Manatee Elementary School

2021-22 Schoolwide Improvement Plan

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Manatee Elementary School

1880 MANATEE RD, Naples, FL 34114

https://www.collierschools.com/mes

Demographics

Principal: Laurie Mearsheimer

Start Date for this Principal: 10/17/2016

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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: B (55%) 2017-18: B (54%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Manatee Elementary School

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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.

We are leaders who believe we can grow and succeed.

Provide the school's vision statement.

To empower a community of responsible life-long leaders and learners who are motivated to achieve personal and academic growth and success.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Mearsheimer, Laurie	Principal	Instructional leader of the school. Ensures fidelity of instruction, adherence to standards, and oversees multi-tiered system of support for students. Leads the observation, evaluation and employee discipline process. Attends and provides feedback during grade level collaborative planning meetings. Facilitates and oversees professional development of the staff.
Antonetti, Dena	Assistant Principal	Assists principal in administration of the school including, ensuring fidelity of instruction, adherence to standards, monitoring the multi-tiered system of support and discipline of students. Observes and evaluates employees. Attends and provides feedback during grade level collaborative planning meetings. Facilitates and supports professional development of the staff. Serves as the testing coordinator for the school.
Eby, Deborah	School Counselor	Works with groups and individual students to support social emotional needs. Primary facilitator and trainer of positive behavior support systems for the school. Helps coordinate health and vision screenings.
Spina, Michelle	Instructional Coach	1.0 Reading Coach - supports reading and writing curriculum, instruction, progress monitoring/assessment in grades PreK-5.
Thomas, Kristina	Instructional Coach	.5 Math Coach - supports math curriculum, instruction, progress monitoring/assessment in grades PreK-5. .5 Resource Teacher - supports students receiving multi-tiered system of support.
Dunn, Allyson	Instructional Coach	.5 Math Coach - supports math curriculum, instruction, progress monitoring/assessment in grades PreK-5. .5 ESE Inclusion Teacher- supports students with IEP math goals
Cowan, Lori	Other	ESE Program Specialist. Responsible for facilitating IEP, EP and 504 meetings and the compliance of procedures and processes related to special education services and accommodations.
Mastromonaco, Lisa	School Counselor	Works with groups and individual students to support social emotional needs.

Demographic Information

Principal start date
Monday 10/17/2016, Laurie Mearsheimer

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.*

3

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.*

12

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

585

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	87	105	86	90	92	88	0	0	0	0	0	0	0	548
Attendance below 90 percent	9	16	15	17	14	11	0	0	0	0	0	0	0	82
One or more suspensions	0	3	3	1	5	7	0	0	0	0	0	0	0	19
Course failure in ELA	0	25	17	13	0	3	0	0	0	0	0	0	0	58
Course failure in Math	0	19	10	15	0	0	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	15	19	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	19	23	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	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	10	8	5	10	12	0	0	0	0	0	0	0	45

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	9	6	9	1	0	0	0	0	0	0	0	0	25
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

Sunday 9/19/2021

2020-21 - 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	82	86	84	101	86	85	0	0	0	0	0	0	0	524
Attendance below 90 percent	10	8	6	10	6	3	0	0	0	0	0	0	0	43
One or more suspensions	0	2	1	2	2	8	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	9	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	17	0	0	0	0	0	0	0	20

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	1	1	3	3	0	0	0	0	0	0	0	8

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	2	2	4	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	82	86	84	101	86	85	0	0	0	0	0	0	0	524
Attendance below 90 percent	10	8	6	10	6	3	0	0	0	0	0	0	0	43
One or more suspensions	0	2	1	2	2	8	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	9	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	17	0	0	0	0	0	0	0	20

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	1	1	3	3	0	0	0	0	0	0	0	8

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	2	2	4	0	0	0	0	0	0	0	0	0	9
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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	60%	57%	53%	61%	56%
ELA Learning Gains				50%	59%	58%	60%	62%	55%
ELA Lowest 25th Percentile				42%	51%	53%	50%	54%	48%
Math Achievement				65%	68%	63%	61%	69%	62%
Math Learning Gains				69%	64%	62%	63%	65%	59%
Math Lowest 25th Percentile				53%	55%	51%	51%	55%	47%
Science Achievement				54%	59%	53%	40%	60%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	51%	61%	-10%	58%	-7%
Cohort Comparison						
04	2021					
	2019	45%	58%	-13%	58%	-13%
Cohort Comparison		-51%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	68%	-11%	62%	-5%
Cohort Comparison						
04	2021					
	2019	58%	65%	-7%	64%	-6%
Cohort Comparison		-57%				
05	2021					
	2019	74%	67%	7%	60%	14%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	56%	-4%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

English Language Arts progress monitoring tool for grades 1 & 2 is iReady.
English Language Arts progress monitoring tool for grades 3, 4, & 5 is District Quarterly Benchmark for Quarters 1 & 2 and State Progress Monitoring Assessment for Quarter 3.
Math progress monitoring tool for grades 3,4 & 5 is District Quarterly Benchmark for Quarters 1 & 2 and State Progress Monitoring Assessment for Quarter 3.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	32%	60%
	Economically Disadvantaged	13%	32%	100%
	Students With Disabilities	0%	25%	60%
	English Language Learners	10%	28%	51%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	39%	49%
	Economically Disadvantaged	21%	38%	50%
	Students With Disabilities	18%	11%	25%
	English Language Learners	14%	26%	36%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	45%	36%
	Economically Disadvantaged	39%	44%	35%
	Students With Disabilities	31%	33%	27%
	English Language Learners	26%	31%	29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	45%	26%
	Economically Disadvantaged	40%	44%	26%
	Students With Disabilities	31%	38%	13%
	English Language Learners	38%	40%	27%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	46%	47%
	Economically Disadvantaged	49%	46%	44%
	Students With Disabilities	17%	18%	9%
	English Language Learners	30%	27%	30%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	63%	29%
	Economically Disadvantaged	55%	63%	27%
	Students With Disabilities	8%	42%	9%
	English Language Learners	35%	58%	22%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	47%	44%
	Economically Disadvantaged	42%	46%	42%
	Students With Disabilities	22%	28%	19%
	English Language Learners	22%	16%	24%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	56%	31%
	Economically Disadvantaged	39%	56%	31%
	Students With Disabilities	18%	33%	5%
	English Language Learners	27%	32%	12%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	32%	29%
	Economically Disadvantaged	26%	31%	27%
	Students With Disabilities	6%	11%	10%
	English Language Learners	9%	4%	4%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	36	52	62	45	63	53	28				
ELL	47	47	53	55	67	50	41				
BLK	51	64		49	52		35				
HSP	51	51	53	63	72	46	52				
WHT	45			45							
FRL	50	55	57	57	64	47	42				
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	30	40	41	37	52	46	21				
ELL	47	47	46	58	66	56	50				
BLK	47	49	50	61	64	59	38				
HSP	54	50	38	65	70	51	58				

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
WHT	71	63		79	75						
FRL	51	48	44	64	68	53	51				
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	33	41	27	36	43	33	35				
ELL	36	58	56	46	60	59	14				
BLK	56	61	59	59	60	44	38				
HSP	51	59	45	60	64	55	39				
WHT	59	50		74	67						
FRL	52	59	50	60	63	51	40				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
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	59
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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%	

White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

MATH
-Overall proficiency scores - decline from previous years (FY21=57%, FY19=65%, FY18=61%, FY17=63%)
-SWD subgroup proficiency - decrease 3rd (29% to 27%), increase 4th (25% to 33%), increase 5th (40% to 41%)
-ELL subgroup proficiency - decrease 3rd (53% to 48%), increase 4th (40% to 51%), decrease 5th (72% to 36%)
-Overall gains - inconsistent, slight decline (FY21=65%, FY19=69%, FY18=63%, FY17=69%)
-Overall subgroup gains FY21: All 65%, SWD 65%, ELL 63%
-L25 gains indicate somewhat consistent declining trend (FY21=47%, FY19=53%, FY18=51%, FY17=61%)
-L25 subgroup gains FY21: All 47%, SWD 47%, ELL 54%
-Cambridge subgroup decline in proficiency (FY21=84%, FY19=95%) and gains (FY21=74%, FY19=81%)

ELA
-Overall proficiency scores - slight decline from previous years (FY21=51%, FY19=54%, FY18=53%, FY17=51%)
-SWD subgroup proficiency - decrease 3rd (29% to 23%), increase 4th (13% to 25%), increase 5th (9% to 18%)
-ELL subgroup proficiency - decrease 3rd (45% to 36%), increase 4th (31% to 46%), decrease 5th (47% to 16%)
-Overall gains - inconsistent, slight increase (FY21=54%, FY19=50%, FY18=60%, FY17=55%)
-Overall subgroup gains FY21: All 54%, SWD 54%, ELL 52%
-L25 gains indicate improving trend (FY21=57%, FY19=42%, FY18=50%, FY17=49%)
-L25 subgroup gains FY21: All 57%, SWD 62%, ELL 67%
-Cambridge subgroup decline in proficiency (FY21=82%, FY19=94%) and gains (FY21=68%, FY19=71%)

SCIENCE
Overall proficiency scores - inconsistent; significant decline (FY21=44%, FY19=54%, FY18=40%, FY17=48%)
SWD subgroup proficiency indicates improving trend (FY21=23%, FY19=9%, FY18=16%, FY17=17%)
ELL subgroup proficiency inconsistent; decline (FY21=20%, FY19=39%, FY18=12%, FY17=14%)
Cambridge subgroup decline in proficiency (FY21=69%, FY19=83%)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Lowest area: Science proficiency (FY21=44%)
Greatest decline (in addition to science proficiency): Math L25 gain (declined 6%)
Furthest from state average: 3rd grade ELA (MES 44%, State 54%)
Widening gap: 2nd grade iReady (MES/District gap: Kg -2, 1st -5, 2nd -17)
ELL subgroup (decreasing proficiency): 5th grade ELA (47% to 16%) and Math (72% to 36%)

SWD subgroup (lowest proficiency): 5th grade ELA (18%)
Cambridge subgroup (decreasing proficiency): Math -11%, ELA -12%, Science -14%

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors: challenges with virtual instruction (high number of Cambridge in virtual) - accessibility, student attendance/attention, limited parent support; increased SEL needs; decreased attendance rates (Covid-related); lower level of student engagement observed in classrooms due to health/safety protocols (limited hands-on and collaborative structures); limited differentiation for ELL and SWD; lack of adherence to curriculum and/or pacing

Actions to address need for improvement: additional .8 counselor to support student SEL needs; professional learning regarding student engagement (& adaptations due to current health/safety protocols); planning support (administration, academic coaches, ELL/ESE staff, district) to ensure inclusion of targeted strategies for differentiation; more frequent observations/walk-throughs to ensure fidelity of instruction

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA L25 gains showed the most improvement (FY21=57%, FY19=42%)
ELA L25 subgroup gains FY21: All 57%, SWD 62%, ELL 67%
4th grade ELL subgroup (increasing proficiency): ELA (31% to 46%) and Math (40% to 51%)
4th grade SWD subgroup (increasing proficiency): ELA (13% to 25%) and Math (25% to 33%)
Science SWD subgroup proficiency indicates improving trend (FY21=23%, FY19=9%, FY18=16%, FY17=14%)

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors and actions:
-School-wide Leader in Me initiative (use of 4DX model); focus on reading gains (Wildly Important Goal - all students will make a minimum of one year's growth as measured by iReady); students accountable for tracking their individual and class lead measures weekly with quarterly progress monitoring celebrations
-Consistent push-in support (ELL tutors and resource teachers, SWD inclusion teachers)
-Focused intervention during MTSS block and after-school program for L25 students

What strategies will need to be implemented in order to accelerate learning?

-Extended day (additional 30 minutes of instruction); master schedule adjusted for each grade level based on analysis of data and instructional needs
-Continued focus on 4DX model and student accountability (.2 resource teacher to support)
-Enhanced strategies for differentiated instruction for ELL and SWD (continued push-in support for ELL and SWD)
-Continued after school learning opportunities for L25 students

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

-Ongoing Leader in Me training (onboarding of new staff; refreshers for returning staff)
-Strategies for differentiation for ELL
-Strategies for differentiation for SWD

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

N/A

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	While the percentage of students making gains in reading (FSA ELA) increased from FY19 to FY21 (overall increased by 4% and lowest quartile increased by 15%), it is essential that we focus on gains to ensure that this number continues to increase. It is imperative that students make gains each year to potentially close identified learning gaps. Increased gains will ultimately result in increased proficiency. Additional data to support identification of Instructional Practice specifically relating to ELA: Overall reading proficiency as measured by ELA FSA (FY21= 51%, FY19= 54%) FY21 Grade 3 = 44% FY21 Grade 4 = 54% FY21 Grade 5 = 45% iReady % >=Grade Level FY21 Grade K = 88% FY21 Grade 1 = 60% FY21 Grade 2 = 49%
Measurable Outcome:	The percentage of students making gains in reading in grades 4 and 5 as measured by May 2022 FSA ELA will increase by a minimum of 6% (FY21=54% to FY22>=60%).
Monitoring:	Quarterly benchmark assessment data will be utilized to monitor progress towards this goal (district quarterly benchmark assessments are correlated with FSA scores for progress monitoring purposes). Teams (grade level teachers, reading coach, resource teachers, administration) will meet in PLCs to analyze benchmark data each quarter and determine instructional implications (individual teacher strengths and weaknesses/best practice sharing). Individual student data will be analyzed to determine needed adjustments to intervention support. Teams will write action plans for each quarter based on this data and will review/make adjustments as needed at the interim period.
Person responsible for monitoring outcome:	Dena Antonetti (antond@collierschools.com)
Evidence-based Strategy:	Teams (grade level teachers, reading coach, resource teachers, administration) will meet once a week for collaborative ELA planning. Teams will use district-adopted, evidence-based materials (HMH Into Reading) along with the "BEST Lesson Preparation Tool" as a guide for instructional planning. Teams will also meet in PLCs to analyze data obtained from iReady, Quarterly Benchmarks and ELA culminating tasks for progress monitoring and determination of needed instructional adjustments.
Rationale for Evidence-based Strategy:	Effective instruction begins with effective planning to ensure alignment of standards and evidence-based instructional strategies. As we have newly adopted reading materials and are transitioning to the new B.E.S.T. standards, this is more important than ever. Ongoing analysis of both formative and summative data will ensure that students are making progress towards meeting standards.
Action Steps to Implement	

Teams (grade level teachers, reading coach, resource teachers, administration) will meet once a week for collaborative ELA planning. Teams will use the "BEST Lesson Preparation Tool" as a guide for instructional planning. Discussion will include: 1. Review of lesson objectives (essential question and benchmarks) 2. Lesson texts (annotation, vocabulary, etc.) 3. Questions and tasks (differentiation) 4. Foundational skills 5. Assessment. Intentional planning for evidence-based instructional strategies will include: phonemic awareness/phonics games, vocabulary concept maps/Frayer models, think-alouds and

instructional conversations, graphical summaries, collaborative structures and exit slips/formative assessments.

Person Responsible Michelle Spina (spinam@collierschools.com)

Ongoing professional learning (district provided and school-based) will be provided throughout the year to ensure target/task alignment of the new standards, adopted instructional materials and student tasks. Collaborative planning will provide additional job-embedded professional learning with the support of the reading coach.

Person Responsible Michelle Spina (spinam@collierschools.com)

Teams will meet in PLCs to ensure that all teachers understand how gains are calculated for FSA and know how many points each one of their students needs to make gains. Teams will also meet in PLCs to analyze data obtained from iReady, Quarterly Benchmarks and ELA culminating tasks for progress monitoring and determination of needed instructional adjustments.

Person Responsible Dena Antonetti (antond@collierschools.com)

MES After School Program will provide additional ELA instruction and targeted support for students in the lowest quartile. Students will attend 4 days per week/2 hours per day (total of 8 hours) for integrated ELA/Math/Science instruction.

Person Responsible Susan Pratt (prattsu@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The percentage of students making gains in math decreased from FY19 to FY21 (overall decreased by 4% and lowest quartile decreased by 6%). It is essential that we focus on gains to ensure that students make gains each year to potentially close identified learning gaps. Increased gains will ultimately result in increased proficiency.
Measurable Outcome:	The percentage of students making gains in math in grades 4 and 5 as measured by May 2022 FSA will increase by a minimum of 4% (FY21=65% to FY22>=69%).
Monitoring:	Quarterly benchmark assessment data will be utilized to monitor progress towards this goal (district quarterly benchmark assessments are correlated with FSA scores for progress monitoring purposes). Teams will meet in PLCs to analyze benchmark data each quarter and determine instructional implications (individual teacher strengths and weaknesses/best practice sharing). Individual student data will be analyzed to determine needed adjustments to intervention support. Teams will write action plans for each quarter based on this data and will review/make adjustments as needed at the interim period.
Person responsible for monitoring outcome:	Laurie Mearsheimer (mearshla@collierschools.com)
Evidence-based Strategy:	Teams (grade level teachers, math coaches, resource teachers, administration) will meet once a week for collaborative Math planning. Teams will use district-adopted, evidence-based materials (HMH Into Math including Waggle; ALEKS for grades 4-5). Teams will also meet in PLCs to analyze data obtained from HMH assessments, Waggle/ALEKS, and Quarterly Benchmark Assessments for progress monitoring and determination of needed instructional adjustments.
Rationale for Evidence-based Strategy:	Effective instruction begins with effective planning to ensure alignment of standards and evidence-based instructional strategies. Differentiated instruction and additional targeted math support will aid in closing gaps and ensuring that students are making gains. Ongoing analysis of both formative and summative data will provide evidence that students are making progress towards meeting standards.

Action Steps to Implement

Teams (grade level teachers, math coaches, resource teachers, administration) will meet once a week for collaborative Math planning. Lesson plans will include evidence-based strategies for math instruction including but not limited to: reasoning and problem solving, math representations, math discourse, purposeful questioning, productive struggle and building procedural fluency from conceptual understanding.

Person Responsible	Kristina Thomas (thomaskr@collierschools.com)

Teams will meet in PLCs to ensure that all teachers understand how gains are calculated for FSA and know how many points each one of their students needs to make a gain. Teams will also meet in PLCs to analyze data obtained from HMH assessments, Waggle/ALEKS, and Quarterly Benchmark Assessments for progress monitoring and determination of needed instructional adjustments.

Person Responsible	Laurie Mearsheimer (mearshla@collierschools.com)

Ongoing professional learning (district provided and school-based) will be provided throughout the year to ensure target/task alignment of standards, instructional materials and student tasks. Collaborative planning will provide additional job-embedded professional learning with the support of the math coaches

with an emphasis on planning/instruction for each of the three specific lesson types: build understanding, connect concepts and skills, and apply and practice.

Person Responsible Allyson Dunn (dunnal@collierschools.com)

MES After School Program will provide additional Math instruction and targeted support for students in the lowest quartile. Students will attend 4 days per week/2 hours per day (total of 8 hours) for integrated ELA/ Math/Science instruction.

Person Responsible Susan Pratt (prattsu@collierschools.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	The percentage of students meeting proficiency in science decreased from FY19 to FY21 (decrease of 10%).
Measurable Outcome:	The percentage of students scoring Level 3+ on May 2022 FSA Science in grade 5 will increase by a minimum of 6% (FY21=44% to FY22>=50%).
Monitoring:	Quarterly benchmark assessment data will be utilized to monitor progress towards this goal (district quarterly benchmark assessments are correlated with FSA scores for progress monitoring purposes). Teams will meet in PLCs to analyze benchmark data each quarter and determine instructional implications (individual teacher strengths and weaknesses/best practice sharing). Individual student data will be analyzed to determine needed adjustments to intervention support. Teams will write action plans for each quarter based on this data and will review/make adjustments as needed at the interim period.
Person responsible for monitoring outcome:	Laurie Mearsheimer (mearshla@collierschools.com)
Evidence-based Strategy:	Teams (grade level teachers, resource teachers, administration) will meet once a week for collaborative Science planning. Teams will use district-adopted, evidence-based materials and lesson plans will follow the 5E Instructional Model. In addition, teams will meet in PLCs to analyze data obtained from formative science assessments as well as Quarterly Benchmark Assessments for progress monitoring and determination of needed instructional adjustments.
Rationale for Evidence-based Strategy:	Effective instruction begins with effective planning to ensure alignment of standards and evidence-based instructional strategies. The 5E Instructional Model will ensure that there are opportunities for engagement, hands-on/exploration, higher level thinking (explain and elaborate) and ongoing evaluation. Differentiated instruction and ELL strategies will ensure that instruction is comprehensible to all students.

Action Steps to Implement

We will utilize district personnel to support planning and instruction in science. District science TSA will support with planning (and classroom observations) to ensure alignment of standards and instruction. Science lessons will follow the evidence-based 5E Instructional Model and will include collaborative structures for engagement and exit tickets/formative assessments for ongoing progress monitoring. We will also contact science teachers at schools with higher science scores for suggestions regarding instructional activities.

Person Responsible	Laurie Mearsheimer (mearshla@collierschools.com)

Resource teacher, ELL contact and ELL tutors will support science instruction in classrooms to reduce ratios and provide more individualized support with comprehension of the content. Explicit ELL strategies will be included in weekly lesson plans.

Person Responsible	Laurie Mearsheimer (mearshla@collierschools.com)

MES After School Program will provide additional Science instruction and targeted support for students in the lowest quartile. Students will attend 4 days per week/2 hours per day (total of 8 hours) for integrated ELA/Math/Science instruction.

Person Responsible Susan Pratt (prattsu@collierschools.com)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	We have identified a need for a targeted focus on effective implementation of the 4DX Model (4 disciplines of execution) to ensure fidelity in the development of a school-wide culture and cadence of accountability. One area that we are focusing on school-wide is ELA. Every student has an iReady scale score from diagnostic 1 with a correlating number of points needed for a year's growth. Last year 59% of our students (school-wide) made one year's growth as determined by iReady. We are teaching our students to become leaders of their own learning and establish a cadence of accountability by using their Leadership Notebooks to set goals and track their own progress weekly with lead measures and quarterly with iReady assessments.
Measurable Outcome:	School-wide W.I.G. (Wildly Important Goal): The percentage of students in grades K-5 making a minimum of one year's growth as measured by iReady (Diagnostic 3) scale scores will increase by a minimum of 6% (FY21=59% to FY22>=65%).
Monitoring:	Students track progress daily on lead measures in their Leadership Notebooks. This is monitored by the classroom teachers. Data on each class' progress on lead measures is posted weekly on our school-wide scoreboards by the Scoreboard Leader from each classroom. This is monitored by our Reading Coach. Quarterly iReady growth monitoring data is also collected by our Reading Coach and posted on our school-wide scoreboards at the end of each quarter.
Person responsible for monitoring outcome:	Michelle Spina (spinam@collierschools.com)
Evidence-based Strategy:	Leader in Me's 4DX Model (4 disciplines of execution) ensures fidelity in the development of a school-wide culture and cadence of accountability. Through this model, we will focus on the wildly important (school-wide reading goal), act on our lead measures, keep a compelling scoreboard and create a cadence of accountability for all students and staff.
Rationale for Evidence-based Strategy:	We are utilizing the 4DX Model to ensure focus, leverage, engagement and accountability for our school-wide reading goal. This model also serves to provide structured principles and practices for several additional academic, culture and leadership goals in our school.

Action Steps to Implement

Grade level teams determine appropriate lead measures to support growth in reading. Students track lead measures in the WIG section of their Leadership Notebooks daily. We will continue to communicate with our Leader in Me coach regarding best practices for tracking lead measures and utilization of Leadership notebooks.

Person Responsible	Michelle Spina (spinam@collierschools.com)

Data tracking will take place in a variety of ways/locations. Classrooms have their own scoreboards for iReady, lead measures, Reading Counts and other relevant ELA data. At the end of each week, classes tally the percentage of students who met their lead measure goal and the class scoreboard leaders record the total class percentage on the appropriate grade level scoreboard in the scoreboard tunnel.

Person Responsible	Michelle Spina (spinam@collierschools.com)

Students record their beginning of year iReady scale scores in the WIG section of their Leadership Notebooks. The number of points required for each individual student to make one year's growth is also

recorded and divided by 4 to set a goal for each quarter. Students take additional iReady growth monitoring assessments quarterly and record their scores each time as they determine whether or not they met their quarterly goal (WIG).

Person Responsible   Michelle Spina (spinam@collierschools.com)

iReady growth monitoring data is analyzed quarterly by grade level PLCs and appropriate instructional adjustments are made as needed. Classes also revisit and revise their lead measures as needed.

Person Responsible   Michelle Spina (spinam@collierschools.com)

Quarterly celebrations reward all students for their quarterly progress. Students who meet their quarterly WIG are recognized at their grade level celebration and receive certificates (one to put in Leadership Notebooks and one to take home) and small prizes. All students participate in the grade level celebrations to celebrate progress and quarterly accomplishments.

Person Responsible   Michelle Spina (spinam@collierschools.com)

#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Panorama survey data for students in grades 3-5 indicates a decline in favorable responses in the categories of Growth Mindset (-4), Grit (-9), and Self-efficacy (-11).
Measurable Outcome:	The percentage of students with favorable ratings on social-emotional skills as evidenced by the 2022 EOY Panorama survey for grades 3-5 will increase by a minimum of 5% in each category (Growth Mindset FY21=52% to FY22>=57%, Grit FY21=48% to FY22>=53%, Self-efficacy FY21=55% to FY22>=60%)
Monitoring:	School-created surveys (with questions regarding Growth Mindset, Grit, and Self-efficacy) will be administered to students in grades 3-5 at the end of each quarter.
Person responsible for monitoring outcome:	Deborah Eby (ebyd@collierschools.com)
Evidence-based Strategy:	Full implementation of the academic, leadership and culture principles of Leader in Me (grounding our work in the 5 paradigms, teaching/instilling the 8 Habits, utilizing the 4 Disciplines of Execution model).
Rationale for Evidence-based Strategy:	Our belief in the core paradigms of Leader in Me supports the need for an SEL focus for our students. While our academic goals are a priority, we believe that a focus on culture and leadership supports the development of the whole child and fosters a healthy social-emotional learning environment that ultimately impacts academics.

Action Steps to Implement

Students will participate in daily D.E.A.L. time (Drop Everything and Lead) activities in their classrooms (M,W,F; Connect for Success T,Th). Lessons during this time will focus on understanding and application of the 8 Habits (Leader in Me) and students' social-emotional well-being.

Person Responsible	Allyson Dunn (dunnal@collierschools.com)

We will continue to utilize the resources provided by Leader in Me to support school-wide belief in the Leader in Me paradigms as well as continued development of the 8 Habits. We will also meet with our Leader in Me coach for support and continued professional learning.

Person Responsible	Allyson Dunn (dunnal@collierschools.com)

Student leadership clubs will be initiated to further develop students' sense of belonging and foster development of Habit 8 (find your voice). Students will identify their area of genius and will meet in self-selected student leadership clubs a minimum of once per month.

Person Responsible	Allyson Dunn (dunnal@collierschools.com)

Early release days will be "Sharpen the Saw" days and will include activities for all grades focusing on the mind, body, heart, and soul. Self-awareness of students' self-efficacy, growth mindset and grit will be included in the planned activities.

Person Responsible	Allyson Dunn (dunnal@collierschools.com)

An additional .8 school counselor will provide opportunities for more whole class, small group and individual lessons and counseling sessions as appropriate.

Person Responsible   Deborah Eby (ebyd@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Manatee Elementary School reported 1.3 incidents per 100 students. As compared to all elementary students statewide, Manatee Elementary falls into the high category. A primary area of concern is in the area of violent incidents. Many of our students have social emotional needs that are not being met at home. With a second school counselor this year, we plan to implement more group counseling sessions and more grade level social skills lessons to help decrease the number of reported violent incidents at our school.

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.

As a Leader in Me school, our work is focused on the three pillars of academics, culture, and leadership. Every classroom begins their day with D.E.A.L. time (Drop Everything and Lead) to foster positive culture and understanding/demonstration of the 8 Habits. We have a weekly leadership focus and manatee manner of the week. Staff and student celebrations of both progress and success are an integral part of our daily work. We will continue to host parent events and student led conferences to ensure family connections and involvement. Community support is fostered by developing positive, collaborative relationships with neighboring businesses and organizations.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers and staff promote a positive culture and environment through direct instruction (both academic and SEL), modeling, and active participation in our school action teams. Students promote a positive culture and environment through their actions and interactions as well as their participation in classroom, grade

level, school-wide and community projects and initiatives. Our parents promote a positive culture and environment by participating in school-wide events including curriculum night, student-led conferences, student celebrations, music and art programs, and PTO events. Our community helps to promote a positive culture and environment by supporting our school with material needs (ex. uniforms, school supplies, etc.) as well as special holiday and other celebrations. Our community members also support with positive public recognition for our staff, students and school as whole.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$204,673.56
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0421 - Manatee Elementary School	Title, I Part A	0.9	$71,313.91
			Notes: .90 Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
	6120	130-Other Certified Instructional Personnel	0421 - Manatee Elementary School	Title, I Part A	0.8	$68,368.23
			Notes: ..80 Guidance Counselor Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
	7800	790-Miscellaneous Expenses	0421 - Manatee Elementary School	Title, I Part A		$3,401.50
			Notes: Student Transportation			
	5900	130-Other Certified Instructional Personnel	0421 - Manatee Elementary School	Title, I Part A		$14,944.33
			Notes: after school program- teachers			
	7300	160-Other Support Personnel	0421 - Manatee Elementary School	Title, I Part A		$3,349.55
			Notes: clerical Services			
	5900	150-Aides	0421 - Manatee Elementary School	Title, I Part A		$6,741.00
			Notes: Afterschool program - tutors			
	6400	310-Professional and Technical Services	0421 - Manatee Elementary School	Title, I Part A		$3,000.00
			Notes: Professional Learning - Leader in Me			
	6400	510-Supplies	0421 - Manatee Elementary School	Title, I Part A		$703.38
			Notes: Professional Learning Books			
	6150	390-Other Purchased Services	0421 - Manatee Elementary School	Title, I Part A		$2,473.00
			Notes: Printing services for planners			

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	160-Other Support Personnel	0421 - Manatee Elementary School	Title, I Part A		$264.88
			Notes: Parent Involvement Translations			
	5100	130-Other Certified Instructional Personnel	0421 - Manatee Elementary School	Title, I Part C	0.2	$15,022.71
			Notes: .20 Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
	5900	510-Supplies	0421 - Manatee Elementary School	Title, I Part C		$398.01
			Notes: After-School Program-Home learning materials/supplies			
	5900	130-Other Certified Instructional Personnel	0421 - Manatee Elementary School	Title, I Part C		$6,308.70
			Notes: After-School Program - Instructional			
	5900	150-Aides	0421 - Manatee Elementary School	Title, I Part C		$4,236.53
			Notes: After-School Program - Non -Instructional - Tutors			
	7300	160-Other Support Personnel	0421 - Manatee Elementary School	Title, I Part C		$2,647.83
			Notes: After-School Program - Non -Instructional - Clerical			
	7800	790-Miscellaneous Expenses	0421 - Manatee Elementary School	Title, I Part C		$1,500.00
			Notes: Student transportation			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$139,959.35**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0421 - Manatee Elementary School	Title, I Part A	1.0	$92,946.81
			Notes: 1.0 Math Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
	5100	130-Other Certified Instructional Personnel	0421 - Manatee Elementary School	Title, I Part A	0.5	$47,012.54
			Notes: .50 Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
4	**III.A.**	**Areas of Focus: Leadership: Managing Accountability Systems**				**$0.00**
5	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$0.00**
					Total:	**$344,632.91**