

Manatee County Public Schools

Electa Lee Magnet Middle School



2020-21 Schoolwide Improvement Plan

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Electa Lee Magnet Middle School

4000 53RD AVE W, Bradenton, FL 34210

[no web address on file]

Demographics

Principal: Shelly Decesare

Start Date for this Principal: 7/1/2020

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: C (49%) 2017-18: C (43%) 2016-17: D (40%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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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[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">77%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

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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.

The mission of Electa Lee Magnet Middle School is to inspire students to reach their highest potential and to acquire a love of learning by providing an artistically enriched education.

Provide the school's vision statement.

Improve academic achievement and personalize the educational experience, for 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
Collins, Ginger	Principal	Team leaders, Administrators, Coaches and District support personnel meet once a month to focus on school wide implementation of meeting instructional quantitative and qualitative challenges. Each member attends the meeting and has an opportunity to add to the agenda. The team leaders responsibility are to communicate the shared decisions back to the teacher staff for conclusion of the process.
Cornwell, Tamara	Assistant Principal	
Smith, Crestie	Teacher, K-12	
Daly, Stefania	Teacher, K-12	
Rohde, Terri	Instructional Media	
Johnson, Susan	Teacher, K-12	
Marshall, Terrance	Assistant Principal	
Cassidy, Maureen	School Counselor	
Herlihy, Karen	Teacher, K-12	Science Department Head
Boyd, Hannah	Other	Test Coordinator and Data Coach

Demographic Information

Principal start date

Wednesday 7/1/2020, Shelly Decesare

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.*

4

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.*

13

Total number of teacher positions allocated to the school

25

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
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SI Region	Central
Regional Executive Director	Lucinda Thompson

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
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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	238	292	328	0	0	0	0	858
Attendance below 90 percent	0	0	0	0	0	0	3	3	10	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	7	1	2	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	92	113	108	0	0	0	0	313
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	78	102	123	0	0	0	0	303

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	1	3	8	0	0	0	0	12

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	0	0	10	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 8/27/2020

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	301	346	358	0	0	0	0	1005
Attendance below 90 percent	0	0	0	0	0	0	42	74	58	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	8	2	1	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	224	234	242	0	0	0	0	700

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	82	90	103	0	0	0	0	275

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	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	301	346	358	0	0	0	0	1005
Attendance below 90 percent	0	0	0	0	0	0	42	74	58	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	8	2	1	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	224	234	242	0	0	0	0	700

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	82	90	103	0	0	0	0	275

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	0	0	0	0	0	0	0	
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	34%	52%	54%	36%	47%	52%
ELA Learning Gains	49%	56%	54%	41%	52%	54%
ELA Lowest 25th Percentile	52%	51%	47%	29%	44%	44%
Math Achievement	36%	59%	58%	40%	54%	56%
Math Learning Gains	45%	61%	57%	44%	58%	57%
Math Lowest 25th Percentile	52%	54%	51%	39%	50%	50%
Science Achievement	29%	47%	51%	31%	39%	50%
Social Studies Achievement	72%	77%	72%	51%	64%	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	33%	52%	-19%	54%	-21%
	2018	26%	47%	-21%	52%	-26%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	26%	48%	-22%	52%	-26%
	2018	28%	48%	-20%	51%	-23%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
08	2019	39%	54%	-15%	56%	-17%
	2018	38%	55%	-17%	58%	-20%
Same Grade Comparison		1%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	36%	57%	-21%	55%	-19%
	2018	32%	52%	-20%	52%	-20%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	37%	57%	-20%	54%	-17%
	2018	35%	54%	-19%	54%	-19%
Same Grade Comparison		2%				
Cohort Comparison		5%				
08	2019	14%	41%	-27%	46%	-32%
	2018	15%	41%	-26%	45%	-30%
Same Grade Comparison		-1%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	28%	45%	-17%	48%	-20%
	2018	31%	45%	-14%	50%	-19%
Same Grade Comparison		-3%				
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	71%	77%	-6%	71%	0%
2018	82%	78%	4%	71%	11%
Compare		-11%			

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	67%	65%	2%	61%	6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	70%	65%	5%	62%	8%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	61%	-61%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

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	11	43	44	12	43	50	11	33			
ELL	17	45	55	21	41	55	16	52	57		
BLK	28	51	45	26	35	38	7	70	62		
HSP	29	48	51	32	45	56	26	67	75		
MUL	52	45		43	47		73	92	57		
WHT	43	50	62	49	51	56	40	81	68		
FRL	30	49	53	33	43	49	25	71	69		
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	10	27	26	13	28	27	12				
ELL	9	30	35	18	31	30	5				
BLK	21	33	35	22	39	36	18	85	64		
HSP	27	37	32	32	37	33	24	91	57		
MUL	43	47		41	47		46				
WHT	43	43	37	46	41	23	48	81	60		
FRL	29	38	37	33	38	34	28	87	62		
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	9	28	24	9	26	30	6	10			
ELL	11	26	26	17	35	39	6	20	20		
ASN		50			60						
BLK	22	33	31	23	36	37	12	43	43		
HSP	32	39	27	35	43	37	27	42	41		
MUL	46	57		69	40		54	60			
WHT	47	47	31	51	50	48	44	66	48		
FRL	31	38	28	33	40	37	27	43	40		

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	47
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	58
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	56
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	46
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.

This analysis is based on data from two years - prior.

Our ESE student population is at 31% and has been low performing for two years and must earn a 10% learning gain for the 2020-2021 school year. Additional low performance groups were ELL students and Black/African (B/A) American students both at 40% with a need of a 1% gain for the 2020-2021 school year.

After aggregation of data, analyzing surveys and holding subject leveled collaborative meetings we determined the following trends:

The ESE population needs highest levels of support with a two year trending cycle. Contributing factors include; finding teachers certified to teach ESE students including all core curriculum areas and ESE certification, push-in and pull-out sessions - offering students extra support, engaging students in curriculum activities that are age level appropriate, motivating students to continue to try to progress at their personal best.

ELL students were not receiving the support needed to over-come the language differences. Further break down of strategies needed to be put into place to assist students with understanding the meaning of specific vocabulary in tested subjects such as Science and Civics, as examples. Subject area teachers strengthened these vocabulary needs by incorporating Interactive Word-Walls, Vocab.com and Notebook use as strategies for increasing student language understanding.

B/A students had a lack of engagement and hands-on, Real-life learning. A survey of the students indicated wanting more use of collaborative activity lessons and less work-sheet individualized-work.

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

We continue to struggle with improvement in the ESE population with a two year trend. This decline can be contributed to the need to change and increase support strategies for all ESE population including class-work completion support and push-in and pull-out opportunities. Students need to be scheduled with certified teachers who have the training to be able to progress students who need remediation and encouragement.

Benchmark data has indicated a loss of learning progression due to the Pandemic-Times. Continued effort will be applied with implementation of strategies to meet the whole child needs both personally and academically.

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 Math and Science Departments had the largest gap at 22 percentage points below the State.

The factors that contributed to the low Math scores were the placement of students in high level math without push-in support. Loss of a Math Coach to support classrooms and organize data points. Lack of tutor and pull-out opportunities for small group support.

The factors that contributed to the Science department is the high ELL population at our school and unique vocabulary to scientific terms. Science is only tested in one grade level and has a spiral curriculum with students being State tested in only eighth grade. A final factor is lack of inclusion of hands-on and engaging science activities.

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

The area with the most improvement was English Language Arts lowest 25% percentile. The action we took to increase this area was in hiring proficient reading teachers and a Reading Coach. We provided reading remediation to all Level 1 students. We also incorporated a new reading program called Reading Plus and all core curriculum teachers focused on using Vocab.com to increase students vocabulary understanding.

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

Students who are earning a Level 1 on the Florida State Assessment is our greatest level of concern. 70% of our student population has a Level 1 in either Math or English Language Arts. Strategies for

improvement include pull-out and push-in opportunities for highest levels of small group and one-to-one tutoring. Social distancing has placed limitations on the number of students within a classroom but, has allowed for small group focused instruction. Continuous communication with families is essential and there is a need for dual language to support understanding and meet student needs.

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

1. Reading and ELA proficiency
2. Math proficiency
3. Science proficiency
4. ESE increases and proficiency
5. ELL and B/A proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

English Language Arts (ELA) is a focus area with the School Achievement being at 34%, which is 20% below the State percentile. As well, the school ELA Learning Gains were at 49% which was below the State learning gains by 5%. These comparisons fall greatly below the State averages and therefore are considered a critical need.

Area of Focus Description and

This percentile impacts student learning in areas of the need for remediation and applying a focus on power standards assisting with achieving highest levels of learning gains. The reading coach will help with monitoring data assessments both in the regular and remedial classroom, as well as, on benchmark assessments. District curriculum maps will be used to have a focused academic journey and will be present within daily lesson plans.

Rationale:

The rationale behind ELA as a focus area was identified through aggregation of State Standard results and review of benchmark data that indicated ELA as a critical need area. Remediation programs for all Level 1 and 2 students include Reading Plus and vocab. com to support reinforcement of ELA standards. 54% of school students do not have English as their first language (ELL) and struggle with reading and writing applications. ELL students receive additional support with Achieve 3000 and National Geographic Inside curriculum supplements. Our overall goal is to increase School Achievement and Learning Gains by 5%.

Measurable Outcome:

The school measurable outcome would be to increase the school achievement by 5% increasing steps toward proficiency from 34% to 39%. The learning gain plan is to increase by 5% to meet the current State average of 54%.

Person responsible for monitoring outcome:

Ginger Collins (collinsg@manateeschools.net)

Evidence-based Strategy:

The evidence we will gather is through benchmark assessment monitoring and sharing results through data chats and making goals with students, as well as, using Reading Plus data for all Level 1 and Level 2 students as scored in the 2018-2019 FSA. Teachers will share this data with students and focus on power-curriculum standards; monitoring all formative and summative classroom assessments.

Rationale for Evidence-based Strategy:

The rationale for selecting this strategy is the need to increase the school achievement percent by 20% and the learning gain percent by 5% to meet the State average. The resources we will use are: Reading Coach, all ESE students assigned to a certified ELA teacher, Reading plus for Level 1 and 2 readers, Vocab.com used by all core instructors. ELL students will receive support from a push-in teacher assistant.

Action Steps to Implement

To achieve these to goals the reading coach will plan with grade level teams in ELA and Reading to create lessons that focus on improving our ESSA student sub-group:

Teachers will engage students in data chats on benchmark test results, Reading Plus data and formative assessment data.

Reading Coach will use district data and weekly Reading Plus data to drive classroom support. The reading coach will model lessons, co-teach and analyze data with grade level teams.

Professional development in writing will be provided.

Reading Plus

- Review class level reports with comprehension (80%+)

Writing 6-8:

Grades 6-8 are using the PEARL paragraph structure for writing as a response to text across all content areas.

Resources:

- FSA portal
- HMH Writing Skills, Performance Assessment Notebook, Tasks, Grammar/Language support
- *Standards-Based Planning and Instruction, Align to Curriculum Maps and Scope and Sequence
- Use assessment data to guide instruction

Person Responsible Ginger Collins (collinsg@manateeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus

The area of focus for Math is a need to increase the school student achievement from 36% as earned on the 2018-2019 FSA to a 5% gain for a total of 41%. Another area of focus is in learning gains with a 2018-2019 school percentage score of 45% a need to increase by 5% for an overall total of 50%.

Description and Rationale:

The student learning impact includes remediation for all Level One learners on iReady and support from the Math Coach in Push-in and Pull-out tutorial sessions.

The rationale has been identified as a critical need due to comparing the 2018-2019 earned school average percentages to the State average percentages and noticing the assessment differences.

Measurable Outcome:

The Math outcome objective the school plans to achieve is a 5% increase in the Student Achievement Component and a 5% increase in the Learning Gains Component. There are currently three modalities that the school is operating under: On Campus, Hybrid (2 Days on campus 3 Days on E-Learning), 5-Days E-Learning. All teachers will need to complete data chats whether they are through the Face-To-Face method or via online in E-Learning. The students will have to be monitored by modality and by learning gains to measure effectiveness of the strategy. This strategy will avoid continuous learning loss.

Person responsible for monitoring outcome:

Ginger Collins (collinsg@manateeschools.net)

Evidence-based Strategy:

The evidence-based strategy being implemented for increasing Math proficiency is in monitoring the common assessments and holding teacher and student data-chats and goal setting opportunities. The Math Coach will monitor the fidelity of these meetings and monitor assessment gains. Teachers will monitor students for implementation of specific learning goals. Data increases will be considered achievement and data decreases or maintenance will be considered a need for remediation and re-assessment of the learning goal.

Data chats will be held following the benchmark assessment. Students will set personal goals based on the evidence they unpack through analysis of their results.

Rationale for Evidence-based Strategy:

The rationale for selecting this specific strategy was to create a need for urgency in making the needed 22% increase in Student Achievement Component and the 12% increase needed in the Learning Gains Component. These scores rate among the lowest in reviewing our overall student achievement.

Action Steps to Implement

The Teachers are responsible for using and monitoring the following Math tools. The Department Head will coordinate collaboration and will monitor student tutoring and Saturday School achievement-camps. The following materials and applications will be used to enhance student achievement.

- *Acaletics-Charles Anglade
- *Quik piks, pre-post assessment, midterm review booklets and online resources
- *iReady
- *Math Nation
- *Khan Academy
- *Schoology
- *Nearpod
- *Kahoot

*Quizlet

*Team Department Meetings

*McGraw Hill 6-8 Consumable book and online resource

*McGraw Hill-algebra textbook,Workbook and online resource

*McGraw Hill- geometry textbook,Workbook and online resource

The Math Coach will monitor all assessment points and hold pull-out sessions with teachers and students to review all results.

Person Responsible Ginger Collins (collinsg@manateeschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: School scores indicated a consistent decline in Science achievement. The aggregated data from the 2018-2019 State Assessment indicated the school science scores are among the lowest in the district.
 Science is taken in the eighth grade and is a culmination of three years of science. It becomes very difficult to assess year to year mastery when the test is taken only once a year.

Measurable Outcome: The scores are measured from a State Standard Test taken two years prior. The School Science scores are at 29% in Achievement and are 22% below the State Achievement score of 51%. The School Science score dropped 3% from the previous year assessment.
 The goal is to increase the School Science score on the State Assessment by 5%.

Person responsible for monitoring outcome: Ginger Collins (collinsg@manateeschools.net)

Evidence-based Strategy: The evidence based strategy was derived from collaborative Science Teacher meetings and survey results from students. Strategies for success include student Saturday curriculum camps, focus on power standards through classroom assessments monitoring for continuous mastery. The student survey results indicated a desire to have more hands-on and engaging classroom activities "not boring". The student survey reinforced the State data for ESSA sub-group drop in student scores due to lack of engaging classroom opportunities.

Vocab.com use will reinforce specific Science vocabulary and the ELA and Science teachers will reinforce specific language in reading and writing (non-fiction). IXL and Study Island are supplemental curriculum enhancements. Two benchmarks tests will be given to monitor for mastery and teachers will have data chats with students on test results and establish specific student goals for focused improvement. Teachers will have time to collaborate to create real-life standard-based instructional opportunities for students.

Rationale for Evidence-based Strategy: The rationale for selecting Science is the continuous drop in science achievement and the low assessment school scores on the State Science Achievement Test in comparison to the District and State achievement scores. This data-based analysis includes a student survey and classroom observations and teacher reflections.

Action Steps to Implement

- The action steps include:
1. Students in 6th, 7th and 8th grade will take a diagnostic test at the beginning and end of the year to monitor for mastery from each grade level.
 2. Review scores with administrative team and create a list of focused standard-based instructional needs, unpacked by sub-groups.
 3. Provide opportunities for teacher collaboration time.
 4. Align the outcomes to budget support
 5. Provide students and families the opportunity of learning and monitoring individualized standard assessment.
 6. Provide a teacher, student and family survey to meet all stakeholder needs.
 7. Use Vocab.com, Study Island and IXL to assist with Science standard mastery.

Person Responsible Ginger Collins (collinsg@manateeschools.net)

#4. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Black/African American (BA) subgroup are not showing adequate progression through data analysis and are achieving at 40% which is 1% below acceptable State achievement standard. B/A students declined by 2% overall, specifically in a 4% loss in Math Achievement, 11% in Science and a 15% in Social Science as compared to the previous testing year.

Measurable Outcome: The data base outcome is to increase the Black/African American subgroup by 5% in the 2020-2021 school year. Teachers will receive a focus on cultural professional development during small group sessions and be offered to attend the AVID summer conference with a focus on culture and diversity. Teachers as well, will be given opportunities for learning about Trauma Informed teaching through book and article studies. Teachers will be given time to collaborate to create engaging real-life lessons and supplement with remediation opportunities to encourage student learning gains.

Person responsible for monitoring outcome: Ginger Collins (collinsg@manateeschools.net)

Evidence-based Strategy: BA students will receive formative assessments through out the year using benchmark assessments, iReady, Reading Plus, IXL and Study Island Scores to help supplement power State Standards. Students will be given the opportunity to join Advancement Via Individual Determination (AVID), as one of their electives, to help understand the importance of applying their personal best to active learning. Students will be surveyed for opinions and by-in on growing academic learning opportunities for themselves and others.

Rationale for Evidence-based Strategy: The rationale for selecting this strategy is to use data-driven instruction for the opportunities of continuous analysis of mastery of State standards. Evidence will include results from surveys, assessments, collaborative reflections and classroom observations.

Action Steps to Implement

- Action Steps:
1. Survey of all stakeholders
 2. Data-driven instruction
 3. Application of professional development on Trauma Informed and Cultural diversity
 4. Classroom observations by administrators for standard-based instruction, engagement and PD applications.
 5. Collaboration opportunities to unpack and problem solve
 6. Align the outcomes with budgetary support.
 7. Provide inclusion of family and community stakeholders
 8. District support

Person Responsible Ginger Collins (collinsg@manateeschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities

There has been a two year decline trend in the Student with Disabilities (SWD) sub-group. SWD declined by 1% in Math and Science Achievement and a need for a 10% gain in overall achievement.

Area of Focus Description and Rationale:

SWD earning gains need to be reinforced and supported by remediation, tutoring and consequentially mastery of standards. Push-in and pull-out tutoring opportunities will be made available through scheduling teacher aides to specific classrooms and supplementing learning opportunities with iReady, Reading Plus, vocab. com, IXL and Study Island.

The rationale for identifying the critical need was from review of all data points. These data points include results from FSA, Benchmark Assessments, Classroom Assessments (Formative and Summative), Remediation data through iReady and Reading Plus and supplemental academic support through Brain Pop, vocab.com. IXL and Study Island. These data point indicators allowed for collaborative conversations on problem solving deficits in student learning.

Measurable Outcome:

SWD students will make a 10% learning gain with the inclusion of an individualized student academic plan and provide supplemental learning opportunities to remediate standards not yet mastered. The goal is to focus on 3-5 power standards to gain mastery of these tested standards. Formative tests and quizzes will be enlisted throughout the year to continuously monitor for student mastery. Remediation will be provided for standards not yet mastered through classroom focus, intensive subject area classes in Math for all Level 1 students and ELA for all Level 1 and Level 2 students. Saturday curriculum camps will be offered as well as push-in and pull-out tutorial support.

Person responsible for monitoring outcome:

Ginger Collins (collinsg@manateeschools.net)

Evidence-based Strategy:

SWD will receive formative assessments through out the year using benchmark tests, iReady, Reading Plus, classroom tests and quizzes and supplemental data results. These assessment results will be unpacked and standard based alignment with a concentration of poser standards will be used. Teachers will be made aware of the results of these assessments by the Administrators, Data Coach and Math and ELA Coach. Teachers will focus on achieving a mastery at 80% on each power standard. Mastery will be considered as having been achieved through consistencies within formative assessments. Teachers will be given the opportunity to collaborate and create engaging, real-life standard-based instructional opportunities. Students will be surveyed for inclusion of the academic process.

Rationale for Evidence-based Strategy:

The rationale for selecting this strategy is determined through data-based analysis of why there is a declining trend assessed by unpacking the State assessment results. While these results are two-years old there is still a sense of urgency heightened by the pandemic-effect and potential learning loss. Students are placed in three modalities; on-campus, hybrid and e-learning. Implementation of these modalities provide challenges which will need to be addressed as data analysis indicates as a need.

Action Steps to Implement

The action steps include:

1. Consistent review of all assessment material by the administrative team and creation of a specific standard-based instructional plan.
2. Provide opportunities for group leadership sessions on support opportunities and reach out for district

support as applicable.

3. Align the outcomes with budget support.
4. Give teachers time to collaborate and create opportunities for strengthening student mastery of standard based instruction.
5. Provide family stakeholders the opportunities to monitor learning and support student goals for individualized learning gains and standard mastery. Surveys will be sent out for communication purposes.
6. Provide opportunities for remediation and tutoring on an individualized basis derived through data-based analysis and goal setting.

Person Responsible Ginger Collins (collinsg@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

All other needs will be dealt with using data to prioritize the list. Repetitive (2 years or more) needs with continuous loss will be addressed first and are listed as an area of focus. Other needs will be monitored and data will be assessed to establish goals to enhance school improvement.

Other areas of focus may include:

***School Safety:** Students will attend small homeroom and on-line assemblies on remaining safe. Drills will include social distancing and reduction of any close and personal exposure. Social distancing special considerations will take place within classrooms, cafeteria and gymnasiums using table shields and designating attendance areas for additional protection. Students wear masks throughout the day and consideration is enhanced for no sharing of equipment nor papers.

***Trauma Informed and Cultural Diversity:** Teachers will be presented with strategies on recognizing and reporting trauma. Giving support to students during the Pandemic-Times will be critical to continue educational progress. Focusing on meeting the crucial needs of a child first will allow for the opportunity to expand learning gains. Teachers will be given opportunities to attend AVID and focus on cultural differences for supporting and understanding teaching students from different cultures.

***Attendance:** With three modalities currently present due to the pandemic-times, attendance records have not been recorded with diligence. Once home, hybrid students do not readily sign-in for their on-line teaching components. Phone calls in dual language and persistent connections with families have assisted with attendance accuracy.

***Discipline:** Reduction of students being out of the classroom is a significant goal. This would include In-School Suspensions, Alternative School Suspensions and Out-of-School suspensions. The goal is to keep students in the classroom and focus on academics not behaviors. Positive rewards will be offered to students to encourage making correct choices.

***AVID:** Advancement Via Individual Determination is offered at Lee Middle School. Teachers receive professional development opportunities to attend AVID conferences and workshops to assist students with learning the importance of establishing life-long goals for success.

***Future Business Leaders of America (FBLA), Technology Student Association (TSA), and the Builders Club (BC)** are career pathway organizations. FBLA and TSA provides opportunities for students to compete in different categories expanding their knowledge of future career pathways as well as earning scholarship opportunities. BC is aligned with Kiwanis and works alongside with this community organization. All of these clubs provide outreach to the community and enhance students' understanding of philanthropy, public speaking and future opportunities in college and career advancement.

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.

Teachers, Staff, Parents, Students and community members are surveyed to learn about best forms of communication and to assess any needs. School establishes an atmosphere for a safe learning environment in which all students can learn. School stakeholders are asked to participate in writing the SIP plan. The school Improvement plan is then presented to all stakeholders and opportunities for change and enhancements are provided. School communicates through both Spanish and English for highest levels of family stakeholder understanding.

Parent learning opportunities are made available during all school activities and through on-line tutorials. Families are invited to school thematic social events. During the pandemic-effect many of the meetings and social events are offered through on-line sessions. This year we offered a virtual tour of our school as an escape room game and posted it to the school website. Families logged in and were able to visit the school virtually by answering questions about the school.

Teachers reinforce communication by making phone calls home and using the email system. All communications are offered with dual-language support.

Currently, volunteers and outside mentors services are not able to be used within the brick and mortar school. However, we use Micro-Team meetings whenever possible to provide support services. Every message home has the ability of being sent via the home language.

AVID, TSA, FBLA and Builders Club enhance students understanding of college and career opportunities. These organization give positive outreach to all community stakeholders and provide students with competition, goal setting and communication opportunities build life-long skills. These on-campus organizations work with multiple business, community and university systems to further students knowledge for future success. The philanthropic experiences gained by belonging to these organizations give intrinsic value to supporting and making a difference in community lives. Many of the projects change a student's life and prospective by creating a cultural sensitivity in the joy of supporting one another.

Future plans possibly include: A summer bridge camp to support students coming from elementary to secondary school. Visitation at feeder elementary schools by student and staff to best support the elementary transition. Saturday curriculum camps to support standard based instruction with a focus on power standards and engaging activities. Transition meetings for 8th graders to high school with high school counselor visits and Spring registration. Performances through-out the community and on campus. Lee Night at the Museum with curriculum fairs presented at the local museum and entrance to the museum being waved. Parental Micro-Team meetings and classes focusing on areas of concern (dual language).

Communications posted (dual language) on website, School Face-book and use of Connect-Ed phone and technological communications.

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				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		\$1,000.00
			<i>Notes: Substitutes</i>			
	6400	130-Other Certified Instructional Personnel	0761 - Electa Lee Magnet Middle	Title, I Part A		\$6,000.00
			<i>Notes: Training for teachers and support</i>			
	6400	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		\$5,500.00
			<i>Notes: Supplemental Material</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$3,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	140-Substitute Teachers	0761 - Electa Lee Magnet Middle	Title, I Part A		\$3,000.00
			<i>Notes: Substitute Teachers for Collaboration</i>			
	5900	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		\$350.00
			<i>Notes: Book Study</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		\$3,300.00
			<i>Notes: Study Island Science and SS</i>			
	5000	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		\$4,200.00
			<i>Notes: IXL Supplemental for 8th grade Academics</i>			
4	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$13,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	0761 - Electa Lee Magnet Middle	Title, I Part A		\$5,000.00

			<i>Notes: AVID cultural training and Trauma Informed</i>			
	2170	120-Classroom Teachers	0761 - Electa Lee Magnet Middle	Title, I Part A		\$3,000.00
			<i>Notes: Paying teachers to attend training</i>			
	6400	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		\$5,500.00
			<i>Notes: Supplemental Material for BA and ELL students</i>			
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$61,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	0761 - Electa Lee Magnet Middle	Title, I Part A		\$5,000.00
			<i>Notes: AVID Cultural Training and Trauma Informed</i>			
	2170	120-Classroom Teachers	0761 - Electa Lee Magnet Middle	Title, I Part A		\$2,000.00
			<i>Notes: Teacher training pay</i>			
	6150	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		\$4,000.00
			<i>Notes: Museum and Parental Academy</i>			
	2110	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		\$20,000.00
			<i>Notes: ESE Supplemental Aide</i>			
	2110	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		\$30,000.00
			<i>Notes: Salary for Assistant</i>			
					Total:	\$97,850.00