Robert Willis Elementary School

2020-21 Schoolwide Improvement Plan

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Robert Willis Elementary School

14705 THE MASTERS AVE, Lakewood Ranch, FL 34202

https://www.manateeschools.net/willis

Demographics

Principal: Kathy Price

Start Date for this Principal: 8/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
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 Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (70%) 2016-17: A (70%) 2015-16: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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.

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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14705 THE MASTERS AVE, Lakewood Ranch, FL 34202

https://www.manateeschools.net/willis

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)
Elementary School PK-5	No	19%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

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

School Board Approval

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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.

Robert E. Willis Elementary School will demonstrate a unity of purpose, empowerment coupled with responsibility, and will build on strengths. Through these principles, values, and the school's governance structure, we will provide an optimal learning experience for every student.

Provide the school's vision statement.

At Robert E. Willis Elementary School we envision our school to be the focal point for our students, their families, and the community. Our school will provide a respectful, challenging, positive, and supportive environment. It will focus on learning and will recognize diversity while nurturing the growth and development of each individual.

Our students will be actively involved, utilize complex reasoning strategies, and be given opportunities to choose enriching activities that focus on the strengths of each child. Students will use a variety of resources and technology to enhance their ability to learn and process information that is meaningful. Willis students will experience an individualized curriculum with a broader range of resources that motivate them to obtain their highest level of achievement.

Effective, exuberant, and knowledgeable teachers will maximize learning time by facilitating the instructional process and by providing authentic assessment in order to guide each student to success. Using a variety of methods and instructional strategies, teachers will instill a contagious love of learning.

Our parents will recognize how important they are in their child's education by being involved with the school. They will work as partners with teachers and administrators to share the responsibility of setting high expectations for all children by communicating and supporting academic and behavioral goals. Parents will instill an attitude of respect for education.

The curricula will provide students with powerful learning opportunities designed to support district standards and benchmarks to achieve the skills necessary to become positive and productive citizens. It will be exciting and integrated, allowing for flexible progress and movement, and contain experiences that make real-life connections.

A warm, caring, safe, and orderly environment will foster a learning atmosphere that is conducive to success. It will be open and adaptable to the needs of the school community and all students.

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
Price, Katherine	Principal	
Mau, Rhonda	Assistant Principal	
Morales, Phyllis	School Counselor	
Darpino, Courtni	Dean	
Van Zytveld, Sarah	School Counselor	
Thomas, Kimberly	Dean	

Demographic Information

Principal start date

Monday 8/24/2020, Kathy Price

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.*

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.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
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 Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%)

	2017-18: A (70%)
	2016-17: A (70%)
	2015-16: A (77%)

2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
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	100	102	109	110	126	114	0	0	0	0	0	0	0	661
Attendance below 90 percent	99	102	109	110	126	115	0	0	0	0	0	0	0	661
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	4	0	0	0	0	0	0	0	0	0	4

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	0	0	0	0	0	0	0	

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	1	0	0	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/24/2020

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	104	118	118	127	124	149	0	0	0	0	0	0	0	740
Attendance below 90 percent	15	11	7	15	14	12	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	21	1	13	20	10	9	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	1	4	7	0	0	0	0	0	0	0	12

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	4	0	1	2	1	1	0	0	0	0	0	0	0	9

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

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	104	118	118	127	124	149	0	0	0	0	0	0	0	740
Attendance below 90 percent	15	11	7	15	14	12	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	21	1	13	20	10	9	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	1	4	7	0	0	0	0	0	0	0	12

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	4	0	1	2	1	1	0	0	0	0	0	0	0	9

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	1	0	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	83%	52%	57%	81%	50%	55%
ELA Learning Gains	68%	57%	58%	71%	56%	57%
ELA Lowest 25th Percentile	73%	55%	53%	52%	53%	52%
Math Achievement	83%	63%	63%	80%	55%	61%
Math Learning Gains	79%	68%	62%	72%	59%	61%
Math Lowest 25th Percentile	59%	53%	51%	53%	47%	51%
Science Achievement	76%	48%	53%	80%	42%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(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
03	2019	76%	51%	25%	58%	18%
	2018	87%	49%	38%	57%	30%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	86%	56%	30%	58%	28%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	81%	51%	30%	56%	25%
Same Grade Comparison		5%				
Cohort Comparison		-1%				
05	2019	85%	52%	33%	56%	29%
	2018	81%	52%	29%	55%	26%
Same Grade Comparison		4%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	82%	60%	22%	62%	20%
	2018	81%	56%	25%	62%	19%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	86%	65%	21%	64%	22%
	2018	83%	61%	22%	62%	21%
Same Grade Comparison		3%				
Cohort Comparison		5%				
05	2019	80%	60%	20%	60%	20%
	2018	81%	58%	23%	61%	20%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	75%	48%	27%	53%	22%
	2018	73%	49%	24%	55%	18%
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 2017-18	C & C Accel 2017-18
SWD	52	68	71	46	59	41	60				
ELL	71	80		65	64						
ASN	73			73							
HSP	85	66		81	76	54	67				
MUL	87	80		83	80		70				
WHT	84	69	72	84	79	62	78				

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
FRL	71	60	58	70	74	57	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
SWD	48	42	40	52	52	31	38				
ELL	67			67							
ASN	94	82		94	91						
HSP	86	66		81	64	71	71				
MUL	86	87		82	80						
WHT	85	71	60	82	68	44	74				
FRL	75	62	40	71	61	36	52				

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	57	50	33	59	46	22	50				
ELL	60			70							
ASN	73	60		80	80						
BLK	85			69							
HSP	73	56	47	69	77	55	77				
MUL	82	75		91	75						
WHT	82	74	58	82	70	52	82				
FRL	66	56	44	61	65	54	78				

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	75
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	79
Total Points Earned for the Federal Index	600
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58

Students With Disabilities	
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	72
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	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	72
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	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	75
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	64
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.

Overall school 2018-2019 FSA ELA learning gains decreased by 3% from the prior year. 11% increase in 3rd grade proficiency of 2019 FSA scores, but this continues to be an area to show growth.

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

Math lowest 25th percentile learning gains showed the lowest performance of the indicators in 18/19. This was an ELA overall learning gains decrease of 3% on the FSA from 2018 to 2019.

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.

All of the Willis data is above the state and district averages for 18/19. The lowest quartile gains in math was closest to the state and district averages.

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

Our school showed a 13% gain in proficiency of our ELA lowest 25th percentile students, going from 60% proficiency to 73% proficiency. We attribute this to our targeted interventions during our Enrichment and Remediation time.

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

Our ELL student population scored lower than other subgroups and 13% below the school average in both ELA and Math achievement.

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

1. Increase the number of students who make learning gains in ELA.
2. Increase the number of Lowest 25th percentile students who demonstrate a learning gain in math.
3. Increase the number of fifth grade students who show proficiency in Science.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA overall Learning Gains decreased by 3 % on FSA from 2018-2019. For the 2019 FSA, 3rd grade ELA proficiency decreased 11% over the previous year.
Measurable Outcome:	Our 2020-2021 school year goal is to increase our ELA overall learning gains from 68% to 73% as demonstrated through the FSA. For progress monitoring, we will use classroom assessments, District quarterly assessments, STAR and i-Ready, to measure growth and determine specific area(s) of need within reading.
Person responsible for monitoring outcome:	Rhonda Mau (maur@manateeschools.net)
Evidence-based Strategy:	Teachers will collaboratively plan including sharing resources, ideas and expertise to align with standards based expectations and meet the learning needs of students. Willis Elementary is using the resource Making Meaning and Being a Writer to build deeper, more rigorous comprehension through reflections, articulation and more rigorous depth of teaching during the 90 minute ELA block. Our enrichment and remediation block will be utilized to meet specific deficits in learning that are identified by current data from STAR and i-Ready diagnostic. Remediation resources are Leveled Literacy Intervention, I-Ready tools for instruction, Literacy Footprint, Systematic Sequential Phonics, SIPPS.
Rationale for Evidence-based Strategy:	Collaborative planning uses the best ideas of each teacher to create a better plan than one could create. This means students across the grade will experience highly effective instruction. Making meaning and Being a Writer are evidence based best practice resources that aid with depth of comprehension using writing and targeted strategic teaching to grow as a reader.

Action Steps to Implement

1. Administer diagnostic testing with STAR and i-Ready.
2. Analyze the data to determine students' needs and strengths.
3. Administrators and teacher teams plan which tools to use to address the needs of each student.
4. Progress monitoring will be conducted on a quarterly basis.

Person Responsible	Katherine Price (pricek@manateeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	All grade levels will have Math club built into their schedule to add more math instruction and problem solving into their day. 4th - 5th grades will have a Math Club block that uses the ACATETICS program and will use its monthly progress monitoring.
Measurable Outcome:	For the 2020-2021 School year, Willis Elementary will increase the number of students making overall learning gains in Math on the FSA from 79% to 83%.
Person responsible for monitoring outcome:	Rhonda Mau (maur@manateeschools.net)
Evidence-based Strategy:	This year Manatee School District has purchased ACALETICS for every school. This program introduces higher levels of analysis, problem solving and is a spiral review.
Rationale for Evidence-based Strategy:	Both the principal and the assistant principal have been at schools that have uses ACALETICS in the past and those schools have seen a big gain in both proficiency and learning gains. This is the result seen across our district as well.

Action Steps to Implement

1. Administer i-Ready math to all students. For 4th and 5th grades, administer the first Scrimmage to get baseline data.
2. Analyze the data to see areas of weakness and student learning level.
3. Collaboration between teams of teachers and administration to plan for intervention into student deficits in math. For 4th and 5th graders, classes will work through the Quick Pick books daily to work through each problem-solution.
4. Teachers will monitor the progress of students using classroom assessments, district quarterly assessments and i-Ready diagnostic assessments. For 4th and 5th grades, monthly Scrimmage tests will be administered. Plans for interventions will be modified to match data.

Person Responsible Katherine Price (pricek@manateeschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Willis Elementary's 5th graders showed a 76% proficiency in Science on the 2018-2019 FSA Science assessment. Depth of instruction will be increased to result in a higher level of proficiency.
Measurable Outcome:	For the 2020-2021 school year, Willis Elementary will increase the FSA 5th grade Science proficiency by 3%; increasing from 76% to 78% proficiency.
Person responsible for monitoring outcome:	Katherine Price (pricek@manateeschools.net)
Evidence-based Strategy:	Willis Elementary instructional staff will utilize research based programs and resources in every grade level to aid in understanding of science concepts. District Science quarterly assessments and FSA Science assessment will be analyzed to determine areas of learning need. School funds will be given at each grade level for teachers to have supplies needed to offer hands-on practices/investigations in science. These resources will be purchased per grade level plans to meet standards instruction: Science Weekly magazine for 1st grade - 4th grade, Mystery Science online program for K-5th, District provided Science kits for 5th grade classrooms and 5th grade Science ACALETICS.
Rationale for Evidence-based Strategy:	These strategies were selected because they will reinforce what is being taught in science lessons and give students more hands-on and real life experiences with science concepts.

Action Steps to Implement

1. Requested grade level science resources and programs will be purchased to utilize.
2. Data from district science assessments for 3rd through 5th grade will be analyze by grade level teams and administration to drive instruction.
3. Grade teams will have collaborative science planning to share resources and instructional methods and strategies.
4. District science specialist will be consulted during quarterly 5th grade team planning.

Person Responsible	Katherine Price (pricek@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

Our ELL-LY students will use Imagine Learning for 20 minutes daily. This program has research that shows it helps students to gain language proficiency and in some cases out perform their non-ELL classmates.
Our ESOL resource para works with in small grade level groups to reinforce classroom learning.

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.

Our school has been a PBIS school and still uses the program to build a culture of safety and learning and minimize distractions of behavior. Manatee school district adopted the Social-Emotional-Learning program Purposeful People, from a Character Strong grant. Character Strong offers webinars such as: How to Relaunch Schools after Covid-19 which helps teachers know how to have conversations with students to help them process how Covid has changed their lives. District's SEL program is shared with the entire staff. Our school has a Purposeful People committee that includes both guidance counselors, both Student Support Specialists, the Principal and the Assistant Principal. Our school based plan was created at our first meeting and will be continued, enhanced or changed as the committee meets and determines. Lessons go out to both on campus classrooms and E-Learning classrooms, along with all school staff members. Month Character traits are shared on the morning news by the guidance counselors. Students are chosen by staff as examples to showcase the monthly character trait.

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	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
		Total:	$0.00