Achievement	64%	60%	62%	53%	55%	61%
Math Learning Gains	73%	61%	59%	84%	59%	61%
Math Lowest 25th Percentile	62%	47%	47%	79%	47%	51%
Science Achievement	31%	49%	55%	14%	42%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5 (12)	10 (8)	6 (12)	4 (6)	9 (6)	4 (5)	38 (49)
One or more suspensions	13 (24)	16 (26)	15 (31)	10 (25)	19 (22)	35 (30)	108 (158)
Course failure in ELA or Math	0 (35)	0 (36)	0 (26)	55 (54)	50 (48)	60 (55)	165 (254)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (45)	35 (40)	35 (45)	100 (130)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	49%	-16%	57%	-24%
	2017	24%	50%	-26%	58%	-34%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	32%	51%	-19%	56%	-24%
	2017	25%	52%	-27%	56%	-31%
Same Grade Comparison		7%				
Cohort Comparison		8%				
05	2018	33%	52%	-19%	55%	-22%
	2017	25%	48%	-23%	53%	-28%
Same Grade Comparison		8%				
Cohort Comparison		8%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	56%	8%	62%	2%
	2017	54%	51%	3%	62%	-8%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	60%	61%	-1%	62%	-2%
	2017	49%	59%	-10%	64%	-15%
Same Grade Comparison		11%				
Cohort Comparison		6%				
05	2018	61%	58%	3%	61%	0%
	2017	51%	53%	-2%	57%	-6%
Same Grade Comparison		10%				
Cohort Comparison		12%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	32%	49%	-17%	55%	-23%
	2017					
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
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							

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 2016-17	C & C Accel 2016-17
WHT	67	60		76	70						
FRL	31	55	63	64	74	59	29				

2017 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	12	61	72	20	73	76					
ELL	20	66	82	59	85	85	6				
BLK	18	42	56	41	79	79					
HSP	23	58	81	58	86	80	19				
MUL	40			50							
WHT	62			75							
FRL	22	53	68	52	84	82	11				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Purposeful Standard-Based Instruction
Rationale	Lack of school-wide instructional cohesiveness and effectiveness in Tier 1 instruction.
Intended Outcome	Student achievement will improve in all core content areas by receiving a consistent effective standards-based instructional delivery.
Point Person	Marla Massi-Blackmore (massim@manateeschools.net)
Action Step	
Description	* Teachers will be provided planning before and after school. * 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. * Highly Effective/effective teachers will facilitate the planning of the instruction delivery framework (GRR) for all grades K-5. * Provide research-based classroom materials and supplies that support the student learning in the instructional framework. * Provide consultant for professional development specifically Thinking Stretegies for reading instruction.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Teacher Evaluation System, PMRN (K), District Benchmark Assessments, DRA 2.0, 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.
Person Responsible	[no one identified]

Activity #2	
Title	Instructional Delivery Framework
Rationale	Lack of a comprehensive understanding of the Florida State Standards and grade level outcomes for the standards.
Intended Outcome	Student achievement will improve in all core content areas through targeted support in the planning and delivery of purposeful standard-based instruction.
Point Person	Marla Massi-Blackmore (massim@manateeschools.net)
Action Step	
Description	* Teachers will be provided planning for comprehensive lessons based on grade-level standards before and after school. * 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. * Provide research-based classroom materials and supplies that support the student learning in the instructional framework.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Teacher Evaluation System, PMRN (K), District Benchmark Assessments, DRA 2.0, 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.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)

Activity #3	
Title	Strategic Small Group
Rationale	Lack of Tier 2 purposeful standards-based instruction (data driven).
Intended Outcome	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.
Point Person	Marla Massi-Blackmore (massim@manateeschools.net)
Action Step	
Description	* Professional Development will be implemented for small group (strategic grouping/conferencing). * Provide Professional Development for analyzing various student data sources.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Teacher Evaluation System, PMRN (K), District Benchmark Assessments, DRA 2.0, 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.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)

Activity #4	
Title	Application of the Positive Behavior System
Rationale	Lack of consistency with application of the Positive Behavior Support system.
Intended Outcome	Professional development and follow up activities addressing PBS goals and expectations, specific behavioral positive feedback, and motivational materials.
Point Person	Marla Massi-Blackmore (massim@manateeschools.net)
Action Step	
Description	PBS training and school-based support framework to increase academic areas.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Teacher Evaluation System, FOCUS data for referrals, Data for PBS Assemblies, etc.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)

Activity #5	
Title	Parent Engagement
Rationale	Lack of home support to reinforce researched-based best practices for all academic areas at home.
Intended Outcome	Increased numbers of parent participation (SAC, events, conferences, etc,), feedback (surveys) and communication (newsletter and phone/text/agenda) and student achievement.
Point Person	Marla Massi-Blackmore (massim@manateeschools.net)
Action Step	
Description	Standard-based parent workshops which include childcare, professional development for literacy, mathematics and science school/home resources and strategies, and translator for workshops. Newsletters, surveys and homework that outline standards in real world application for families.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)
Plan to Monitor Effectiveness	
Description	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.
Person Responsible	Marla Massi-Blackmore (massim@manateeschools.net)

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 Pilot SIP 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 school creates, provides, and supports a learning community through PBS (Positive Behavior Support) and all teachers create positive classroom cultures. In addition, the school works to ensure the social-emotional needs of the students are being met by providing opportunities to work with the Guidance Counselor and Graduation Enhancement Technician.

The Guidance Counselor provides whole group social lessons, one-on-one meetings as well as small group counseling to meet the students' needs. The Guidance Counselor also accesses community agencies and resources when needed.

The Social Worker collaborates with Guidance Counselor, teachers, and school leaders to develop systematic strategies to identify and support those students who are frequently absent with social and emotional skills.

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

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 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

The Leadership Team is formed of various staff members who lead smaller teams such as LLT, 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 strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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, Keller Williams Realty, Kona Ice, Little Caesars, Sarasota Jungle Gardens, Butterfly Brigade, and various surrounding churches.

Part V: Budget

Total:	**$0.00**