

Manatee County Public Schools

Gilbert W Mcneal Elementary School



2021-22 Schoolwide Improvement Plan

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Gilbert W Mcneal Elementary School

6325 LORRAINE RD, Lakewood Ranch, FL 34202

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

Demographics

Principal: Sheila Waid

Start Date for this Principal: 8/16/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
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: A (69%) 2017-18: A (67%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Manatee County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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6325 LORRAINE RD, Lakewood Ranch, FL 34202

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

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	No	18%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

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

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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.

Gilbert W. McNeal is a school that promotes action minded leaders by setting goals and embedding seven habits of highly effective people every day. FULL STEAM AHEAD has been our focus and vision for five years. Our mantra is: I will be respectful, I will be responsible, and I will be wild about learning. We have integrated technology in every aspect of instruction. We are continuing our work in empowering leadership and strengthening our school culture and climate. We will continue our "Leader and Me" journey with continued training during the 2021-2022 school year. These last three years we embarked on the 7 Habits of Happy Kids by Sean Covey to enhance our school climate and culture. We strive to empower our students as they will become McNeal Wildcat Leaders and utilize Data Binders and participate in creating action teams and write Wildly Important Goals (WIGS).

Provide the school's vision statement.

Vision Statement: Wildcats pounce into action by using leadership habits, critical thinking skills and problem-solving methods to make a difference in the world. Gilbert W. McNeal is a STEAM school where integration of Science, Technology, Engineering, Arts, and Math are a focus. Full STEAM Ahead: Be Respectful, Be Responsible, Be WILD about Learning! is our school theme this year. We are in our third year as a Leader and Me Covey school during the 2019-2020 school year. Our mantra is: I will be respectful, I will be responsible, and I will be wild about learning. We have integrated technology in every aspect of instruction. We are continuing our work in empowering leadership and strengthening our school culture and climate.

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
McGrew, Cheryl	Principal	Provide instructional leadership while providing a safe learning environment for all students! To provide professional development and resources for all staff to improve instruction to meet the needs of all students. To provide data and data monitoring of students and instruction to ensure growth of all students. To serve on our SAC at McNeal and collaborate with all SAC members.
Terry, Ashley	Assistant Principal	
Freeman, Stacy	Teacher, K-12	To analyze data and school needs. Represent peers in planning instruction.
Dyer, Kristi	Teacher, ESE	Teacher will support learning goals and collaborative with staff to ensure students are receiving research based instructional strategies. (Orton Gillingham)
Edwards, Amanda	Teacher, K-12	To share information and support all learning goals. To participate in DATA meetings and monitoring.
Hughes, Angela	Teacher, K-12	To support staff instructional strategies and monitor data during data meetings.
Swartling, Olivia	Teacher, K-12	To support instructional strategies and technology of instructional staff. To monitor and participate in DATA meetings.
Fulmer, Ashlie	Teacher, K-12	To support staff in area of SEL/ Leader in Me for an impact of improved climate and culture.
Townson, Dana	Teacher, Career/ Technical	To support staff and students in STEAM. Coordinate STEAM NIGHT/ MAKERSPACE/ Integration of standards into classroom.

Demographic Information

Principal start date

Monday 8/16/2021, Sheila Waid

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

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

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

666

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

1

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

3

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	105	92	95	122	120	98	0	0	0	0	0	0	0	632
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
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	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 8/16/2021

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	86	91	105	103	98	122	0	0	0	0	0	0	0	605	
Attendance below 90 percent	5	5	3	3	4	4	0	0	0	0	0	0	0	24	
One or more suspensions	13	6	4	9	2	3	0	0	0	0	0	0	0	37	
Course failure in ELA	0	0	0	5	1	6	0	0	0	0	0	0	0	12	
Course failure in Math	0	0	0	2	3	6	0	0	0	0	0	0	0	11	
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		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	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	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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	86	91	105	103	98	122	0	0	0	0	0	0	0	605
Attendance below 90 percent	5	5	3	3	4	4	0	0	0	0	0	0	0	24
One or more suspensions	13	6	4	9	2	3	0	0	0	0	0	0	0	37
Course failure in ELA	0	0	0	5	1	6	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	2	3	6	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	1	0	0	1	0	0	0	0	0	0	0	0	0	2
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				79%	52%	57%	76%	50%	56%
ELA Learning Gains				74%	57%	58%	69%	54%	55%
ELA Lowest 25th Percentile				53%	55%	53%	55%	47%	48%
Math Achievement				78%	63%	63%	79%	60%	62%
Math Learning Gains				74%	68%	62%	70%	61%	59%
Math Lowest 25th Percentile				55%	53%	51%	52%	47%	47%
Science Achievement				72%	48%	53%	70%	49%	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	75%	51%	24%	58%	17%
Cohort Comparison						
04	2021					
	2019	76%	56%	20%	58%	18%
Cohort Comparison		-75%				
05	2021					
	2019	82%	52%	30%	56%	26%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	60%	10%	62%	8%
Cohort Comparison						
04	2021					
	2019	84%	65%	19%	64%	20%
Cohort Comparison		-70%				
05	2021					
	2019	79%	60%	19%	60%	19%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	71%	48%	23%	53%	18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

We screen all students in ELA/MATH using iReady. We also utilize FSA results for grades 4 and 5. Our data teams meet and monitor all Tier 2/3 students using assessments and plans. Classroom assessments are administered by each teacher and discussed with grade levels in regards to T2/3 interventions and progress monitoring for changes as needed. We offer intervention/enrichment by grade level on master schedule so grade levels can group and work together for specific needs of students.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.7	55.9	79.4
	Economically Disadvantaged	17.6	23.5	64.7
	Students With Disabilities	13.6	38.1	66.7
	English Language Learners	67.7	66.6	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	58.8	76.5
	Economically Disadvantaged	11.8	29.4	52.9
	Students With Disabilities	13.6	42.9	57.1
	English Language Learners	33	100	66.7
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.5	54.7	86.1
	Economically Disadvantaged	43.5	63.6	63.7
	Students With Disabilities	22.7	54.5	54.5
	English Language Learners	0	33.3	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.5	66	81.7
	Economically Disadvantaged	30.4	45.5	66.7
	Students With Disabilities	27.3	50	59.1
	English Language Learners	0	33.3	68.2

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83	73	77.6
	Economically Disadvantaged	65.2	65.2	60.9
	Students With Disabilities	33.3	33.3	31.3
	English Language Learners	75	50	66.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	73	78.1	78.4
	Economically Disadvantaged	39.1	65.2	52.2
	Students With Disabilities	40	40	43.8
	English Language Learners	75	50	66.7
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74.3	69.9	78.6
	Economically Disadvantaged	70	50	67.9
	Students With Disabilities	25	38.9	43.8
	English Language Learners	80	75	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	85.4	76.5	82.5
	Economically Disadvantaged	72.4	60.7	67.9
	Students With Disabilities	68.8	50	56.3
	English Language Learners	100	100	100

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	75.5	69.8	83.3
	Economically Disadvantaged	53.6	44.4	68
	Students With Disabilities	66.7	64.3	64.3
	English Language Learners	80	67.7	66.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	80.7	73.9	79.1
	Economically Disadvantaged	63	53.6	57.7
	Students With Disabilities	78.6	78.6	78.6
	English Language Learners	100	50	83.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	59.1	82.7
	Economically Disadvantaged	40.7	46.4	68
	Students With Disabilities	46.7	50	78.6
	English Language Learners	80	50	66.7

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	49	83		59	83		91				
ELL	91			100							
BLK	57			57							
HSP	85	86		85	79		82				
MUL	82			82							
WHT	83	73	63	84	79	70	83				
FRL	66	62	46	61	59	54	68				
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	48	60	52	49	63	56	33				
ELL	24	41	44	41	62	68					
ASN	100			100							

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
BLK	69			62							
HSP	41	55	45	55	68	68	46				
WHT	89	81	67	86	76	47	79				
FRL	49	54	44	56	65	58	44				
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	49	69	53	45	70	65	47				
ELL	19	54	48	26	50	47					
ASN	83	70		100	90						
HSP	46	69	57	47	55	40	46				
MUL	90			70							
WHT	83	70	56	86	74	58	77				
FRL	51	60	48	62	54	48	52				

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	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	525
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	73
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	96
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	57
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	83
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	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	76
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	59
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?

An improvement in Science scores was evident. We earned the best score in the history of McNeal. In the area of Math our scores in 4th and 5th were 80% proficiency. In the area of Math our 3rd grade scores were 78% proficiency. Our Math goals are written in a manner that we integrate Math and Science in STEAM Centers and our fine arts sections including a STEAM class for grades K-5. Teachers also are developing lesson plans and using our Makerspace Lab for creative learning with math standards embedded.

In the area of ELA our scores remained status quo. We will continue to utilize BEST standards in primary and provide professional development for our intermediate grades.

Our ESE subgroups show improvement and we will continue to provide both inclusion and resource support for our subgroups. We monitor data monthly and quarterly for each grade level as well as subgroups to provide the most current strategies for proficiency and growth in standards in Math, ELA, and Science.

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

Our biggest components are the student growth of our students in 4th and 5th. We have high proficiency rates and this is a hurdle as each teacher creates an individual plan for the 3, 4, and 5 level students to ensure they show growth.

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

Constant data analysis and enabling students to create goals that are measurable are factors we consider important.

Each student in our school utilizes a DATA BINDER and sets goals. These goals are monitored by students and teachers. They share these binders with parents periodically.

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

Our Science data was the most improved during these 2 years.

We also showed the 80% proficiency in Math for 4th and 5th. This has been a goal for 2 years.

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

We have integrated Science and Math in more of our day. Acaletics also provided a new resource in the area of Math.

We have a Makerspace Lab in our Media Center for exploration of Math and Science concepts as well as a STEAM Lab for student K-5.

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

We will utilize enrichment labs for students at or above grade level. Our students will create WIGS/ Wildly Important goals in academic areas. These goals are individualized and students manage and monitor data utilizing Leadership Notebooks. Students will conduct STUDENT LED CONFERENCES parents once a quarter.

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.

Leader in Me (Covey), BEST Standards, Schoology, STEAM and Integration of math and science in classrooms.

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

Staff will participate in Coffee Club/ Book Cadre. We are reading "Winning With People" by John Maxwell to encourage positive relationships and continued support of climate and culture.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Application of focused walk through practices as learned during the Brian Dasslar Leadership Academy completed 2 years ago. We plan on continuing the application of the research based strategy of focused walks with time to analyze and provide important feedback. Our staff will utilize the feedback to improve classroom instruction and environment. We will align data with our walks as well as observations. The ELA strategies used will be identified as a focus. We will identify and focus on areas that are identified by our data and show weakness of deficit. In addition, we will focus on BEST standards K-5.
Measurable Outcome:	The administrative team will work with staff to create a clear focus and will provide clear feedback with instructional staff to improve instruction and environment as evidenced by 2% increase in ELA proficiency and Learning Gains as well as 5% increase of lowest 25th quartile. Additional plans will be added as needed.
Monitoring:	We will use Focus based strategy learned in Brian Dasslar Leadership Academy before any walks or observations are conducted. The research is based on 2019 University of Washington Center for Educational Leadership. The foundational ideas are based on common language for high quality instruction and knowing how to lead for that. There are four dimensions of instructional leadership. Vision/Mission, Improvement of Instructional Practice, Allocation of Resources, and Management of systems and processes. Our leadership team will work to create focused walks and press for evidence without judgement but with the intent of improved instruction and student learning. We will monitor data based on monthly/quarterly data meetings.
Person responsible for monitoring outcome:	Cheryl McGrew (mcgrewc@manateeschools.net)
Evidence-based Strategy:	We will use a Focus Based strategy learned in the Brian Dasslar Leadership Academy before any walks or observation are conducted. The research is based on 2019 University of Washington Center for Educational Leadership. The foundational ideas are based on common language for high-quality instruction and knowing how to lead for that. There are four dimensions of instructional leadership: Vision/Mission, Improvement of Instructional Practice, Allocation of Resources, and Management of systems and processes. Our leadership team and staff will work to create focused walks and press for evidence without judgement but with the intent of improved instruction and student learning.
Rationale for Evidence-based Strategy:	Brian Dasslar Leadership materials obtained in Leadership Academy as well as cohort walks. Targeted feedback cycles create purpose such as: focuses and creates outcomes for observations and conversations. Teacher and leader work together to decide when evidence is related to area of focus. Feedback is based on collaborative conversations with instruction and student learning as the context with factual feedback. (What you see and what you hear) We also invested in training in Orton-Gillingham over the summer with our two ESE resource teachers. Resources: SRA, iReady, Trade books, AR comprehension tests, Samsung Boards, Spalding Phonemic Awareness, Top Score, and STEAM integrated classrooms.

Action Steps to Implement

1. Staff and leadership will set Areas of Focus using ELA proficiency and lowest 25th school data in ELA.
2. In this population we will determine what areas of focus will be our priority.
3. Create a plan to target strategies and instructional shifts for this population.
4. Gather and analyze data monthly. Access iReady results by grade level. Admin will meet with grade level teams to place students in Tier2/3 based on data. Interventions and strategies will be discussed and

monitoring will begin using a set of determined tools.

5. Update strategies and groups as needed and evidenced by student data.

Person Responsible Cheryl McGrew (mcgrewc@manateeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Application of focused walks through practices as learned during the Brian Dasslar Leadership Academy completed 2 years ago. My assistant and myself hosted a session for our cohort as well. We plan on applying the research based strategy of focused walks with time to analyze and provide important feedback to improve classroom instruction and environment.

Measurable Outcome: The administration team will work with staff to create a clear focus. Once that is established our team will provide clear feedback with instructional staff to help improve instruction and environment as evidenced by a 2% increase in Math proficiency and Learning Gains as well as 5% Math of lowest 25%. Plans will be implemented as needed.

Monitoring: Principal will meet with grade levels and Instructional Leaders monthly to review data and coordinate additional strategies if needed.

Person responsible for monitoring outcome: Cheryl McGrew (mcgrewc@manateeschools.net)

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

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.

McNeal is rated very low. 0.0/ 100.

The suspension rate is also below the state average.

ESE behavior will be heavily monitored and the Tier 2/Tier 3 behavior plans are implemented and monitored by Student Support Specialist.

We will continue Leader in Me and engaging students to "Pounce Into Action" and create student led committees to ensure all students are engaged in school culture.

We will continue the county led program...(Character Strong) led by Larissa Bennett.

We monitor our discipline data monthly when we meet with Threat Assessment Team.

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.

McNeal Elementary has worked over the past 5 years to implement and encourage a positive school culture. We began by having a focus each year and building upon our Mantra: Be Respectful, Be Responsible, and Be Wild About Learning. We established quarterly mentors and read school-wide text to promote these mentors. We organized World Flags to represent our student body. These are located in our cafeteria. We began our journey to become a Leader and Me Lighthouse School. We are entering our second year and have planned the following for this year:

WIGS-Staff and students will complete and monitor Wildly Important Goals (WIGS.) Staff and students will work with their Accountability partner weekly to reflect on their WIG.

We are going to have a Virtual Book Cadre for the Leader in Me book that was given to us at the end of last school year! This would be a great opportunity for your PDP!

Action Minded- We want to highlight students who are taking Action at school and outside of school.

Working on an "Action Report" so that students can share what they've accomplished.

We will be modeling the Action Cycle with Peace Day.

We will highlight Teachers and Students on the news that have taken Action!

Our goal for the year is to have a LEADERSHIP Day! This will be worked on throughout the year but our hope is to make it Student Led! (Even if it's virtual!)

We will have an Application for Ambassadors that will help tour new families and take on leadership roles at McNeal.

Students will earn Iron On Patches for their Leadership!

"W" for writing their WIG each Quarter

Arrow for Action!

Check Mark for when they complete their WIG.

Confetti Emoji for completing the Action Cycle!

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

Staff: Utilize Leader in Me and district-wide SEL programs to build positive culture and climate.

Administration: Support Leader in Me and provide parent book cadre of "Highly Effective Families" led by staff.

Continue: Staff Morale activities, accountability partners for staff, Ropes Course, Holiday gatherings.

Continue: Positive Referrals for students with a call home, Data and Behavior Wildly Important Goals, and encourage and support student leadership with student council and K-Kids.