

Manatee County Public Schools

Blanche H. Daughtrey Elementary



2021-22 Schoolwide Improvement Plan

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Blanche H. Daughtrey Elementary

515 63RD AVE E, Bradenton, FL 34203

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

Demographics

Principal: Melissa Mccullough

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: D (36%) 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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515 63RD AVE E, Bradenton, FL 34203

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

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Bench, Shelby	Principal	The Leadership Team will meet biweekly and recap the success and any roadblocks that may be occurring in grade level collaborative planning session. The team will monitor the fidelity of the core reading and math instruction. The team will analyze data and identify students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty book studies, assist in committees, and lead school-wide professional development and/or training related to effective instruction.
Escorcia, Michael	Assistant Principal	See above
McCullough, Melissa	Assistant Principal	See above
Alvarez, Jan	Attendance/Social Work	Mrs. Alvarez will monitor student attendance. She will complete home visits and support parents with strategies on how to help their child be successful.

Demographic Information

Principal start date

Monday 7/1/2019, Melissa Mccullough

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

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

7

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

768

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

3

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

10

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	126	122	108	135	122	128	0	0	0	0	0	0	0	741
Attendance below 90 percent	105	71	51	79	54	62	0	0	0	0	0	0	0	422
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	22	27	34	0	0	0	0	0	0	0	83
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 9/8/2021

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	32	36	31	0	0	0	0	0	0	0	99
Students retained two or more times	0	0	0	0	2	3	0	0	0	0	0	0	0	5

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	32	36	31	0	0	0	0	0	0	0	99
Students retained two or more times	0	0	0	0	2	3	0	0	0	0	0	0	0	5

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				29%	52%	57%	21%	50%	56%
ELA Learning Gains				50%	57%	58%	36%	54%	55%
ELA Lowest 25th Percentile				58%	55%	53%	51%	47%	48%
Math Achievement				48%	63%	63%	33%	60%	62%
Math Learning Gains				66%	68%	62%	47%	61%	59%
Math Lowest 25th Percentile				65%	53%	51%	43%	47%	47%
Science Achievement				25%	48%	53%	18%	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	18%	51%	-33%	58%	-40%
Cohort Comparison						
04	2021					
	2019	46%	56%	-10%	58%	-12%
Cohort Comparison		-18%				
05	2021					
	2019	22%	52%	-30%	56%	-34%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	60%	-14%	62%	-16%
Cohort Comparison						
04	2021					
	2019	56%	65%	-9%	64%	-8%
Cohort Comparison		-46%				
05	2021					
	2019	33%	60%	-27%	60%	-27%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	48%	-25%	53%	-30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

1st and 2nd grade - i-Ready data

3rd-5th grade - Fall and Winter - District Benchmark assessments. Spring - FSA

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3.2%	9.4%	23.2%
	Economically Disadvantaged	3.2%	9.4%	23.2%
	Students With Disabilities	7.1%	0%	7.1%
	English Language Learners	1.9%	3.8%	14.5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6.6%	13.7%	21.2%
	Economically Disadvantaged	6.6%	13.7%	21.2%
	Students With Disabilities	7.1%	0%	28.6%
	English Language Learners	7.7%	3.7%	18.2%
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.1%	21.6%	26.7%
	Economically Disadvantaged	9.1%	21.6%	26.7%
	Students With Disabilities	0%	0%	0%
	English Language Learners	3.6%	6.9%	8.5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4.1%	13.7%	31.7%
	Economically Disadvantaged	4.1%	13.7%	31.7%
	Students With Disabilities	0%	11.1%	22.2%
	English Language Learners	1.8%	8.5%	22%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.8%	34.4%	25%
	Economically Disadvantaged	32.8%	34.4%	25%
	Students With Disabilities	18.5%	3.4%	25%
	English Language Learners	24.6%	21.6%	23%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.1%	49.9%	48%
	Economically Disadvantaged	50.1%	49.9%	48%
	Students With Disabilities	11.1%	25%	25%
	English Language Learners	40.7%	46.9%	44%
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.7%	32%	31%
	Economically Disadvantaged	34.7%	32%	31%
	Students With Disabilities	7.7%	10.8%	50%
	English Language Learners	30.1%	29.4%	29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.6%	47.8%	66%
	Economically Disadvantaged	44.6%	47.8%	66%
	Students With Disabilities	38.5%	32.1%	50%
	English Language Learners	42.9%	43.5%	65%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.7%	44.4%	28%
	Economically Disadvantaged	25.7%	44.4%	28%
	Students With Disabilities	0%	8.3%	0%
	English Language Learners	22.6%	39.5%	24%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51.7%	48.7%	50%
	Economically Disadvantaged	51.7%	48.7%	50%
	Students With Disabilities	20.9%	8.4%	29%
	English Language Learners	50.7%	49.4%	46%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	24.1%	27.2%	20%
	Economically Disadvantaged	24.1%	27.2%	20%
	Students With Disabilities	4.2%	4.2%	0%
	English Language Learners	24.1%	23.8%	22%

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	14	49	87	39	57	69	5				
ELL	25	47	77	53	63	79	20				
BLK	20	46		57	69						
HSP	25	45	76	54	61	71	21				
WHT	47			53							
FRL	27	46	81	54	58	67	15				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	49	56	20	65	64					
ELL	30	52	56	49	68	63	19				
BLK	11	40		32	63	70	18				
HSP	30	51	58	50	67	61	25				

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	50	62		72	62						
FRL	28	50	60	47	66	71	25				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	30	41	7	21	15	7				
ELL	14	33	52	33	45	45	10				
BLK	12	25		18	39	50					
HSP	20	36	49	36	47	41	16				
WHT	40	54		32	42						
FRL	20	35	50	33	48	46	16				

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	52
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	51
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
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	51
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	48
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	50
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?

When looking at trends across grade levels our students are not maintaining the gains in Science. When looking at trends in ELA we are not maintaining the gains in ELA as well. Also, our students with disabilities are not making growth in ELA, Math or Science.

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

In terms of the greatest need for improvement is Science proficiency. There was a 7% increase from 2018 to 2019 but with the 2021 progress monitoring there was a decrease by 5% in proficiency. Also, there was a 8% increase from 2018 to 2019 in ELA proficiency but with the 2021 progress monitoring there was a decrease by 1%.

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

The contributing factors included losing two quarters of in person teaching with many of the students. Also teaching new teachers grade level standards.

The actions that will be taken to increase proficiency will be to monitor student's attendance, and provide an Instructional Leader for grade level planning and monitor the fidelity of the core instruction.

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

The most improvement was learning gains with our L25 students in ELA and Math. We had a +19 for ELA L25 learning gains and a +9 for Math L25 learning gains based on the progress monitoring for 2021 compared to the 2019 assessments. We also had a +6 for overall proficiency in Math achievement.

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

The contributing factors for the improvement in the increase in the learning gains for the L25 in ELA and Math was that the Instructional Leadership Team provide small group instruction 3 times a week on the standards that the students were lacking in. The continued grade level instruction in Math is providing a foundation for the students as they enter the following grade level.

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

We will have an instructional leader plan with each grade level for reading, math and science. We will start an after school Science Club for 5th graders that will provide support for grade level standards. We will provide after school tutoring for all Level 1 and L25 students in 3rd-5th grade in ELA and Math. We have mainstreamed many of our self contained ESE students into general education with the support of a VE Resource teacher.

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.

Teachers will plan with an instructional leader once a week for ELA and every other week for Math. They will be provided professional development every other week from instructional leaders or highly effective teachers on high yield instructional practices. Teachers will also receive support during their core instruction from members of the instructional leadership team.

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

A data room has been created to track and support students' progress. Teachers will provide students with their data and have them set goals and how they will achieve them. Continued support to teachers to increase the retention rate.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our data has shown there is a lack on instruction meeting the level of the ELA standards. We had an increase in the 2018-2019 FSA data but based on the progress monitoring data for 2021 there was a decrease of proficiency by 1%. Our data also showed the two sub groups, SWD and African Americans did not meet the 41%.
Measurable Outcome:	Student achievement will improve in the ELA content area by receiving a consistent effective standards-based instructional delivery. By May 2022, 50% of the students will score satisfactory in ELA measured by state assessments through grade- appropriate learning experiences aligned with grade level standards. The two sub groups, SWD will increase in ELA from 7% to 25% and African American will increase in ELA from 11% to 30%.
Monitoring:	Our data has shown there is a lack on instruction meeting the level of the standards. Data analysis of quarterly benchmark assessments, weekly iReady reports and the Wonders FSA style assessments will be used to monitor and adjust instruction as needed. Data will be pulled for the two sub groups, analyzed and adjust instruction delivery (small group and/or one on one conferencing.)
Person responsible for monitoring outcome:	Shelby Bench (benchs@manateeschools.net)
Evidence-based Strategy:	Weekly facilitated collaborative planning sessions with an Instructional Leader will ensure students receive standards based instruction aligned with grade level expectations. Resource and full-time ESE students will continue to receive support within their class through push-in and/or inclusion (with support by the ESE teacher or ESE paraprofessional). Professional development will focus on tier instruction and the strategy of responsive student driven instruction.
Rationale for Evidence-based Strategy:	Our data has shown there is a lack of instruction meeting the level on the standards. Data analysis of quarterly benchmark assessments, weekly iReady reports and the Wonders FSA style assessments will be used to monitor and adjust instruction as needed. Our data also showed the two sub groups, SWD and African Americans did not meet the 41%.

Action Steps to Implement

1. Teachers will be provided planning after school. Teachers will be expected to study the standards to be taught . Outcomes (backwards planning). Explicitly planning the I DO (Teacher Think Aloud and Modeling), the Gradual Release Model, writing higher order questions, creating anchor charts, rubrics, assessments and etc.
2. Highly effective and effective teachers will facilitate initial and on-going professional development for the instruction delivery framework for all grades K-5.
3. Highly effective and effective teachers will facilitate the planning of the instructional delivery framework for all grades K-5.
4. Provide research based classroom materials and supplies that support the student learning in the instructional framework.
5. Resource and full time ESE students will continue to receive support within their class through push-in and/or inclusion with support by the ESE teacher or ESE paraprofessional. Professional development will focus on tier instruction and the strategy of responsive student driven instruction.

Person Responsible Shelby Bench (benchs@manateeschools.net)

#2. Instructional Practice specifically relating to Science

Area of Focus	
Description and Rationale:	Our data has shown that we were unable to continue the gains that we had made from the 2018 to 2019. We did have a +7 but the progress monitoring data from 2019 to 2021 shows a decrease by -5.
Measurable Outcome:	Student achievement will improve in Science by receiving a consistent effective standards-based instructional delivery. By May of 2022, 50% of the students will score satisfactory in Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards.
Monitoring:	Weekly facilitated collaborative planning sessions with an Instructional Leadership Team Member will ensure students receive standards based instruction aligned with grade level expectations. Students will take monthly Science Acaletics Scrimmages and that data will be monitored and shared with the students. Students will set goals each month based on that data. Teachers and Instructional Leaders will also utilize District assessments to monitor progress.
Person responsible for monitoring outcome:	Shelby Bench (benchs@manateeschools.net)
Evidence-based Strategy:	Weekly facilitated collaborative planning sessions with an Instructional Leadership Team Member will ensure students receive standards based instruction aligned with grade level expectations. Instructional Leaders will also provide support during core instruction.
Rationale for Evidence-based Strategy:	Our data has shown that we were unable to continue the gains that we had made from the 2018 to 2019. We did have a +7 but the progress monitoring data from 2019 to 2021 shows a decrease by -5.

Action Steps to Implement

1. Teachers will be provided planning after school. Teachers will be expected to study the standards to be taught (Asking themselves what do the students need to know/ do), outcomes (backwards planning), explicitly planning the "I" of the gradual release model, writing higher order questions, creating anchor charts, rubrics and assessments.
2. Highly effective / effective teachers will facilitate initial and ongoing professional development for the instruction delivery framework for all grades K-5.
3. Highly effective/effective teachers will facilitate the planning of the instruction delivery framework for all grades K-5.
4. Provide research based classroom materials and supplies that support the student learning in the instructional framework.
5. Resource and full time ESE students will continue to receive support within their class through push-in and/or inclusion with support by the ESE teacher or ESE paraprofessional. Professional development will focus on tier instruction and the strategy of responsive student driven instruction.

Person Responsible Shelby Bench (benchs@manateeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus	Even though there was an increase of overall achievement in Math from 2019 to 2021, +6, there was a loss in math learning gains from the 2019 to 2021, -4. Our data also showed the two sub groups, SWD and African Americans did not meet the 41%.
Description and Rationale:	
Measurable Outcome:	<p>Student achievement will improve in math by receiving a consistent effective standards based instructional delivery. By May of 2022, 60% of the students will score satisfactory in Mathematics measured by state assessments through grade appropriate learning experiences aligned with grade level standards.</p> <p>The two sub groups, SWD will increase in Math from 20% to 35% and African American will increase in Math from 32% to 50%.</p>
Monitoring:	Weekly facilitated collaborative planning sessions with an Instructional Leadership Team Member will ensure students receive standards based instruction aligned with grade level expectations. Students will take monthly Math Academics Scrimmages and that data will be monitored and shared with the students. Students will set goals each month based on that data. Teachers and Instructional Leaders will also utilize District assessments to monitor progress. Data will be pulled for the two sub groups, analyzed and adjust instruction delivery (small group and/or one on one conferencing.)
Person responsible for monitoring outcome:	Shelby Bench (benchs@manateeschools.net)
Evidence-based Strategy:	Weekly facilitated collaborative planning sessions with an Instructional Leadership Team Member will ensure students receive standards based instruction aligned with grade level expectations. Instructional Leaders will also provide support during core instruction. Resource and full-time ESE students will continue to receive support within their class through push-in and/or inclusion (with support by the ESE teacher or ESE paraprofessional). Professional development will focus on tier instruction and the strategy of responsive student driven instruction.
Rationale for Evidence-based Strategy:	Even though there was an increase of overall achievement in Math from 2019 to 2021, +6, there was a loss in math learning gains from the 2019 to 2021, -4. Our data also showed the two sub groups, SWD and African Americans did not meet the 41%.

Action Steps to Implement

1. Teachers will be provided planning after school. Teachers will be expected to study the standards to be taught (Asking themselves what do the students need to know /do), outcomes (backwards planning), explicitly planning the "I" of the gradual release model, writing higher order questions, creating anchor charts, rubrics and assessments.
2. Highly effective / effective teachers will facilitate initial and ongoing professional development for the instruction delivery framework for all grades K-5.
3. Highly effective/effective teachers will facilitate the planning of the instruction delivery framework for all grades K-5.
4. Provide research based classroom materials and supplies that support the student learning in the instructional framework.
5. Resource and full time ESE students will continue to receive support within their class through push-in and/or inclusion with support by the ESE teacher or ESE paraprofessional. Professional development will focus on tier instruction and the strategy of responsive student driven instruction.

Person Responsible Shelby Bench (benchs@manateeschools.net)

#4. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Based on a Parent Survey that was given at the beginning of the 2021-2022 school year 50% of the parents that participated requested support on how they could support their child at home. Families are in need of resources in English and Spanish to support their student in all academic areas.

Measurable Outcome: By 2022 there will be a 10% increase in parent participation which will be evident through parent participation with SAC, school based events, surveys, and Class Dojo, and visiting the school's Family Center.

Monitoring: Quarterly review of Class Dojo, agendas, recognition assembly data, SAC attendance, school based events attendance, quarterly review of class communication logs and logs from families utilizing the Family Center.

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

Evidence-based Strategy: Quarterly review of Class Dojo, agendas, recognition assembly data, SAC attendance, school based events attendance, quarterly review of class communication logs, survey data will provide next steps and ensure an increase in parent engagement.

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

Action Steps to Implement

1. Standard based parent workshops which include childcare, professional development for literacy, mathematics, science, home resources and strategies, and a translator for workshops.
2. Newsletters, surveys and homework that outline standards in real world application for families.
3. Grade level materials for reading, math and science in English and Spanish that parents can utilize at home to help their student.

Person Responsible Shelby Bench (benchs@manateeschools.net)

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.

MTSS B Action Items

Restorative Practices - Tier 1 Affective statements and affective questions. Modeling, flip cards and PD. Tier 2 - small informal conferences, group conference, student reflections, parent contact and monthly grade level data chats. Tier 3- Formal conference with ILT and IST.

Relationship Building - Tier 1- Daily community building, circles, Class Dojo, monthly character trait lessons, monthly character recognition luncheons, positive referrals, positive parent contact. Tier 2- Check in/out, mentoring, small group counseling. lunch bunch, character strong mini-lessons. Tier 3 - Student/parent/teacher conference, FBA/BIP, individual counseling sessions, and supportive transition back into academic environment.

These will all be monitored by ILT Team, MTSS-B facilitator, SEL Committee and IST. Fidelity checks bi-quarterly for all tiers.

SEL Action Items

Strengthening adult SEL through 1 formal training and staff dares monthly. Daily Implementation by 2 SEL school wide events and community circles with fidelity. Monthly communication with stakeholders by 1 SEL event and monthly communication. The two guidance counselors will monitor these items.

Highest disciplinary concern is aggression infraction referrals for our students. Our hypothesis for this concern is if instruction is not engaging or structured it leads to behavioral issues in the classroom. When student's understanding is below the grade level curriculum being taught in the classroom it leads to behavioral issues in the classroom. When there is not structure and their is no follow through for academic and behavioral expectations this leads to behavioral issues in and outside the classroom.

Our school values are modeled daily through a School Pledge that students and staff say and model that through character strong traits.

Evaluation - Behavioral - Referral data, classroom reflection binder, check in/check out data, FBA/BIP frequency data and fidelity data. **School Climate** - Complete a survey 3 times a year. **SEL** - Complete a survey 3 times a year. **Attendance** - The GET will pull daily attendance.

Faculty commitment - Dojo implemented, SEL training, character strong, PD for behavior best practices, relationship building.

Effective procedures for discipline - Restorative practice continuum

Data entry and analysis - Monthly team data chats, class dojo data, classroom reflection binders and referral data.

Expectations & Rules -Common language for in and out of classroom.

Reward & Recognition program - Dojo store, character strong luncheon, positive referrals, quarterly rewards, green party (Acaletics), PBIS.

Lesson plans for teaching behavior- Character Strong - Daily

Implementation plan - Character Strong - daily, restorative practice, PBS

Classroom systems - Character Strong, PBS and Restorative Practice

Evaluation - SEL survey results, walks/observations, referral data, quarterly checks of contact logs and classroom reflection binder.

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.

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

*Parent standard based workshops - District Title I Department

* Boys & Girls Club

Type of Activities

* Parent Standard-based workshops

* Parent Conferences

*Newsletter

* Academic Assemblies

*Family Events centered around the Arts

* Home Visits

* Class Dojo

The school creates, provides, and supports a learning community through PBS (Positive Behavior Support), restorative practices, and all teachers create positive classroom cultures. In addition, the school works to ensure the social-emotional needs of the students are being met by providing opportunities to work with the guidance counselors, graduation enhancement technician, the school social worker and psychologist.

The guidance counselors, graduation enhancement technician, the school social worker and psychologist provide whole group social lessons, one on one meetings as well as small group counseling to meet the students' needs. These stake holders also accesses community agencies and resources as needed.

The graduation enhancement technician collaborates with guidance counselors, teachers and school leaders to develop systematic strategies to identify and support those students who are frequently absent with social and emotional skills.

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
Total:			\$0.00