

Collier County Public Schools

Manatee Middle School



2021-22 Schoolwide Improvement Plan

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Manatee Middle School

1920 MANATEE RD, Naples, FL 34114

<https://www.collierschools.com/mms>

Demographics

Principal: Matt Dyer

Start Date for this Principal: 7/16/2021

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
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (59%) 2016-17: B (60%)
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 Middle School

1920 MANATEE RD, Naples, FL 34114

<https://www.collierschools.com/mms>

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)
Middle School 6-8	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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SIP Authority

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<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.

At Manatee Middle School, we will develop highly effective students and adults who are leaders in our school and our community.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Dyer, Matthew	Principal	Create success for every staff member and every student.
Micieli, AJ	Assistant Principal	As the Assistant Principal, of Attendance and Discipline, I am responsible for assisting the principal in providing school-wide leadership and performing administrative and supervisory duties as assigned by the principal, particularly in the areas of attendance and discipline. I provide meaningful feedback to students and parents regarding their child's behavior. I ensure that school safety procedures and compliance with rules are followed. I manage attendance and track student performance to support the academic success of the school.
Montesino, Marina	Assistant Principal	As the Assistant Principal of Instruction and Curriculum, it is my responsibility to support, via a leadership role, the school's instructional goals and to ensure its implementation. It is my responsibility to support my academic coaches by providing feedback for their teachers to realize their full instructional potential. As the APC I am responsible for the achievement of the school's academic goals. I work collaboratively with the school leadership team to develop a school-wide culture of respect and achievement and a team culture grounded in common goals, mutual respect, empathy towards others.
Brewer, Elizabeth	School Counselor	As the head of guidance, I provide advice and helpful resources to students regarding certain personal and academic situations. I offer counseling to students, conduct group counseling sessions to help students develop their personal, academic, and social-emotional skills, and providing career advice and guidance to high school students.
Lynne, Belliveau	Other	As the ESE program specialist I am responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation, performance and academic success
Ulibarri, Krista	Instructional Coach	As a science coach, my primary focus is to provide staff with instructional support in the area of Science. I support, monitor, plan, and provide feedback to teachers. In addition, I provide mentoring support to teachers and work collaboratively with the leadership teams to develop a team culture of academic and professional success
Torres, Erika	Instructional Coach	As the literacy coach, my primary focus is to provide staff with instructional support in the area of language arts and writing. I support, monitor, plan, and provide feedback to teachers. In addition, I provide mentoring support to teachers and work collaboratively with the leadership teams to develop a team culture of academic and professional success
Berning, Jennifer	Math Coach	As the mathematics coach, my primary focus is to provide staff with instructional support in the area of mathematics. I support, monitor, plan, and

Name	Position Title	Job Duties and Responsibilities
		provide feedback to teachers. In addition, I provide mentoring support to teachers and work collaboratively with the leadership teams to develop a team culture of academic and professional success

Demographic Information

Principal start date

Friday 7/16/2021, Matt Dyer

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

12

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

16

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

878

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

10

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	0	0	0	0	0	0	232	261	294	0	0	0	0	787
Attendance below 90 percent	0	0	0	0	0	0	65	70	79	0	0	0	0	214
One or more suspensions	0	0	0	0	0	0	2	3	2	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	5	23	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	0	2	9	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	83	79	93	0	0	0	0	255
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	44	56	40	0	0	0	0	140
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	0	0	0	0	0	26	32	46	0	0	0	0	104

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

Date this data was collected or last updated

Thursday 9/2/2021

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	14	14	46	0	0	0	0	74

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	14	14	46	0	0	0	0	74

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

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				49%	59%	54%	47%	61%	53%
ELA Learning Gains				51%	55%	54%	54%	59%	54%
ELA Lowest 25th Percentile				43%	45%	47%	47%	50%	47%
Math Achievement				65%	69%	58%	62%	71%	58%
Math Learning Gains				62%	62%	57%	60%	67%	57%
Math Lowest 25th Percentile				60%	57%	51%	64%	62%	51%
Science Achievement				50%	55%	51%	50%	60%	52%
Social Studies Achievement				64%	75%	72%	65%	74%	72%

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
06	2021					
	2019	46%	56%	-10%	54%	-8%
Cohort Comparison						
07	2021					
	2019	46%	55%	-9%	52%	-6%
Cohort Comparison		-46%				
08	2021					
	2019	42%	58%	-16%	56%	-14%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	61%	-6%	55%	0%
Cohort Comparison						
07	2021					
	2019	57%	66%	-9%	54%	3%
Cohort Comparison		-55%				
08	2021					
	2019	45%	36%	9%	46%	-1%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	45%	52%	-7%	48%	-3%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	72%	-14%	71%	-13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	67%	32%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

District Created Quarterly Benchmark Assessments

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	41	30
	Economically Disadvantaged	47	39	29
	Students With Disabilities	22	14	5
	English Language Learners	28	23	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	53	32
	Economically Disadvantaged	45	52	31
	Students With Disabilities	27	37	11
	English Language Learners	37	50	25
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	43	48
	Economically Disadvantaged	37	42	47
	Students With Disabilities	12	17	13
	English Language Learners	15	22	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58	61	40
	Economically Disadvantaged	57	60	39
	Students With Disabilities	42	44	13
	English Language Learners	50	43	23
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	63	64	67
	Economically Disadvantaged	62	64	68
	Students With Disabilities	30	29	29
	English Language Learners	51	46	52

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	52	44
	Economically Disadvantaged	49	50	42
	Students With Disabilities	23	16	3
	English Language Learners	11	21	14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	62	63
	Economically Disadvantaged	61	61	62
	Students With Disabilities	37	28	20
	English Language Learners	43	44	39
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	55	59
	Economically Disadvantaged	48	54	58
	Students With Disabilities	29	16	15
	English Language Learners	25	32	30

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	27	36	27	41	58	54	33	42			
ELL	32	45	40	58	63	60	43	63	79		
BLK	41	47	44	62	71	71	54	61	93		
HSP	44	50	38	63	67	60	60	66	84		
WHT	65	54		58	68		80	79	70		
FRL	43	49	39	62	67	63	57	65	84		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	44	30	47	62	53	39	36	93		
ELL	33	47	47	50	53	61	22	51	96		
BLK	51	50	41	60	61	59	51	66	95		
HSP	47	51	44	67	62	62	47	63	84		

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	52	52		70	67	55	60	64	80		
FRL	47	49	43	64	61	59	48	63	87		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	43	42	48	56	59	39	40	70		
ELL	20	42	47	32	56	60	26	33	75		
BLK	47	57	55	57	61	68	43	70	74		
HSP	45	52	41	62	59	63	49	61	77		
WHT	71	68		77	68		71	81	88		
FRL	46	53	47	61	60	64	49	64	84		

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	588
Total Components for the Federal Index	10
Percent Tested	100%
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%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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	59
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	58
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	68
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	58
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?

Across all grade levels, as the content becomes more difficult during the second half of the school year, our students begin to struggle. Because our ELL student's scores fall at an even greater percentage, we believe the understanding is not content related, but related to lower reading levels.

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

ELA, across the board with every subgroup, is our greatest need for improved instructional and targeted strategies.

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

Our students enter our school behind as their peers as readers. This lack of essential understanding is magnified when content, across the curriculum, becomes more difficult in the second half of the school year.

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

7th Grade ELA made the most gains from BOY2020 until the end of the year based on QB scores. 8th Grade ELA closed the gap, more then any other subject, when comparing scores from 2019 and 2021 (FSA).

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

Three years ago we adopted a growth model. We all agree that our students come to our school ask low readers compared to their peers. Our mission is to make sure they have the knowledge and strategies to be successful readers when they leave us.

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

Improving Classroom Instruction

1. Make sure all students know the goal every day.
2. Make sure students know the "why" in every class.
3. Make sure we are assessing, every day, to drive instruction.
4. Make sure students are tracking progress.
5. Make sure we are reading focused in every classroom, across the curriculum.

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.

District created trainings - quarterly

Wednesday's on the Web - monthly (teacher led)

School Created PD - monthly delivered by admin and leadership staff

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

Data Chats - Quarterly with administrators so teachers understand at which level each student is performing and have a plan for every student to grow.

Data Chats - Weekly during common planning sessions. Teachers present their data to each other as they discuss how the success and failure will drive instruction in the coming weeks.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA students come to MMS behind their peers in reading. During each of the last three years, 6th grade students fall further behind their peers throughout the school year. Less than 55% of all students have made academic growth during the same time period. Closing the achievement gap, at every level, will better prepare students for high school success.
Measurable Outcome:	By May 2022, 100% of the students will make academic learning gains on the 2022 ELA FSA Assessment. Scores will be monitored quarterly through district benchmark common assessments. Only 49% of 6th grade students made ELA learning gains.
Monitoring:	The goal is attainable through a change in classroom instruction, tracking data, and incorporating a learning plan for every student who has not made gains over the past two years. All students have data folders that are tracked in their ELA classroom that includes their previous year's scores. They have reviewed their data so they know where they must improve to make growth. They are tracking their growth data in this folders. Each classroom teacher, across the curriculum, is challenged to embed reading strategies in their daily instruction. Social Studies teachers are focused on text features. Math classrooms are mastering key ideas and vocab clusters. ELA classrooms are specifically targeting item specs from past test data. We will also more effectively track and use READ 180 and System 44 data to track growth and drive instruction in our small groups.
Person responsible for monitoring outcome:	Erika Torres (torrese1@collierschools.com)
Evidence-based Strategy:	Small group instruction will be a large focus during both the core content time and the intensive period. Small group instruction will improve because of a created process and PD for ELA staff. We have included more training for teachers who teach READ 180 to better incorporate small group instruction in the rotational model of READ 180. We have also create multiple System 44 rooms with the support of resource teachers and included a bilingual reading resource teacher in our ESOL classroom to increase the small group learning time and targeted instruction for all students.
Rationale for Evidence-based Strategy:	Targeting students on their individual levels, with their individual needs, is the most effective way to increase student achievement. Each student knows their current levels and what is needed to make academic growth. It is the responsibility of each teacher to target skills that meets the needs of each individual. We will do this by targeted, small group instruction. READ 180 and System 44 provide each teacher with individual data that drives small group instruction to better target the needs of individual students in small groups.

Action Steps to Implement

1. Set expectations for the number of small group each student should have weekly.
 2. Create small group instruction protocols that are best practice for every ELA classroom.
 3. Provide professional development to ELA teachers on how to best design and structure small group instruction.
 4. Create opportunities to share success with peers to idea share about instruction.
- Small group instruction should be the core of instruction to meet the reading needs of every student. Ms. Torres will track teacher implementation.
5. Ensure READ 180 and System 44 data is driving small group instruction.

Person Responsible Erika Torres (torrese1@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Only 39% of our L25 and 54% overall of students made academic growth from 2019 to 2021 based on FSA scores. While our highest achieving students continue to outpace students from schools like ours, our most vulnerable students are falling further behind their peers.
Measurable Outcome:	By May of 2022 the number of students scoring a level 1 or 2 on the 2022 Math FSA will decrease by 5%.
Monitoring:	The students will track quarterly benchmark results. All students will identify areas of weakness by analyzing ALEK data, quarter benchmarks, and teacher-student data chats. We will also be more consistent in using the ALEKS platform with fidelity to track and drive instruction.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will use ALEKS data as well as progress monitoring data to identify the needs of students. The math coach will assist with grouping and differentiated instruction.
Rationale for Evidence-based Strategy:	We will use 2021 FSA data to drive instruction and begin to fill gaps developed from virtual learning. We will collect and use real time data, common assessments and exit tickets, to drive instruction in classrooms as well as small group instruction to target specific skills.

Action Steps to Implement

1. Math coach will work strategically with intensive teachers at each grade level and provide extended learning opportunities during lunches.
2. Focused and strategic scheduling, level 1 and 2 students with peers and resource help for more individualized instruction.
3. Common planning for all math teachers, with the math coach, for more support.
4. Lesson plans will be monitored with a focus on identifying reading strategies that will help students more effectively break down math problems to determine successful outcomes.
5. Small group instruction during ALEKS lab time with grouping based on data and small group lessons targeting areas of concern on benchmark testing.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Social Studies

Area of Focus	When we break down data in our Social Studies classrooms, we realize that content is not where our students struggle when completing assessments. The students score lower than peers on assessments because of lack of ability to utilize proper reading strategies.
Description and Rationale:	
Measurable Outcome:	By May of 2022, 58% of students will demonstrate proficiency on the Civics EOC.
Monitoring:	Students will be monitored by common assessments. They will be monitored by quarterly benchmark assessments. They will be monitored through the Gateway Online Learning Platform. This will include post reading activities that will determine the success of embedded text feature instruction.
Person responsible for monitoring outcome:	Marina Montesino (montem6@collierschools.com)
Evidence-based Strategy:	To increase reading comprehension and vocabulary development, all Social Studies classes will focus on teaching text features in their classrooms daily. This will allow student to better used available data when answering assessment questions.
Rationale for Evidence-based Strategy:	More than any other FSA assessment, students are asked to use different text features to gather information for answering questions correctly. Interpreting maps, graphs, charts, and developing thoughts based on multiple forms of print are all highly tested areas of the Civics EOC.

Action Steps to Implement

1. Provide professional development on teaching Text Features.
2. Provide a list of Text Features and strategies for teachers to use.
3. Present opportunities for teachers to embed Text Feature instruction within their current lessons.
4. Monitor Text Feature implementation through Lesson Plans and classroom observations.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

MMS ranks among the top performing schools in the county and state when comparing discipline data. However, it does not mean we are without concerns. We work with teachers, staff, stakeholders, and students, every day, to limit behaviors that damage the learning environment and take away learning opportunities from students. We have created an ISS room that is an extension of the learning that is happening in our classrooms and also helps students towards our goal of 100% of students making academic growth. This monitor the success of this room daily through personal interactions with every student who spends time there, including tracking growth and determining a path to create success. We continue to survey stakeholders on not only their personal thoughts on the experience they are having, their students are having, and their kids are having but also using the data to change what we do to make MMS the best place to "Develop highly effective students and adults who are leaders in our school and our community."

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.

At Manatee Middle School, we will develop highly effective students and adults who are leaders in our school and our community. We will do this by creating a school culture that fosters and reinforces leadership opportunities for all stakeholders. Manatee Middle School is in the early stages of becoming a "Leader In Me School." All stakeholders (staff, students, and parents) will participate in trainings that support the "The 7 Habits of Highly Effective People." We believe that the investment made in the Leader In Me Program will have a direct impact on the relationships staff, students, and parents develop while here. These lessons will help 100% of our students make academic gains.

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

Administration- provide instructional support, assign resources, communicate with stakeholders, set goals, plan for intervention, support leadership opportunities.

Office Staff- communicate with families, organize student celebrations, track attendance and behavior concerns, communicate with instructional staff.

Guidance- Support student's social emotional learning, create tier 2/3 interventions based on data, support student celebrations and initiatives.

Support Staff- create interventions, communicate with teachers, analyze data, create SSP's, IEP's, 504's, and EP's, co-teach model.

Teachers- create interventions, communicate with other teachers, analyze data, create SSP's, IEP's, 504's, and EP's, co-teach model.

Students- do their best everyday, show up to class on-time, turn in their assignments, communicate with staff and parents.

Parents- communicate with teachers and school staff, support appropriate school behavior, show up to student events, monitor student's academic progress.

Youth Relation Officer- support with school initiatives, small group interventions, Positive Behavior Support.

Facility Manager- help keep a safe and clean campus.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$493,361.70
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	\$48,779.43
<i>Notes: Resource Teacher</i>						
	5100	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	\$46,629.07
<i>Notes: Resource Teacher</i>						
	5100	150-Aides	0422 - Manatee Middle School	Title, I Part A	1.0	\$37,854.40
<i>Notes: ELL Spanish Tutor</i>						
	5100	100-Salaries	0422 - Manatee Middle School	Title, I Part A	1.0	\$35,025.20
<i>Notes: ELL Spanish Tutor</i>						
	6150	160-Other Support Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	\$24,425.98
<i>Notes: Parent Involvement Assistant</i>						
	5900	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A		\$11,011.55
<i>Notes: After School Program Instructional</i>						
	6120	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	\$74,460.50

			Notes: Guidance Counselor			
	6400	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	\$78,339.60
			Notes: Science Coach			
	6400	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	\$92,845.23
			Notes: TSA, Math Coach			
	6400	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	\$11,036.89
			Notes: Reading Coach			
	7300	160-Other Support Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	\$2,310.83
			Notes: After school - Non instructional Clerical			
	7800	790-Miscellaneous Expenses	0422 - Manatee Middle School	Title, I Part A		\$3,620.10
			Notes: Student Transportation			
	5100	130-Other Certified Instructional Personnel	0422 - Manatee Middle School	Title, I Part A	1.0	\$6,082.38
			Notes: Resource Teacher - Math			
	6400	310-Professional and Technical Services	0422 - Manatee Middle School	Title, I Part A		\$3,000.00
			Notes: Lighthouse Team Workshop - Consultant			
	6400	310-Professional and Technical Services	0422 - Manatee Middle School	Title, I Part A		\$6,000.00
			Notes: All Staff Workshops, 2, LIM			
	6400	150-Aides	0422 - Manatee Middle School	Title, I Part A		\$6,000.00
			Notes: Implementation Coaching Subscriptions, Staff development			
	5900	510-Supplies	0422 - Manatee Middle School	Title, I Part A		\$1,318.87
			Notes: After School Supplies			
	5900	150-Aides	0422 - Manatee Middle School	Title, I Part A		\$4,621.67
			Notes: After School Program Tutors			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
Total:					\$493,361.70	