

Manatee County Public Schools

Blanche H. Daughtrey Elementary



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	20
Budget to Support Goals	21

Blanche H. Daughtrey Elementary

515 63RD AVE E, Bradenton, FL 34203

<https://www.manateeschools.net/blackburn>

Demographics

Principal: Melissa Mccullough

Start Date for this Principal: 7/1/2019

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	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* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: D (36%) 2016-17: D (37%) 2015-16: D (39%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	21

Blanche H. Daughtrey Elementary

515 63RD AVE E, Bradenton, FL 34203

<https://www.manateeschools.net/blackburn>

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Blanche H. Daughtrey Elementary is to engage students in a standards based curriculum through rigorous instruction, infused with the arts and sciences.

Provide the school's vision statement.

The vision of Blanche H. Daughtrey Elementary is to prepare students for academic success and life as responsible productive citizens by engaging them in a standards based curriculum through rigorous instruction based on a curriculum infused with the arts and sciences.

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
Bench, Shelby	Principal	The Leadership Team will meet weekly and recap what we have been discussing in collaborative planning session with teams. The team will also monitor the fidelity of the core reading instruction and acceleration. The Leadership Team will also conduct faculty book studies, lead committees, and lead school-wide professional development and/or any training related to effective instruction.
Escorcia, Michael	Assistant Principal	
McCullough, Melissa	Assistant Principal	
Alvarez, Jan	Attendance/ Social Work	

Demographic Information

Principal start date

Monday 7/1/2019, Melissa Mccullough

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.*

9

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.*

7

Total number of teacher positions allocated to the school

38

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	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* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: D (36%) 2016-17: D (37%) 2015-16: D (39%)
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 .	

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	107	106	110	146	126	133	0	0	0	0	0	0	0	728
Attendance below 90 percent	50	46	27	42	34	46	0	0	0	0	0	0	0	245
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	32	36	31	0	0	0	0	0	0	0	99
Students retained two or more times	0	0	0	0	2	3	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Wednesday 9/2/2020

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	95	102	107	145	116	95	0	0	0	0	0	0	0	660
Attendance below 90 percent	5	4	5	10	6	4	0	0	0	0	0	0	0	34
One or more suspensions	3	0	3	12	0	8	0	0	0	0	0	0	0	26
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	36	44	32	0	0	0	0	0	0	0	112

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	10	16	51	47	32	0	0	0	0	0	0	0	156

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	3	36	5	3	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	0	0	38	20	0	0	0	0	0	0	0	58

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	95	102	107	145	116	95	0	0	0	0	0	0	0	660
Attendance below 90 percent	5	4	5	10	6	4	0	0	0	0	0	0	0	34
One or more suspensions	3	0	3	12	0	8	0	0	0	0	0	0	0	26
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	36	44	32	0	0	0	0	0	0	0	112

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	10	16	51	47	32	0	0	0	0	0	0	0	156

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	3	36	5	3	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	0	0	38	20	0	0	0	0	0	0	0	58

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	29%	52%	57%	21%	50%	55%
ELA Learning Gains	50%	57%	58%	41%	56%	57%
ELA Lowest 25th Percentile	58%	55%	53%	47%	53%	52%
Math Achievement	48%	63%	63%	31%	55%	61%
Math Learning Gains	66%	68%	62%	49%	59%	61%
Math Lowest 25th Percentile	65%	53%	51%	49%	47%	51%
Science Achievement	25%	48%	53%	21%	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	18%	51%	-33%	58%	-40%
	2018	18%	49%	-31%	57%	-39%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	46%	56%	-10%	58%	-12%
	2018	20%	51%	-31%	56%	-36%
Same Grade Comparison		26%				
Cohort Comparison		28%				
05	2019	22%	52%	-30%	56%	-34%
	2018	19%	52%	-33%	55%	-36%
Same Grade Comparison		3%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	60%	-14%	62%	-16%
	2018	32%	56%	-24%	62%	-30%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	56%	65%	-9%	64%	-8%
	2018	36%	61%	-25%	62%	-26%
Same Grade Comparison		20%				
Cohort Comparison		24%				
05	2019	33%	60%	-27%	60%	-27%
	2018	23%	58%	-35%	61%	-38%
Same Grade Comparison		10%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	48%	-25%	53%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	17%	49%	-32%	55%	-38%
Same Grade Comparison		6%				
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	7	49	56	20	65	64					
ELL	30	52	56	49	68	63	19				
BLK	11	40		32	63	70	18				
HSP	30	51	58	50	67	61	25				
WHT	50	62		72	62						
FRL	28	50	60	47	66	71	25				
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	5	30	41	7	21	15	7				
ELL	14	33	52	33	45	45	10				
BLK	12	25		18	39	50					
HSP	20	36	49	36	47	41	16				
WHT	40	54		32	42						
FRL	20	35	50	33	48	46	16				
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	10	30	31	6	23	30	6				
ELL	18	43	52	32	54	50	14				
BLK	11	51	57	19	50	53	7				
HSP	21	41	45	35	51	51	22				
MUL	42			25							
WHT	22	27		17	25						
FRL	19	41	47	31	49	47	22				

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	50

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
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	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	51
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	62
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	51
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.

In terms of the lowest overall proficiency, it is science even with a 7% increase from the 2018 to 2019 school year. The second area of concern is ELA achievement. From 2018 to 2019 ELA achievement did increase by 8% but previously for three years there was no increase.

The contributing factors and trends for Science and ELA are teaching new teachers grade level standards.

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

There were no declines in any component from the 2018 to 2019 school data.

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 component with the biggest gap is ELA overall (-40 for Gr. 3; -12 for Gr. 4 and -34 for Gr. 5); in Grade 3 specifically. Grade 5 Math (-27) and Science (-28) have significant gaps from the state

average.

The contributing factors and trends for this data was teaching new teachers grade level standards.

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

The component that showed the most improvement was Low 25% learning gains in Math. This was not a trend;

2016-44%, 2017-49%, 2018-43% and 2019-65%.

We identified the L25 and bubble students in 4th and 5th grade, provided additional support in a small group twice a week on specific standards.

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

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

For the African American subgroup we will analyze the data monthly and adjust instruction delivery (small group and/or one on one conferencing).

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Our data has shown there is a lack of instruction meeting the level of the standards. Data analysis of quarterly benchmark assessments, weekly iReady reports and the Wonders FSA style assessments will be used to monitor and adjust instruction as needed.

Measurable Outcome: Student achievement will improve in all core content areas by receiving a consistent effective standards-based instructional delivery.
By May 2021, 50% of the students will score satisfactory in ELA, Mathematics and Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards.

Person responsible for monitoring outcome: Shelby Bench (benchs@manateeschools.net)

Evidence-based Strategy: Weekly facilitated collaborative planning sessions with an Instructional Leadership Team Member will ensure students receive standards based instruction aligned with grade level expectations.

Rationale for Evidence-based Strategy: Our data has shown there is a lack of instruction meeting the level of the standards. Data analysis of quarterly benchmark assessments, weekly iReady reports and the Wonders FSA style assessments will be used to monitor and adjust instruction as needed.

Action Steps to Implement

1. Teachers will be provided planning before and after school. Teachers will be expected to study the standards to be taught (Asking themselves what do the students need to know and do; Outcome (backwards planning) explicitly planning the "I" (Teacher Think Aloud and modeling) of the GRR; writing higher order questions, creating anchor charts, rubrics, assessments. etc.
2. Highly effective/effective teachers and/or District Specialist will facilitate initial and on-going professional development for the instruction delivery framework (GRR) for all grades K-5.
3. Highly effective/effective teachers and/or District Specialist will facilitate the planning of the instruction delivery framework (GRR) for all grades K-5
4. Provide research-based classroom materials and supplies that support the student learning in the instructional framework.

Person Responsible: Shelby Bench (benchs@manateeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Our data has shown there is a lack of school-wide instruction utilizing the gradual release of responsibility which has affected student engagement and was resulting in a lack of proficiency of quarterly benchmark assessments, weekly iReady reports and the Wonders FSA style assessments.
Measurable Outcome:	<p>Student achievement will improve in all core content areas by receiving a consistent effective standards-based instructional delivery.</p> <p>By May 2021, 50% of the students will score satisfactory in ELA, Mathematics and Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards.</p>
Person responsible for monitoring outcome:	Shelby Bench (benchs@manateeschools.net)
Evidence-based Strategy:	Weekly facilitated collaborative planning sessions with an Instructional Leadership Team Member will ensure students receive standards based instruction aligned with grade level expectations.
Rationale for Evidence-based Strategy:	Our data has shown there is a lack of school-wide instruction utilizing the gradual release of responsibility which has affected student engagement and was resulting in a lack of proficiency of quarterly benchmark assessments, weekly iReady reports and the Wonders FSA style assessments.

Action Steps to Implement

1. Teachers will be provided planning before and after school. Teachers will be expected to study the standards to be taught (Asking themselves what do the students need to know and do; Outcome (backwards planning) explicitly planning the "I" (Teacher Think Aloud and modeling) of the GRR; writing higher order questions, creating anchor charts, rubrics, assessments. etc.
2. Highly effective/effective teachers and/or District Specialist will facilitate initial and on-going professional development for the instruction delivery framework (GRR) for all grades K-5.
3. Highly effective/effective teachers and/or District Specialist will facilitate the planning of the instruction delivery framework (GRR) for all grades K-5
4. Provide research-based classroom materials and supplies that support the student learning in the instructional framework.

Person Responsible Shelby Bench (benchs@manateeschools.net)

#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Our data has shown there is a lack of instruction meeting the level of the standards. Data analysis of quarterly benchmark assessments, weekly iReady reports and the Wonders FSA style assessments will be used to monitor and adjust instruction as needed.

Measurable Outcome: Small group instruction and individual conferencing will be strategy-based and designed to address, reteach and enrich the current standards being taught in class, which in turn increases student achievement.
By May 2021, 50% of the students will score satisfactory in ELA, Mathematics and Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards.

Person responsible for monitoring outcome: Shelby Bench (benchs@manateeschools.net)

Evidence-based Strategy: Weekly facilitated collaborative planning sessions as well as weekly professional development will ensure students receive small group instruction that will reteach and enrich the grade level standards.

Rationale for Evidence-based Strategy: Our data has shown there is a lack of instruction meeting the level of the standards. Data analysis of quarterly benchmark assessments, weekly iReady reports and the Wonders FSA style assessments will be used to monitor and adjust instruction as needed.

Action Steps to Implement

1. Professional Development will be implemented for small group (Strategic grouping/conferencing).
2. Provide Professional Development for analyzing various student data sources.

Person Responsible Shelby Bench (benchs@manateeschools.net)

#4. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Established virtual parent workshop dates, parent attendance, Title I training for Parent Involvement, numbers of parent surveys returns and parent signatures on student agendas/homework and standard-based student data.

Measurable Outcome: By 2021 there will be a 10% increase in parent participation which will be evident through parent participation with (SAC, events, conferences, and etc.), feedback (surveys) and communication (newsletter and phone/text/agenda) and student achievement.

Person responsible for monitoring outcome: Shelby Bench (benchs@manateeschools.net)

Evidence-based Strategy: Quarterly review of ClassDojo, Agendas, Recognition Assembly data, SAC attendance, Virtual School-wide events attendance, and various survey data will provide next steps and ensure an increase in Parent Engagement.

Rationale for Evidence-based Strategy: Established virtual parent workshop dates, parent attendance, Title I training for Parent Involvement, numbers of parent surveys returns and parent signatures on student agendas/homework and standard-based student data.

Action Steps to Implement

1. Standard-based parent workshops which include childcare, professional development for literacy, mathematics and science school/home resources and strategies, and translator for workshops.
2. Newsletters, surveys and homework that outline standards in real world application for families.

Person Responsible: Shelby Bench (benchs@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

Student achievement will improve in all core content areas through targeted support in the planning and delivery of purposeful standard-based instruction. By May 2021, 50% of the students will score satisfactory in ELA, Mathematics and Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards. We will see an increase in achievement across the two sub groups that did not meet the 41% as follows;

SWD ELA 7% to 25% Math 20% to 35%

African American ELA 11% to 30% Math 32% to 50%

Weekly facilitated collaborative planning sessions as well as weekly professional development will ensure students receive standards based instruction aligned with grade level expectations.

All teachers ESE and General Edu. will continue to plan and teach grade level standards.

Resource and Full-Time ESE students will continue to receive support within their class through push-in and/or inclusion (with support by the ESE Teacher or ESE Paraprofessional).

Professional Development will focus on Tier Instruction and the strategy of Responsive Student-Driven Instruction.

For the African American subgroup we will analyze the data monthly and adjust instruction delivery (small group and/or one on one conferencing).

1. Teachers will be provided planning and PD for comprehensive lessons based on grade-level standards before and after school. Teachers will be studying the standards to be taught (Asking themselves what do the students need to know and do; outcomes; backwards planning) explicitly planning the "I" (Teacher Think Aloud and modeling) of the GRR; writing higher order questions, creating anchor charts, rubrics, assessments, etc.

2. Highly Effective/effective teachers and/or District specialist will facilitate professional development for comprehensive knowledge of Florida Standards.

3. Provide research-based classroom materials and supplies that support the student learning in the instructional framework.

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.

Daughtrey Elementary School will establish a welcoming climate and a culture of collaboration and hard work centered on meeting the needs of our diverse population. This is accomplished by committing to implement effective pathways for two-way communication to ensure a partnership with Daughtrey staff and families. These pathways include but not limited to agenda notes, phone calls, emails, ClassDojo, Connect Ed text, conferences at school and home through home visits, surveys, newsletters, and school website. All

pathways will be available in both English and Spanish.

* Virtual Parent Standard-Based Workshops District Title I Department

* Boys & Girls Club

Type of Activity

* Virtual Parent Standard-Based Workshops

* Virtual Parent Conferences

* Newsletter

* ClassDojo

* Virtual Parent Academic Assemblies

* Home Visits

* Virtual Parent Requested Engagement Presentations

The school creates, provides, and supports a learning community through PBS (Positive Behavior Support) and all teachers create positive classroom cultures. In addition, the school works to ensure the social-emotional needs of the students are being met by providing opportunities to work with the Guidance Counselors, Graduation Enhancement Technician, the school Social Worker and Psychologist. The Guidance Counselors, Graduation Enhancement Technician, the school Social Worker and Psychologist provides whole group social lessons, one-on-one meetings as well as small group counseling to meet the students' needs. The Guidance Counselors also accesses community agencies and resources when needed.

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

Daughtrey has a partnership with various community organizations such as the Chamber of Commerce who sponsors Junior Achievement, United Way Reading Pals, "Books are Fun", Boys and Girls Club, Horace Mann, Kona Ice, and various surrounding churches.

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: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
Total:			\$0.00