G D Rogers Garden Bullock Elementary

2021-22 Schoolwide Improvement Plan

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G D Rogers Garden Bullock Elementary

515 13TH AVE W, Bradenton, FL 34205

https://www.manateeschools.net/rogersgarden

Demographics

Principal: Michael Escorcia

Start Date for this Principal: 8/1/2016

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* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: D (38%) 2016-17: D (37%)
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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https://www.manateeschools.net/rogersgarden

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	100%

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

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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 committed to academic excellence and equity for every student in every classroom every day.

Provide the school's vision statement.

Our students will be successful in both academics and behavior so that they can create and accomplish goals for their future.

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
Britto, Rebecca	Assistant Principal	
Waid, Sheila	Assistant Principal	
Harms, Samantha	Other	
Mitchell, Jennifer	Instructional Coach	
Anzelon, Deborah	Dean	
Stream, Pat	Principal	
Gil, Maria	Dean	
Boyd, Regina	School Counselor	
Stacho, Barbara	School Counselor	
Wilson, Carolyn	Graduation Coach	
Yanes, Anita	Parent Engagement Liaison	

Demographic Information

Principal start date
Monday 8/1/2016, Michael Escorcia

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.*
5

Total number of teacher positions allocated to the school
43

Total number of students enrolled at the school

483

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

17

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

19

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	57	83	73	104	84	74	0	0	0	0	0	0	0	475
Attendance below 90 percent	8	13	13	11	9	8	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	0	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	22	38	74	29	38	0	0	0	0	0	0	0	201

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	2	4	8	0	0	0	0	0	0	0	14

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	18	0	0	0	0	0	0	0	0	0	18
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

Tuesday 9/7/2021

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	61	86	89	113	70	79	0	0	0	0	0	0	0	498
Attendance below 90 percent	10	22	24	16	18	14	0	0	0	0	0	0	0	104
One or more suspensions	2	6	11	23	20	47	0	0	0	0	0	0	0	109
Course failure in ELA	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	5	12	10	9	0	0	0	0	0	0	0	39

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	18	0	0	0	0	0	0	0	0	0	18
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	61	86	89	113	70	79	0	0	0	0	0	0	0	498
Attendance below 90 percent	10	22	24	16	18	14	0	0	0	0	0	0	0	104
One or more suspensions	2	6	11	23	20	47	0	0	0	0	0	0	0	109
Course failure in ELA	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	5	12	10	9	0	0	0	0	0	0	0	39

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	18	0	0	0	0	0	0	0	0	0	18
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				32%	52%	57%	27%	50%	56%
ELA Learning Gains				54%	57%	58%	40%	54%	55%
ELA Lowest 25th Percentile				61%	55%	53%	36%	47%	48%
Math Achievement				54%	63%	63%	40%	60%	62%
Math Learning Gains				74%	68%	62%	55%	61%	59%
Math Lowest 25th Percentile				58%	53%	51%	49%	47%	47%
Science Achievement				26%	48%	53%	21%	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	19%	51%	-32%	58%	-39%
Cohort Comparison						
04	2021					
	2019	49%	56%	-7%	58%	-9%
Cohort Comparison		-19%				
05	2021					
	2019	25%	52%	-27%	56%	-31%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	47%	60%	-13%	62%	-15%
Cohort Comparison						
04	2021					
	2019	58%	65%	-7%	64%	-6%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-47%					
05	2021						
	2019	49%	60%	-11%	60%	-11%
Cohort Comparison		-58%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021						
	2019	25%	48%	-23%	53%	-28%
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

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

IREADY Diagnostic for K-2 Reading/Math
County Benchmark Assessments Quarter 1 and 2, FSA for Spring for grades 3-5 ELA/Math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	25%	33%
	Economically Disadvantaged	23%	27%	33%
	Students With Disabilities	33.3%	22%	14%
	English Language Learners	4.8%	14%	27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	7.2%	29%
	Economically Disadvantaged	13%	7.2%	33%
	Students With Disabilities	0%	0%	38%
	English Language Learners	4.5%	4.8%	19%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	17%	28%
	Economically Disadvantaged	17%	11%	24%
	Students With Disabilities	6.3%	0%	0%
	English Language Learners	0%	8%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3.5%	8%	21%
	Economically Disadvantaged	3.5%	8%	16%
	Students With Disabilities	13.3%	6.7%	0%
	English Language Learners	0%	4.9%	18%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	15%	22%
	Economically Disadvantaged	18%	15%	26%
	Students With Disabilities	12%	6.3%	19%
	English Language Learners	19%	9%	19%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	20%	20%
	Economically Disadvantaged	21%	22%	20%
	Students With Disabilities	13%	7%	18%
	English Language Learners	18%	16%	7%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	18%	21%
	Economically Disadvantaged	14%	21%	22%
	Students With Disabilities	7%	0%	0%
	English Language Learners	7%	21%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	24%	39%
	Economically Disadvantaged	29%	28%	46%
	Students With Disabilities	17%	0%	11%
	English Language Learners	18%	17%	23%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	28%	21%
	Economically Disadvantaged	24%	31%	25%
	Students With Disabilities	10%	18%	9%
	English Language Learners	19%	28%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	25%	21%
	Economically Disadvantaged	34%	28%	25%
	Students With Disabilities	30%	27%	18%
	English Language Learners	34%	30%	20%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	29%	17%
	Economically Disadvantaged	36%	28%	20%
	Students With Disabilities	20%	9%	0%
	English Language Learners	32%	41%	13%

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	26	44		26	31		21				
ELL	21	42		23	24		14				
BLK	24	37		31	21		18				
HSP	26	47		28	29	20	18				
MUL	55			45							
WHT	32			35							
FRL	29	45	64	32	26	25	18				

					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	28	57	57	44	66	46	28				
ELL	24	52	62	56	80	69	11				
BLK	23	43	50	45	74	63	16				
HSP	31	57	63	54	77	59	20				
MUL	29			64							
WHT	70	83		75	75		70				
FRL	30	53	59	54	74	53	25				

					2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	46	47	30	52	38	19				
ELL	20	39	26	42	63	55	20				
BLK	19	40	55	33	39	42	10				
HSP	26	34	24	38	59	50	21				
MUL	31			44							
WHT	71	62		75	67						
FRL	27	41	38	40	54	49	22				

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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	282

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Science, reading, math achievement. are tied together by low reading achievement. Students lack vocabulary, background knowledge, and use of ongoing reading strategies to be successful in reading comprehension and the ability to read and interpret science and math texts with accuracy and competence.

Students lack basic math fact knowledge which leads to frustration for many of our students when trying to solve higher order math questioning. Math facts are important because they form the building blocks for higher-level math concepts. When a child masters his/her math facts, these concepts will be significantly easier and the student will be better equipped to solve them faster. We are planning to implement a math fact fluency program in which students will hopefully find it fun to learn their math facts as well as realize they are having more success with their other math concepts in the classroom.

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

Based on progress monitoring data and state assessment results from last year,(2021) the greatest need for improvement is in math proficiency and growth including growth of the lowest quartile. Students becoming proficient readers is the greatest need for improvement overall as proficiency in all areas is connected to the ability to read and comprehend grade level content area text.

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

Absences due to COVID-19, as well as almost 50% of the school beginning the year engaged in online learning contributed greatly to the decline in mathematics achievement and growth.
To address the deficits in mathematics, we have started tutoring for math in grades 3-5 two days a week to address areas of need in mathematics which specifically are understanding of place value, number sense, fluency and the ability to read and comprehend word problems.

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

Reading comprehension and growth, including growth of the lowest quartile were much better in reading than in math on the 2021 FSA.

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

In Semester 2, when we had about 80% of our students return to campus, we engaged in a strategic and comprehensive review of all reading standards that were taught during semester 1. This review and practice continued throughout the remainder of the school year.

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

1. We are working on improving reading instruction to include an emphasis on "Ongoing reading strategies" to engage our students in use of effective strategies while reading in order to improve their reading proficiency and growth. these are discussed in detail in Goal 1 of planning for improvement.
2. We will work on small group reading instruction in order to differentiate instruction and help struggling students in tier 2 and 3 increase their proficiency in reading.
3. Teachers will use data throughout the year to analyze deficit skills areas for students in mathematics and work to strengthen these. Comprehending word problems is an area of struggle overall. We are going to use the Topic, Task, Type strategy for breaking down a writing prompt to address this. It will be modified to: Topic, Details, Task, Type. See Goal 3 in Planning for Improvement.

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.

1. Grades K-3 will receive ongoing job-embedded professional development on guided reading from our reading coach, instructional specialist and county literacy coach.
Grade 3 will receive professional development from consultants from Literacy Footprints in how to use the assessment materials as well as the guided reading materials.
2. Through PLC and collaborative planning, teachers will receive professional development weekly on reading, writing and math provided by the reading coach, instructional specialist and admin team.
3. Teachers will receive cycles of coaching from the Reading Coach, Instructional Specialist and County Literacy Coach at their request, or as the data indicates is necessary.

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

We will continue to work on increasing daily attendance through the collaborative work of our family involvement team, GET, admin team and SAC.

We will continue to work on increasing family involvement through the collaborative work of our family involvement team and SAC.

We will continue working on increasing student writing proficiency by providing a solid base of writing in all grades.

We will continue increasing math proficiency and growth for all students using ACALETICS, as a spiral review, as well as engaging in standards-based core instruction, differentiated instruction and after school and Saturday School tutoring for our students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on FSA scores, students struggle with Central Ideas in both fiction and nonfiction, specifically RI 1.2; RL 1.2 and RL 3.9, and RI 3.8. Our hypothesis based on observation by teachers and administrators of student reading behaviors is that students are not using the ongoing reading strategies of genre, prediction, visualization, author's purpose, generalizing and drawing conclusions, self monitoring and self questioning as they read (metacognition), summarizing and making personal connections as they read. We believe that we need to teach these skills implicitly in every grade level and then make them a part of every reading lesson we teach as we address the standards.
Measurable Outcome:	By the end of the 2021-22 school year, students in grades 3-5 will improve their reading proficiency as evidenced by attaining 40% or higher proficiency and/or 70% growth of the whole group and lowest quartile on the FSA ELA tests in grades 3-5.
Monitoring:	1. Admin team and reading coach/instructional coach will plan instruction with each grade level team 2. Admin team will conduct walkthroughs to ensure these are being incorporated into every lesson. 3. Admin team will review and analyze data with teams: weekly FSA style assessments from Wonders, Quarterly benchmark assessments.
Person responsible for monitoring outcome:	Pat Stream (streamp@manateeschools.net)
Evidence-based Strategy:	Learning Focused; Strategies in Action Text: "Using Reading Comprehension Strategies and Text Structures in all Content Areas." with a particular focus on the "Ongoing Reading Strategies" listed above: use of genre, prediction, visualization, author's purpose, generalizing and drawing conclusions, self monitoring and self questioning as they read (metacognition), summarizing and making personal connections as they read.
Rationale for Evidence-based Strategy:	We have been a Learning Focused School for the past five years. The Learning Focused Schools Framework was the reform model chosen for the 3-school cohort when the SIG-4 grant was written.

Action Steps to Implement

1. Provide PD for the teachers using the "Reading Comprehension and Text Structures in all Content Areas", text and flipchart with a focus on use of ongoing reading strategies. (Text and flipchart provided for each teacher in grades 3-5
(This step has been completed for grades 3, 4 and 5 in August during their pre-school planning sessions)

Person Responsible Pat Stream (streamp@manateeschools.net)

2. Provide ongoing PD for teachers during weekly PLC/Collaborative Planning Sessions in use of the ongoing reading strategies. Weekly assessment data will be examined through the lens of student mastery and use of ongoing reading strategies by drilling down to individual questions and what students needed to know and do to answer them.

Person Responsible Jennifer Mitchell (mitchell5j@manateeschools.net)

3. Teachers will modify instructional practices based on discussions of the lessons and data during PLC/Collaborative planning discussions. Discussion at the next PLC session will always include, "Tell me how

the students performed after you_____." Was the strategy we discussed effective for your students? Why or why not? Do we need to modify or continue using as is?

Person Responsible Pat Stream (streamp@manateeschools.net)

4. Reading Coach will engage in cycles of coaching with new teachers and teachers who request assistance utilizing any of the ongoing reading strategies effectively.

Person Responsible [no one identified]

5. Teachers will create common materials for instructional consistency of the "Ongoing Reading Strategies " to include posters, anchor charts, grade level plans, small group instruction, and differentiated plans for tier 2 and 3 struggling readers during the Extended Day hour,

Person Responsible Pat Stream (streamp@manateeschools.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	3rd Grade teachers will engage in the Manatee County Pilot of the use of Literacy Footprints Guided Reading . According to data provided by the fall IREADY Diagnostic as well as end of the year Benchmark Assessment for Grade 2 students, 74% of the third grade are 2 or more years behind in reading proficiency levels.
Measurable Outcome:	By the end of the 2021-22 school year 70% of struggling readers in grade 3 will increase their reading proficiency as evidenced by showing growth on the FSA ELA reading test, and/or moving one or more c levels on the IREADY Spring diagnostic. (Example: If a student's reading level is designated as Kindergarten, S/he will move to first, second, or third grade on the Spring Diagnostic.)
Monitoring:	1. Reading coach and admin team will do walkthroughs of core and extended day reading instruction to focus on small group implementation. 2. Results of weekly assessments from Wonders will be analyzed and discussed in PLC. 3, Quarterly reading benchmarks will be analyzed for growth 4. IREADY DIAGNOSTICS will be analyzed for growth.
Person responsible for monitoring outcome:	Jennifer Mitchell (mitchell5j@manateeschools.net)
Evidence-based Strategy:	Small group guided reading to increase reading proficiency. We will use the Jan Richardson Literacy footprints and Next Steps in Guided Reading materials.
Rationale for Evidence-based Strategy:	Manatee County Curriculum Department has selected these materials to increase teacher competency in guided reading in order to increase reading proficiency and strengthen effective student reading behaviors.

Action Steps to Implement

Third grade teachers will receive professional development and training in how to effectively use the Jan Richardson materials to assess reading competency and levels of all of their students, as well as to deliver differentiated small group instruction. Initial PD and training will be provided from Jan Richardson consultants.

Person Responsible Jennifer Mitchell (mitchell5j@manateeschools.net)

Teachers will assess all students using the Jan Richardson assessment system and create small guided reading groups within their classrooms.

Person Responsible Jennifer Mitchell (mitchell5j@manateeschools.net)

Teachers will conduct small guided reading groups daily with monitoring and support from the Reading Coach, Jennifer Mitchell; Instructional Specialist, Samantha Harms; and Literacy Footprints County Coach, Beth Severson. Coaching Cycles for small group instruction will also be provided by these specialists in an on-going, job embedded format.

Person Responsible Jennifer Mitchell (mitchell5j@manateeschools.net)

The Grade Level PLCs will be used to discuss student progress in guided reading groups biweekly.

Person Responsible   Jennifer Mitchell (mitchell5j@manateeschools.net)

Guidance counselor will work to ensure that interventions for tier 2 and 3 students are done with fidelity and that data is collected with fidelity.

Person Responsible   Barbara Stacho (stachob@manateeschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	On the FSA 2021, achievement in mathematics was low-31% . Growth (26%) and growth of the lowest quartile (22%) were very low. This represents a very significant drop from our scores in 2019 which were: 54%, achievement level 3 and above, 74% growth and 58% growth of the lowest quartile. Students were often absent or quarantined last year due to COVID, so gaps in their understanding were hard to remediate.
Measurable Outcome:	By the end of the 2021-2022 school year, 54% students in grades 3-5 will score level 3 or above, and/or 70% growth will be demonstrated including that of the lowest quartile.
Monitoring:	1. Teachers will assess standards-based instruction weekly using common formative assessments. 2. Analyze data in PLC and adjust instruction as the data indicate is necessary. 3. Monitor success of the plan by analyzing results of common formative assessments, County Benchmark Assessments, walk-throughs, and analysis of student artifacts. 4. Adjust instruction as the data indicates is necessary for whole group, small group and tier 2 and 3 students.
Person responsible for monitoring outcome:	Rebecca Britto (brittor@manateeschools.net)
Evidence-based Strategy:	1. Teachers will engage in the 8 effective instructional teaching practices for mathematics as advocatd by NCTM: *Establish mathematics goals to focus learning. *Implement tasks that promote reasoning and problem solving. *Use and connect mathematical representations. *Facilitate meaningful mathematical discourse. *Pose purposeful questions. *Build procedural fluency from conceptual understanding. *Support productive struggle in learning mathematics. *Elicit and use evidence of student thinking. 2. We will use Acaletics as a daily spiral review and preview of math content. 3. We will use multimodalities and manipulatives to increase understanding of place value and number sense. 4. We will connect reading strategies and math problem-solving routines in order that students may comprehend and understand how to solve word problems. 5. We will work daily to practice math fluency.
Rationale for Evidence-based Strategy:	1. National Council of Teachers of Mathematics. (2014). Principles to actions: Ensuring mathematical success for all. Reston, VA: Author. 2. Acaletics is the spiral review model chosen for us by Manatee COunty. 3-5: Math in Practice Heinnenman
Action Steps to Implement	

1. PD for the 8 Effective Instructional Practices will be provided during PLC for teachers. PD will be ongoing and job-embedded throughout the year.

| **Person Responsible** | Rebecca Britto (brittor@manateeschools.net) |

2. PD for Acaletics will be provided to teachers and leadership by Mr. Bell as he consults with our school four times during the school year.
Ongoing PD will be provided to teachers by the admin team in a job-embedded model.

| **Person Responsible** | Rebecca Britto (brittor@manateeschools.net) |

3. Teachers will assess standards-based instruction weekly using common formative assessments.
Data will be analyzed during PLC and instruction adjusted as the data indicate is necessary.

| **Person Responsible** | Pat Stream (streamp@manateeschools.net) |

4. Tutoring for students in grades 3-5 will be engaged in twice a week. The admin team will pull the students in the lowest quartile for additional instruction and remediation three times a week during the school day.

| **Person Responsible** | Pat Stream (streamp@manateeschools.net) |

5. Get (Graduation Enhancement Technician) will work with parents to ensure that struggling students in tier 2 and 3 attend school each day and will encourage them to attend tutoring programs.

| **Person Responsible** | Carolyn Wilson (wilsonc@manateeschools.net) |

6. HSL (Home School Liason) will work with parents to ensure that thy know how to help their children at home with homework and other assignments by holding classes for parents during the school day and after school. She will also work in conjunction with the GET to ensure that students are in school and ready to learn.

| **Person Responsible** | Anita Yanes (yanes2a@manateeschools.net) |

6. HSL (Home School Liason) will work with parents to ensure that thy know how to help their children at home with homework and other assignments by holding classes for parents during the school day and after school. She will also work in conjunction with the GET to ensure that students are in school and ready to learn.

| **Person Responsible** | Anita Yanes (yanes2a@manateeschools.net) |

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.

Primary Area of Concern is violent incidents. .53/100 students compared to state average of 1.0/100
Secondary Area of Concern is out of school suspensions: 19.7/100 (students/per 100) compared to a state average of 3.9/100 (students/per 100)

Our Current Discipline data compared to the last Non-Covid-19 school year - 2019 is as follows:

August 2019 Referral Count
• 10 ODR
• 5th Grade (4)
• Aggression (3), Inappropriate Behavior (2), Theft/Larceny (2)

August 2021 Referral Count
• 19 ODR
• 3rd Grade (8) and 5th Grade (5)
• Aggression (6), Fighting (4), Inappropriate Behavior (3)

Aggression is still our highest concern and we have worked hard over the summer to come up with a PBIS plan and improving our SEL to begin to tackle this issue.

We are looking ahead at data from the past and trying to find trends that we may be able to tackle in a positive way. Such as the disruptive behavior incidents that occurred in Sept. of 2019.
Discipline Referrals (September 2019)
• 85 ODR September 2019
• 3rd Grade (25) 4th grade (26)
• Aggression (22), Disruptive Behavior (25), Inappropriate Behavior (19)

We created a list of students to watch and begin to place in Social Skill groups, counseling, and mentoring in hopes that this may be one way to help these students prior to their actions leading to an ODR.

We plan to monitor our behavior by collecting monthly discipline data and discussing specific students at our monthly PBIS and MTSS B meetings. We have also spent the summer with a group of staff members to revamp our PBIS program to better help support our students in our highest areas of concern.

Rogers Garden-Bullock is a PBIS School!
This means….
Our goal is to build people of strong character….
• PBIS means Positive Behavior and Intervention Support
• Student success both academically and behaviorally is our focus.
• Expectations are reinforced fairly and with consistency throughout the campus.
• All stakeholders understand and engage in the PBIS process.
• PBIS is a multi-tiered system of support.

The team created an action plan at the beginning of the school year. Each month the team will meet to review discipline data. The action plan will be reviewed and modified as necessary during these meetings. All team members are problem-solvers who consider the input and viewpoint of all stakeholders: staff, families, and students.

Rogers Garden-Bullock's School-Wide Expectations:
1) Respectful

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.

In order to have a positive culture, everyone's journey within that culture must be valued. We strive to always acknowledge the positive we see in our students, staff, and families. It we tell everyone about the positive things that individuals are doing in our school community, the better our chances of providing an environment where everyone flourishes. When you walk our halls, you will see and hear positive messages and comments. We are teaching and modeling for our students, staff and families every day. This begins every morning and ends every afternoon as we greet staff, students, academic volunteers, interns, families, at car riders, the front sidewalks, or at buses.

We have continued improving upon the implementation of the school wide Social-Emotional Learning (SEL) program that we adopted last year to use with our students. If teachers are able to nurture the growth mindset in their students, help them to build positive relationships with their peers and adults they interact with, and allow the student to feel safe then our students will be able to focus on learning. SEL is not just a program we use in our school it is a way our teachers and students interact with one another and it's about how teaching and learning occur.
Some ways that our staff implement SEL activities are:

-We follow the S.E.R.V.E Model from Character Strong
-Reward students for displaying the monthly character trait with Rocket Fuel
-Discuss the character traits on morning announcements
-Implementing Character Dares throughout the month with staff and students
-Students may receive a positive referral for demonstrating character traits
-Participate in monthly rewards and events

Building Effective Communication Within the School and Community
It is important that our students, parents, and staff feel that their concerns are heard, therefore we started a Counselor Chat and Chew as a way for students and parents to feel that their voice is heard and they may get answers to their questions and concerns.

We have several ways that we communicate to parents: Facebook, DoJo, Sunday emails and Connect Ed. Phone calls, flyers sent home in student agendas, email and phone calls. Parents call or email the office or Administration when they have a concern or sometimes when they just want to thank us. We always make it a priority to return emails and phone calls within 24 hours. Parents also enjoy being able to ask questions on our Facebook or Instant Messaging site. Facebook is an easy way to answer questions for one parent

and then other parents are able to view the answers.

Parents are also welcome on campus, during non-Covid 19 times to have lunch with their child, volunteer in the classroom, or come and celebrate their child while he or she is presenting a project in the classroom. We also share monthly to the SAC what our school is doing or what activities are going on at the time. Sometimes the community likes to reach out and help with our fundraisers, or community outreach projects that our school supports each year. Currently, this year we have had many community members reach out to us and help assist with our Beautification/Positive Culture Project. We have receive assistance from Big Earth, Home Depot, Tropicana, and our own staff.

We communicate open and freely with the staff in multiple modalities, such as email, phone calls, staff meetings, and a weekly Blast which includes two weeks at a glance for the teachers to view what activities are occurring school wide, any reminders for the staff, birthdays of staff, and inspirational messages or quotes. We also have an open-door policy and attempt to always be available to our staff if they need to come to an administrator face to face. Our cell numbers are also available to all staff in case we are needed outside of school hours.

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

At the close of the previous school year, our administration identified the promotion of positive culture and environment as a key area for growth during the upcoming school year. Towards that end, plans were put in place for a group of approximately 16 teachers and staff to come together throughout the summer.

The group consisted of administrators, paraprofessionals, teachers, student support specialists, counselors, GET, etc. We were successful in developing several items that directly correlate with establishing a positive culture and environment within the school environment. Initial outcomes are the placement of informational "Expectation" posters throughout the school common areas. Additionally, each classroom is required to prominently post our SOARS - Daily Expectations.
Other key results that grew from the effort over the summer include:

-Development and approval of the Safety Committee's Rocketeer training manual included in the staff handbook.
-Development of the 1st week's activities necessary in assisting teachers in establishing classroom rules that support our school-wide expectations.
-Establishment of student Positive Referral process reinforcing appropriate character traits
-Creation of Social Skill Groups to implement specific working groups such as an Anger Behavioral Strategies, Control Skills, Self-Esteem, Girls Group, etc. Mentors on campus such as the Guardian have volunteered to help support with these groups. Ms. Wilson, our GET, is working with our Police Department to gather volunteers to help provide one-on-one student mentoring for those who may not have the support at home and need more of the one-on-one support.
-Action to investigate the purchase of "Why Try" Site License. The program facilitates a variety of social and emotional skills to motivate and teach students how to be successful socially, emotionally, and academically. There were several potential business partners and pastors of churches identified that would assist with this purchase and implementation. Mrs. Waid and Ms. Wilson will begin contacting the Dream Center to discuss.

The administration team realizes that the first step in establishing a school-wide positive culture is the inspiration of the staff. Active efforts include:
-Structured staff SEL activities during meetings
-Birthday cake for all staff each month celebrating all individuals with birthdays that month
-Monthly staff breakfast or lunch celebrating the hard work of all staff members

-Above and Beyond recognition in the form of toy rockets for staff members who have demonstrated exceptional dedication to the promotion of positive culture
-The group was able to lead the Professional Development for the rest of the staff on the first day back to school.
-Beautification/Positive Culture Project - Beautifying the campus by involving staff and bringing in business partners for donations of plants, river rock, mulch, etc. Whenever the campus is beautified the staff becomes positive and it's "catching" in nature.
-We lost 1 of our counselors at the 10-day count, but decided to pay to keep her to help support our students socially, emotionally, and academically. She is also our MTSS lead and assists teachers in tracking data to support the meetings with parents and teachers to discuss students' and their needs.

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• PBIS is a multi-tiered system of support.

PBIS Team:
The PBIS Team will meet monthly. Roles are defined below. These roles will overlap unless indicated (*).

*School Administrator: Attends and participates in meetings. Encourages and supports team decisions. Secures resources for planning and implementation.
*Team Leader/Facilitator: Prepares agendas and facilitates meetings.
Coaching Content Experts: Full understanding and commitment to PBS, MTSS, and the principles of behavior. Builds capacity of the school. Problem-solves and communicates collaboratively. Entire team!
Data Specialist: Accesses pertinent data (behavioral, attendance, academics) GETS, SSS, Reading Coach
*Recorder: Note taker and reporter to the staff
*Timekeeper: Keeps team aware of time limits.
*Point-of-Contact: Enters PBS evaluation data into the PBS evaluation system. Attends district meetings.

The team will created an action plan at the beginning of the school year. Each month the team will meet to review discipline data. The action plan will be reviewed and modified as necessary during these meetings. All team members are problem-solvers who consider the input and viewpoint of all stakeholders: staff, families, and students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$206,481.04
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	100-Salaries	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A	1.0	$78,835.04

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			Notes: The salary and benefits of the Reading Coach will be paid through Title 1. This figure includes salaries and benefits. figured at 32.94% for			
	6400	100-Salaries	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A	1.0	$119,646.00
			Notes: NCH will be paid to staff for weekly collaborative planning/PD. PD/Planning sessions will be facilitated by admin team, reading coach or instructional specialist. This figure includes salary and benefits (WC, Retirement and FICA at 19.47%)			
	5100	390-Other Purchased Services	0271 - G D Rogers Garden Bullock Elementary			$4,000.00
			Notes: Printing for instructional materials and assessments			
	5100	510-Supplies	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A		$4,000.00
			Notes: supplies such as classroom consumable supplies: notebooks, folders, paper, copy paper, pencils, markers etc.			
2	**III.A.**	**Areas of Focus: Instructional Practice: Small Group Instruction**				**$89,154.84**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6120	100-Salaries	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A	1.0	$66,860.84
			Notes: Salary and Benefits of a second guidance counselor will be paid through Title 1. This figure includes salary and benefits figured at 32.94%			
	5100	510-Supplies	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A		$9,000.00
			Notes: We will purchase 3 Literacy Footprints kits to supplement the levels provided by the county as 74% of grade 3 are 2 grade levels or below: 2 Grade 1 Kits and 1 Grade 2 Kit.			
	6400	100-Salaries	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A		$13,294.00
			Notes: Participants will be paid for PLC/Collaborative planning meetings weekly, Grades K-5 to discuss student progress towards reading growth and mastery and adjust instruction as the data indiccates is necessary.			
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$109,671.17**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	100-Salaries	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A	1.0	$31,570.82
			Notes: Home School Liason's salary and benefits will be paid through Title 1. This figure includes salary and benefits for HSL figured at 32.94%			
	6300	100-Salaries	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A	1.0	$66,003.35
			Notes: GET (Graduation Enhancement Technician's salary will be paid through Title 1. This figure represents salary and benefits figured at 32.94%			
	6400	310-Professional and Technical Services	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A	1.0	$4,000.00
			Notes: Mr. Bell will consult with us for Acaletics PD 2 days during the school year @2000 a day.			
	5100	510-Supplies	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A		$3,772.73
			Notes: Acaletics for grade 2 will be purchased out of Title 1 funds			

	5100	530-Periodicals	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A		$2,277.00
			Notes: Parent involvement set aside funds will be used to fund monthly parent periodicals which focus on homework and school help. These are written in Spanish and English.			
	5100	510-Supplies	0271 - G D Rogers Garden Bullock Elementary	Title, I Part A		$2,047.27
			Notes: Parent Involvement set-aside funds will be used to buy agendas to enhance communication between teachers and parents.			
					Total:	**$405,307.05**