Collier County Public Schools

Manatee Middle School

2020-21 Schoolwide Improvement Plan

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Manatee Middle School

1920 MANATEE RD, Naples, FL 34114

https://www.collierschools.com/mms

Demographics

Principal: Matt Dyer

Start Date for this Principal: 1/23/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (59%) 2016-17: B (60%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Collier 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.

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.

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Manatee Middle School

1920 MANATEE RD, Naples, FL 34114

https://www.collierschools.com/mms

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	93%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

School Board Approval

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SIP Authority

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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.

At Manatee Middle School, we aim to create a safe, positive environment where students learn and thrive. We empower students to become the best they can be through character development, a love of learning and the power of education.

Provide the school's vision statement.

Manatee Middle School is composed of lifelong learners that are respectful, organized, accomplished and responsible. Through positive school culture and relevant and rigorous academics, students are prepared to thrive in high school and post-secondary opportunities.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Bledsoe, Jennifer	Principal	Ensure the mission of the school is accomplished each day. Drives the school and its stake holders forward, towards the school's vision. The primary instructional leader for teacher development. Meets regularly with community organization to increase collaboration with stakeholders. Leads school improvement and leadership teams to make changes that create positive outcomes.
Brewer, Elizabeth	School Counselor	Responsible for the mental health of students. Collaborates with teachers to implement Social-Emotional Learning for all students. Promotes the school and her award winning program to the community and surrounding schools. Is a member of multiple teams within the school that collaborate to make the school the best play to learn and work for all stakeholders.
Caliendo, Nancy	Instructional Coach	Guide instruction to create positive outcomes. Disaggregate data to drive instruction. Makes parent/family contact to ensure all stakeholders know of individual and school wide initiatives that drive success. Is a member of multiple teams within the school that collaborate to make the school the best play to learn and work for all stakeholders.
Micieli, AJ	Assistant Principal	Discipline and Attendance. Assess and improve teacher instruction through FTEM. Meets with community organization to increase collaboration with stakeholders. Leads school improvement and leadership teams to make changes that create positive outcomes.
Lynne, Belliveau	Teacher, ESE	Ensure compliance and that the needs of all learners are met. Disaggregate data to drive instruction. Makes parent/family contact to ensure all stakeholders know of individual and school wide initiatives that drive success. Is a member of multiple teams within the school that collaborate to make the school the best play to learn and work for all stakeholders.
Dyer, Matthew	Assistant Principal	Curriculum and Instruction. Assess and improve teacher instruction through FTEM. Meets with community organization to increase collaboration with stakeholders. Leads school improvement and leadership teams to make changes that create positive outcomes.
Ulibarri, Krista	Instructional Coach	Guide instruction to create positive outcomes. Disaggregate data to drive instruction. Makes parent/family contact to ensure all stakeholders know of individual and school wide initiatives that drive success. Is a member of multiple teams within the school that collaborate to make the school the best play to learn and work for all stakeholders.

Demographic Information

Principal start date

Tuesday 1/23/2018, Matt Dyer

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

56

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (59%) 2016-17: B (60%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	0	0	0	0	0	0	297	313	305	0	0	0	0	915
Attendance below 90 percent	0	0	0	0	0	0	16	25	20	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	6	20	24	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	0	4	35	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	0	2	33	0	0	0	0	35
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	88	50	12	0	0	0	0	150
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	70	36	41	0	0	0	0	147

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	0	0	0	0	0	0	14	14	46	0	0	0	0	74

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	0	0	0	1	2	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected or last updated

Thursday 7/23/2020

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	
Number of students enrolled	0	0	0	0	0	0	297	313	305	0	0	0	0	915
Attendance below 90 percent	0	0	0	0	0	0	12	21	27	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	20	38	53	0	0	0	0	111
Course failure in ELA or Math	0	0	0	0	0	0	4	56	56	0	0	0	0	116
Level 1 on statewide assessment	0	0	0	0	0	0	67	91	93	0	0	0	0	251

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	0	0	0	0	0	0	14	55	55	0	0	0	0	124

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	0	0	0	2	3	6	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5

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	
Number of students enrolled	0	0	0	0	0	0	297	313	305	0	0	0	0	915
Attendance below 90 percent	0	0	0	0	0	0	12	21	27	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	20	38	53	0	0	0	0	111
Course failure in ELA or Math	0	0	0	0	0	0	4	56	56	0	0	0	0	116
Level 1 on statewide assessment	0	0	0	0	0	0	67	91	93	0	0	0	0	251

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	0	0	0	0	0	0	14	55	55	0	0	0	0	124

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	0	0	0	2	3	6	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5

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	49%	59%	54%	41%	60%	52%
ELA Learning Gains	51%	55%	54%	54%	60%	54%
ELA Lowest 25th Percentile	43%	45%	47%	46%	48%	44%
Math Achievement	65%	69%	58%	62%	70%	56%
Math Learning Gains	62%	62%	57%	74%	69%	57%
Math Lowest 25th Percentile	60%	57%	51%	61%	67%	50%
Science Achievement	50%	55%	51%	38%	56%	50%
Social Studies Achievement	64%	75%	72%	62%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

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
06	2019	46%	56%	-10%	54%	-8%
	2018	47%	56%	-9%	52%	-5%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	46%	55%	-9%	52%	-6%
	2018	40%	54%	-14%	51%	-11%
Same Grade Comparison		6%				
Cohort Comparison		-1%				
08	2019	42%	58%	-16%	56%	-14%
	2018	50%	63%	-13%	58%	-8%
Same Grade Comparison		-8%				
Cohort Comparison		2%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	55%	61%	-6%	55%	0%
	2018	47%	62%	-15%	52%	-5%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	57%	66%	-9%	54%	3%
	2018	54%	67%	-13%	54%	0%
Same Grade Comparison		3%				
Cohort Comparison		10%				
08	2019	45%	36%	9%	46%	-1%
	2018	49%	43%	6%	45%	4%
Same Grade Comparison		-4%				
Cohort Comparison		-9%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	45%	52%	-7%	48%	-3%
	2018	45%	56%	-11%	50%	-5%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	58%	72%	-14%	71%	-13%
2018	63%	70%	-7%	71%	-8%
Compare		-5%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	99%	67%	32%	61%	38%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	96%	67%	29%	62%	34%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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 2017-18	C & C Accel 2017-18
SWD	31	44	30	47	62	53	39	36	93		
ELL	33	47	47	50	53	61	22	51	96		
BLK	51	50	41	60	61	59	51	66	95		
HSP	47	51	44	67	62	62	47	63	84		
WHT	52	52		70	67	55	60	64	80		
FRL	47	49	43	64	61	59	48	63	87		

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	29	43	42	48	56	59	39	40	70		
ELL	20	42	47	32	56	60	26	33	75		
BLK	47	57	55	57	61	68	43	70	74		
HSP	45	52	41	62	59	63	49	61	77		
WHT	71	68		77	68		71	81	88		
FRL	46	53	47	61	60	64	49	64	84		

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	8	32	33	32	54	45	18	32			
ELL	12	40	41	38	56	47	8	31			
BLK	39	48	44	62	72	58	32	72	100		
HSP	41	55	43	63	75	60	41	57	97		
WHT	43	60	82	57	74	76	33	68			
FRL	40	53	45	62	74	60	36	62	98		

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)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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

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

Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	60

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
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

Pacific Islander Students	
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

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
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.

Reading and specifically the subskill of Writing fell the most last year. This is attributed to adjusting to a new curriculum and not allowing enough time on grade level standards and writing.

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

8th grade Reading showed the greatest decline. Suspension rates were a huge factor. We also moved to a new curriculum for Level 1's and 2's, and there wasn't enough focus on grade level texts and writing.

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.

ELA achievement had the greatest gap when compared to the state. Almost 50% of our students score Level 1 or 2, and this can be attributed to many factors. We will continue to work on learning gains for all utilizing the READ180 program and our grade level texts.

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

Math achievement and our lowest 25% in Math showed the most improvement. A renewed focus on the standards and small group work assisted in this achievement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two potential areas of concern are those students with multiple suspensions as well as those with attendance less than 90%. We will be utilizing teachers and staff in the building to serve as mentors with those with a high absentee rate. We hope that by establishing these relationships student attendance will improve. We also will be implementing more PBIS intervention strategies prior to the suspension,

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

1. Writing

2. ESSA subgroups

3. Learning gains for all 4.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	While we had increased success with decreasing Level 1 and 2 students within all grade levels, we want to focus on this area as there is more success to be had.
Measurable Outcome:	Decrease the level 1 and 2 students by 3% as evident by Quarterly Benchmark district assessment and State of Florida assessments.
Person responsible for monitoring outcome:	Matthew Dyer (dyerm1@collierschools.com)
Evidence-based Strategy:	Use of Reading Coach and Resource teacher to pull data and utilize small group instruction to assist with student understanding and comprehension. To improve writing, we will you use the RACE model across the curriculum, have teachers read and understand the state's exemplars, and administer a writing baseline to understand where students are and drive instruction.
Rationale for Evidence-based Strategy:	Using READ180 and System44 data, we can get real time snapshots of student needs and differentiate instruction for all. We will use district BOY Progress Monitoring to drive instruction and fill gaps from virtual learning last spring. Implementing the RACE model across the curriculum as well as using assessment data to drive writing instruction based on students needs will lead to continued student growth.

Action Steps to Implement

1. Reading coach will work strategically with Intensive teachers at each grade level
2. Focused and strategic scheduling with students of Level 1 and 2 with similar peers
3. Common planning with Reading coach support weekly
4. Lesson plan monitoring with focus on Identifying Critical Content
5. Small group instruction through Read 180 data

Person Responsible	Jennifer Bledsoe (bledsoje@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	We performed the lowest and showed the most decline within our math scores. While our 8th grade Pre-Algebra Level 1 and 2 students did make excellent gains, our 6th and 7th grade classes did not. By focusing on this area, we will be able to work within our Intensive Math classes to be sure that we are providing support to our Level 1 and 2 students, and decrease the number of Level 1 and 2 students overall.
Measurable Outcome:	FSA Math Proficiency: Decrease Level 1 and 2 by 3% as evident by Quarterly Benchmark district assessment and State of Florida assessments.
Person responsible for monitoring outcome:	Nancy Caliendo (calien@collierschools.com)
Evidence-based Strategy:	We will use ALEKS data as well as progress monitoring data to identify the needs of students, the Math coach will assist with grouping and differentiated instruction.
Rationale for Evidence-based Strategy:	We will use district BOY Progress Monitoring to drive instruction and fill gaps from virtual learning last spring. We will collect and use real time data to drive instruction in classrooms as swell as small group instruction to target specific skills.

Action Steps to Implement

1. Math coach will work strategically with Intensive teachers at each grade level and provide student assistance during lunches.
2. Focused and strategic scheduling, with students of Level 1 and 2 with similar peers
3. Common planning with math coach support
4. Lesson plan monitoring with a focus on identifying critical content, and increased utilization of State Test Specifications in conjunction with District Curriculum Guides and Scales
5. Small group instruction during ALEKS lab time with grouping based on data and small group lessons targeting ares of concern on benchmark testing

Person Responsible	Jennifer Bledsoe (bledsoje@collierschools.com)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Overall, we had 47% of students making learning gains in ELA and would like to improve this to be at or above 50% making learning gains.
Measurable Outcome:	The intended outcome would be that we would see an increase of 3% of students making learning gains within our Lowest 25% as evident by Quarterly Benchmark district assessment and State of Florida assessments.
Person responsible for monitoring outcome:	Matthew Dyer (dyerm1@collierschools.com)
Evidence-based Strategy:	We will implement weekly data chats within common planning meets with the Reading coach and administration present. We will use the data from READ180 or System 44 to drive instruction and small groups. There will be a Resource teachers to assist in the ELA rooms. We will use district BOY Progress Monitoring to drive instruction and fill gaps from virtual learning last spring. To improve writing, we will you use the RACE model across the curriculum, have teachers read and understand the state's exemplars, and administer a writing baseline to understand where students are and drive instruction.
Rationale for Evidence-based Strategy:	We will use district BOY Progress Monitoring to drive instruction and fill gaps from virtual learning last spring. Data chats and on going data collection will target every student at their individual level to improve student outcomes. Implementing the RACE model across the curriculum as well as using assessment data to drive writing instruction based on students needs will lead to continued student growth.

Action Steps to Implement

1. Small group/center rotations with Intensive Reading and ELL ELA classes.
2. Focused and strategic scheduling, with students of Level 1 and 2 with similar peers
3. Lesson plan monitoring with a focus on identifying critical content.
4. Individual teacher data chats, focusing on the needs of the students in the lowest 25%
5. Target students for After School Boot Camp to provide additional support.

Person Responsible	Jennifer Bledsoe (bledsoje@collierschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Formative assessment in the classroom is a school wide focus. We will address the needs of the faculty with strategic professional development and in turn, observations in the classrooms. Students will be monitored through the MTSS process as well as SSP's.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Manatee Middle, our school motto is R.O.A.R., an acronym for students and teachers always being Respectful, Organized, Accomplished and Responsible. These principle guidelines drive our Positive Behavior System and behavioral guidelines for teachers and students. Students participating in the after school Hurricane Academy and sports clubs sign behavior agreements stating they will abide by the behavior guidelines of the school including R.O.A.R. expectations.

A monthly PBIS meeting addresses what strategies are currently effective, what problem areas have arisen, and our goals for the upcoming month including major celebrations. At this meeting, teachers and staff drive the narrative on what our school needs and how to achieve those needs. They were part of creating the expectations so they are best positioned to create opportunities for our students and our school to meet those expectations.

Staff uses a variety of reward systems as well as multiple school based reward systems to encourage and celebrate students. At MMS, teachers run monetary systems in their classrooms that allow students to earn classroom dollars by meeting the ROAR expectations. Teachers also goal set with individual students and whole classes to earn rewards. Teachers are the catalyst for two main whole school PBIS reward systems, PBIS Celebration Days and Positive Referrals.

Teachers are challenged to write more positive referrals then behavioral referrals. These positive referrals celebrate the success students are having. Students receive positive referrals for any time a teacher believes a student is going above and beyond. These celebrations encourage students to be a better person, a better student, and prepare them to be the best community member they can be. Students are presented a certificate. Students take the certificate home and have it signed by their parent. This is part of building family-school relationships. Once the certificate is signed, the certificate is presented at the lunch store to buy special lunch snacks.

Through Intervention time each week, teachers conduct one-on-one data chats with students talking to them about setting academic, behavior and attendance goals. To support the needs of our families and students the school employs a parent involvement professional who is responsible for supporting the students through building communication from school with home. We have also added 1.5 resource teachers for our ELL and migrant students to provide support and help connect families with community resources, and for science. Finally, we have 3 full-time language tutors who are supporting students in classes with academic language supports.

Every year, the school hosts a Hurricane Harvest festival in November and invites all students and parents. This is an evening that students can bring all of their family members to meet their teachers, eat a turkey dinner and have fun. We plan to postpone this to the Spring this year. Individual game booths are set up carnival-style and are free to play. Community groups are invited to promote relationships between our

families and groups such as the Rookery Bay Conservancy, CCSO (D.A.R.E.) car and Women in Naples Giving Support groups to give away free uniforms.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$136,101.45**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	$80,571.91
			Notes: Reading Coach			
	5900	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A		$7,951.59
			Notes: After School Program - provide additional staff support 4 days a week after school.			
	7300	160-Other Support Personnel	0422 - Manatee Middle School	Title, I Part A		$1,531.22
			Notes: After School - Non Instructional Clerical			
	7800	790-Miscellaneous Expenses	0422 - Manatee Middle School	Title, I Part A		$5,958.22
			Notes: Student transportation			
	6150	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A		$300.00
			Notes: Parent Involvement Translators			
	6150	510-Supplies	0422 - Manatee Middle School	Title, I Part A		$2,948.03
			Notes: Parent Involvement Supplies			
	6150	390-Other Purchased Services	0422 - Manatee Middle School	Title, I Part A		$800.00
			Notes: Parent Involvement Printing			
	6150	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A		$377.00
			Notes: Parent Involvement Facilitator			
	5100	150-Aides	0422 - Manatee Middle School	Title, I Part A		$35,663.48
			Notes: ELL Spanish Tutor			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$85,873.50**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	6400	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	$85,873.50
			Notes: TSA, Math Coach			
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$238,782.87**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0422 - Manatee Middle School		1.0	$51,970.79
			Notes: Resource Teacher			
	5100	150-Aides	0422 - Manatee Middle School	Title, I Part A	1.0	$17,446.16
			Notes: Spanish Tutor			
	6120	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	$70,516.84
			Notes: Guidance Counselor			
	6150	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	$66,581.36
			Notes: Science Coach			
	5100	160-Other Support Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	$32,267.72
			Notes: Parent Involvement Assistant			
					Total:	**$460,757.82**