

Manatee County Public Schools

Electa Lee Magnet Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	17
Planning for Improvement	22
Positive Culture & Environment	0
Budget to Support Goals	0

Electa Lee Magnet Middle School

4000 53RD AVE W, Bradenton, FL 34210

[no web address on file]

Demographics

Principal: Shelly Decesare

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (44%) 2018-19: C (49%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	17
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	0

Electa Lee Magnet Middle School

4000 53RD AVE W, Bradenton, FL 34210

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	81%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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 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.

The mission of Electa Lee Magnet Middle School is to inspire students to reach their highest potential and to acquire a love of learning by providing an artistically enriched education.

Provide the school's vision statement.

Improve academic achievement and personalize the educational experience, for all students.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
DeCesare, Shelly	Principal	<p>Instructional Program Management/Development</p> <ul style="list-style-type: none"> *Manage and administer the instructional program so as to ensure all students the opportunity to learn. *Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. *Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. *Provide for the articulation of the school's instructional program among school personnel. *Oversee the selection and acquisition of instructional materials and equipment.
		<p>Personnel Action Services</p> <ul style="list-style-type: none"> *Interview and select qualified personnel to be recommended for appointment. *Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. *Implement and administer negotiated employee contracts at the school site. *Provide training opportunities and feedback to personnel at the assigned school. *Assign tasks and supervise personnel in task accomplishment. *Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.
		<p>School Operations / Delivery Systems</p> <ul style="list-style-type: none"> *Supervise the operation, activities, and functions at the school site. *Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. *Supervise and monitor the accurate and timely completion of data collection and reporting requirements. *Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials. *Use technology effectively. *Coordinate school maintenance and facility needs and monitor progress toward meeting those needs. *Coordinate the supervision of all extracurricular programs at the assigned school. <p>Leadership</p> <p>Exercise proactive leadership in promoting the vision and mission of the District. Build teams to accomplish plans, goals, and priorities. Facilitate and coordinate the development of the School's Improvement Plan. Initiate programs and organize resources to carry out the School Improvement Plan. Provide recognition and celebration for student, staff, and school accomplishments. Access District and community resources to meet school needs. Maintain visibility and accessibility on the school campus and at school-related activities and events.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Anticipate difficult situations and develop plans to handle them.</p> <p>Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Cornwell, Tamara	Assistant Principal	<p>Oversee administrative responsibilities as assigned by the Principal.</p> <p>Instructional Program Management/Development</p> <ul style="list-style-type: none"> *Manage and administer the instructional program so as to ensure all students the opportunity to learn. *Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. *Provide for the articulation of the school's instructional program among school personnel. *Oversee the administration of the testing program for the school. *Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. <p>Personnel Action Services</p> <ul style="list-style-type: none"> *Interview and select qualified personnel to be recommended for appointment. *Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. *Provide training opportunities and feedback to personnel at the assigned school. *Assign tasks and supervise personnel in task accomplishment. *Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. *Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment. *Coordinate school maintenance and facility needs and monitor progress toward meeting those needs. *Provide recognition and celebration for student, staff, and school accomplishments. <p>School Operations / Delivery Systems</p> <ul style="list-style-type: none"> *Assist with the operation, activities, and functions at the school site. *Establish and manage student accounting and attendance procedures at the assigned school. (FTE) *Supervise and monitor the accurate and timely completion of data collection and reporting requirements. *Write and disseminate newsletters, memos, letters, agendas, and other materials. *Use technology effectively.

Name	Position Title	Job Duties and Responsibilities
		<p>Student Support Services</p> <ul style="list-style-type: none"> *Facilitate a program of family and community involvement *Work with parents to resolve complaints or concerns. *Develop and maintain positive school/community relations and act as liaison between the two. *Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. <p>Personal / Professional Employee Qualities</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Model and maintain high standards of professional conduct.</p> <p>Set high standards and expectations for self, others, and school.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.</p> <p>Use effective communication techniques with students, teachers, parents, and stakeholders.</p> <p>Model effective listening and positive interaction skills.</p> <p>Participate in District meetings and other activities to enhance professional development.</p> <p>Leadership</p> <p>Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>Build teams to accomplish plans, goals, and priorities.</p> <p>Facilitate and coordinate the development of the School's Improvement Plan.</p> <p>Initiate programs and organize resources to carry out the School Improvement Plan.</p> <p>Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>Access District and community resources to meet school needs.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Anticipate difficult situations and develop plans to handle them.</p> <p>Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Marshall, Terrance	Assistant Principal	<p>Oversee administrative responsibilities as assigned by the Principal.</p> <p>Instructional Program Management/Development</p> <ul style="list-style-type: none"> *Manage and administer the instructional program so as to ensure all students the opportunity to learn. *Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. *Provide for the articulation of the school's instructional program among school

Name	Position Title	Job Duties and Responsibilities
		<p>personnel.</p> <ul style="list-style-type: none"> *Oversee the administration of the testing program for the school. *Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. <p>Personnel Action Services</p> <ul style="list-style-type: none"> *Interview and select qualified personnel to be recommended for appointment. *Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. *Provide training opportunities and feedback to personnel at the assigned school. *Assign tasks and supervise personnel in task accomplishment. *Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. <p>School Operations / Delivery Systems</p> <ul style="list-style-type: none"> *Assist with the operation, activities, and functions at the school site. *Supervise and monitor the accurate and timely completion of data collection and reporting requirements. *Write and disseminate newsletters, memos, letters, agendas, and other materials. *Use technology effectively. <p>Student Support Services</p> <ul style="list-style-type: none"> *Facilitate a program of family and community involvement *Work with parents to resolve complaints or concerns. *Develop and maintain positive school/community relations and act as liaison between the two. *Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. <p>Personal / Professional Employee Qualities</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Model and maintain high standards of professional conduct.</p> <p>Set high standards and expectations for self, others, and school.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.</p> <p>Use effective communication techniques with students, teachers, parents, and stakeholders.</p> <p>Model effective listening and positive interaction skills.</p> <p>Participate in District meetings and other activities to enhance professional development.</p> <p>Leadership</p> <p>Provide leadership and direction for all aspects of the school's operation.</p> <p>Promote / market the school and its priorities to the community.</p> <p>Deal with problems associated with change.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Exercise proactive leadership in promoting the vision and mission of the District. Build teams to accomplish plans, goals, and priorities.</p> <p>Initiate programs and organize resources to carry out the School Improvement Plan.</p> <p>Access District and community resources to meet school needs.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Anticipate difficult situations and develop plans to handle them.</p> <p>Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Yurschak, Lynn	Reading Coach	<p>Reading Coach</p> <ul style="list-style-type: none"> *Oversee responsibilities as assigned by the Principal. *Provide training opportunities and feedback to personnel at the assigned school. *Assign tasks and supervise personnel in task accomplishment. *Assist with the operation, activities, and functions at the school site. *Supervise and monitor the accurate and timely completion of data collection and reporting requirements. *Write and disseminate newsletters, memos, letters, agendas, and other materials. *Use technology effectively. <p>Personal / Professional Employee Qualities</p> <ul style="list-style-type: none"> *Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. *Model and maintain high standards of professional conduct. *Set high standards and expectations for self, others, and school. *Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment. *Use effective communication techniques with students, teachers, parents, and stakeholders. *Model effective listening and positive interaction skills. *Participate in District meetings and other activities to enhance professional development. <p>Leadership</p> <ul style="list-style-type: none"> *Provide leadership and direction for all aspects of the school's operation. *Deal with problems associated with change. *Build teams to accomplish plans, goals, and priorities. *Initiate programs and organize resources to carry out the School Improvement Plan. *Access District and community resources to meet school needs. *Maintain visibility and accessibility on the school campus and at school-related

Name	Position Title	Job Duties and Responsibilities
		<p>activities and events.</p> <ul style="list-style-type: none"> *Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. *Anticipate difficult situations and develop plans to handle them. *Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. *Perform other incidental tasks consistent with the goals and objectives of this position.
Mangual , Adrienne	Math Coach	<p>Math Coach</p> <ul style="list-style-type: none"> *Oversee responsibilities as assigned by the Principal. *Provide training opportunities and feedback to personnel at the assigned school. *Assign tasks and supervise personnel in task accomplishment. *Assist with the operation, activities, and functions at the school site. *Supervise and monitor the accurate and timely completion of data collection and reporting requirements. *Write and disseminate newsletters, memos, letters, agendas, and other materials. *Use technology effectively. <p>Personal / Professional Employee Qualities</p> <ul style="list-style-type: none"> *Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. *Model and maintain high standards of professional conduct. *Set high standards and expectations for self, others, and school. *Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment. *Use effective communication techniques with students, teachers, parents, and stakeholders. *Model effective listening and positive interaction skills. *Participate in District meetings and other activities to enhance professional development. <p>Leadership</p> <ul style="list-style-type: none"> *Provide leadership and direction for all aspects of the school's operation. *Deal with problems associated with change. *Build teams to accomplish plans, goals, and priorities. *Initiate programs and organize resources to carry out the School Improvement Plan. *Access District and community resources to meet school needs. *Maintain visibility and accessibility on the school campus and at school-related activities and events. *Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. *Anticipate difficult situations and develop plans to handle them. *Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.

Name	Position Title	Job Duties and Responsibilities
		*Perform other incidental tasks consistent with the goals and objectives of this position.

Demographic Information

Principal start date

Friday 7/1/2022, Shelly Decesare

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

21

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

748

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	243	253	252	0	0	0	0	748
Attendance below 90 percent	0	0	0	0	0	0	43	45	55	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	55	45	45	0	0	0	0	145
Course failure in ELA	0	0	0	0	0	0	12	7	6	0	0	0	0	25
Course failure in Math	0	0	0	0	0	0	20	29	6	0	0	0	0	55
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	80	107	117	0	0	0	0	304
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	80	102	105	0	0	0	0	287
Number of students with a substantial reading deficiency	0	0	0	0	0	0	26	11	17	0	0	0	0	54

Using the table above, complete the table below with the number of students by current grade level who have 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	12	22	19	0	0	0	0	53

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 9/7/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	257	251	264	0	0	0	0	772
Attendance below 90 percent	0	0	0	0	0	0	83	115	123	0	0	0	0	321
One or more suspensions	0	0	0	0	0	0	6	12	8	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	24	22	21	0	0	0	0	67
Course failure in Math	0	0	0	0	0	0	21	63	42	0	0	0	0	126
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	72	88	95	0	0	0	0	255
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	56	69	77	0	0	0	0	202
Number of students with a substantial reading deficiency	0	0	0	0	0	0	116	129	155	0	0	0	0	400
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	15	2	3	0	0	0	0	20

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	257	251	264	0	0	0	0	772
Attendance below 90 percent	0	0	0	0	0	0	83	115	123	0	0	0	0	321
One or more suspensions	0	0	0	0	0	0	6	12	8	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	24	22	21	0	0	0	0	67
Course failure in Math	0	0	0	0	0	0	21	63	42	0	0	0	0	126
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	72	88	95	0	0	0	0	255
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	56	69	77	0	0	0	0	202
Number of students with a substantial reading deficiency	0	0	0	0	0	0	116	129	155	0	0	0	0	400
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	15	2	3	0	0	0	0	20

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	49%	50%				34%	52%	54%
ELA Learning Gains	40%						49%	56%	54%
ELA Lowest 25th Percentile	38%						52%	51%	47%
Math Achievement	31%	35%	36%				36%	59%	58%
Math Learning Gains	39%						45%	61%	57%
Math Lowest 25th Percentile	47%						52%	54%	51%
Science Achievement	24%	57%	53%				29%	47%	51%
Social Studies Achievement	69%	54%	58%				72%	77%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	33%	52%	-19%	54%	-21%
Cohort Comparison						
07	2022					
	2019	26%	48%	-22%	52%	-26%
Cohort Comparison		-33%				
08	2022					
	2019	39%	54%	-15%	56%	-17%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	36%	57%	-21%	55%	-19%
Cohort Comparison						
07	2022					
	2019	37%	57%	-20%	54%	-17%
Cohort Comparison		-36%				
08	2022					
	2019	14%	41%	-27%	46%	-32%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	28%	45%	-17%	48%	-20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	77%	-6%	71%	0%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	65%	2%	61%	6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	61%	-61%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	31	33	17	32	33	13	44			
ELL	16	30	26	25	36	47	14	56	63		
BLK	21	40	43	18	33	40	12	67			
HSP	27	36	33	30	38	49	23	65	73		
MUL	22	43		26	42		9	81			
WHT	41	47	56	48	44	46	39	80	90		
FRL	26	38	38	28	38	47	23	71	72		
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	9	23	25	12	25	19	2	30			
ELL	16	36	36	26	32	36	10	47	60		
BLK	18	32	33	15	24	24	21	46	36		

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
HSP	26	40	35	29	32	34	24	55	54		
MUL	39	41		35	29		44				
WHT	42	47	42	35	36	35	43	60	57		
FRL	27	39	31	27	32	28	22	55	51		
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	11	43	44	12	43	50	11	33			
ELL	17	45	55	21	41	55	16	52	57		
BLK	28	51	45	26	35	38	7	70	62		
HSP	29	48	51	32	45	56	26	67	75		
MUL	52	45		43	47		73	92	57		
WHT	43	50	62	49	51	56	40	81	68		
FRL	30	49	53	33	43	49	25	71	69		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	429
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

This analysis is based on data compiled for the last three years.

Our Students With Disabilities (SWD) student population is at 13% in (English Language Arts) ELA Achievement and has been low performing for a three-year trending cycle. ELA must earn a 12% learning gain for the 2022-2023 school year. Additionally our SWD population scored a 17% in Math Acceleration and has been low performing for a two-year trending cycle. Math must earn a 8% learning gain for the 2022-2023 school year.

An additional low performing subgroup was our ELL student population at 16% in ELA achievement, requiring a 9% gain. As well, our Black/African American (BAA) Students at 21% in ELA achievement needing a 4% gain and an 18% in Math needing a 7% gain.

In 2022 our Multi-Racial (MR) subgroup earned a 22% in ELA needing a 3% achievement gain, this is the first year this subgroup has earned below a 25% on achievement.

After aggregation of data, analyzing surveys and holding collaborative meetings we have determined the following:

SWD are in need of teachers who are certified in all four core curriculum areas as well as in ESE. SWD-Certified teachers are difficult to find due to the exorbitant certification expense.

All sub-groups need strategies in understanding the meaning of specific vocabulary (especially important for ELL students). Vocabulary understanding is enhanced by the current use of Word Walls, Vocab.com, and AVID notebook strategies. Further, is a need for engaging, real-life hands-on assignments to enhance students' learning experiences.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

There has been a 3-year trend with SWD student achievement. This subgroup of students needs extra support through the application of teacher professional development in teaching students who may struggle with meeting academic proficiency. We have won a 21st Century Grant to assist with tutoring and academic reinforcement and are piloting a student mentor program to dedicate needed time to support students' in behavior and academic needs. We have implemented 20-minutes of AVID strategies at the beginning of each school day. These strategies assist students with organization and incorporate engaging learning opportunities that can be used beyond the 20-minute morning AVID time.

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

Contributing factors for this need for improvement include:

- *Lack of available certified teachers and paraprofessionals available for our educational work force.
- School closings for 1.5 years and re-teaching students in school protocols.
- *Changing in tested requirements with lack of available materials and teacher PD training.
- *New actions that need to be taken in seeking ways to hire certified teachers and paraprofessionals.
- *Shifting school funds to assist students with making up loss of academic progression through tutoring, mentoring and providing support.
- *Providing effective PD for teachers and paraprofessionals to support the changes in text materials and teaching methods for reaching student proficiency within Standards and new State testing goals.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

After aggregating the data the highest improvement was in our level 1's and 2's proficiency as compared to the prior year in 8th grade Social Science (+88), 7th grade Math (+26), and 8th grade ELA (+20).

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

The contributing factors toward these gains were due to a focus on providing time for teacher collaboration and supplementing curriculum. The Reading and Math Coach oversaw pull-out sessions and a change in teaching assignments were based on a focus using data based results.

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

A baseline State Testing result will need to be established and we must focus on disaggregating results and use data points to provide support with the goal of accelerating student learning. Some strategies will be to include implementing support for bubble students who are near proficiency which will include:

*Using No Red Ink for Writing, Grammar and Reading Comprehension.

*Lexia Power Up for Reading

Students who have Substantial Reading Deficiencies will use:

*SIPPS and Lexia Power Up

Math will supplement with:

*Acaletics and DreamBox

Algebra and Geometry will use:

*ALEKS and Acceleration Sessions

We will target small group pull-outs with our Reading and Math Coach to support intensive intervention strategies for non-proficient standards.

All Level 2 (proficiency bubble) students have been placed in Foundational Math classes. Students are using Acaletics materials aligned with Florida B.E.S.T. Standards for test prep. This program allows students to practice test taking skills as well as have practice (repetition) of assessment level questions. DreamBox, is designed to meet student individual needs. Algebra students that are identified as a possible deficit of proficiency will practice Algebra 1 standards on ALEKS, a computer-based math software, to ensure proficiency.

AVID will provide PD for increasing student organizational skills and providing opportunities for engaging classroom settings through use of strategies such as Socratic Seminars, Four corners and Philosophical chairs to name just a few.

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.

Professional Development opportunities will include:

Lexia training

Teaching students of poverty and CHAMPS

ELL and ESE focus on the struggling student

Study Sync (ELA Textbook)

AVID training for developing engaging real-life lessons to improve student participation

New Teacher support through a mentor program with 5 short 30-minute "How To" sessions to assist with teacher retention.

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

Collaborative after school planning for all four core subject areas. Before and after school, Saturday School and lunch bunch student tutoring and mentoring. Check in with teachers through classroom visits, surveys and personal conversations. Providing funding for student support materials through district funding resources and grants. Piloting a student mentor program to assist students with making good choices and learning about potential future goals.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The rationale for our area of focus for English Language Arts (ELA) is to increase achievement proficiency for all students. Our current ELA is at a 29% Achievement level which is 22% points below the district average of 51%. Our 29% Achievement level impacts students learning in areas of remediation and ELA Reading and Writing support.

The Reading Coach helps to monitor all reading data and assessments and apply data points as points of focus. Curriculum maps and lesson plans maintain an action plan for standard based academic coverage. Supplemental materials and intervention systems assist to remediate standards as needed.

Lexia Power Up Literacy will be used for students who are assessed as Tier Two Readers and are near proficiency (bubble students). Lexia Power Up is designed to accelerate literacy gains for struggling and non-proficient readers in grades 6–8. Blending online student-driven instruction with offline teacher-delivered lessons and activities, Lexia Power Up simultaneously addresses gaps in fundamental literacy skills while building higher-order thinking skills.

Lexia Power Up offers personalized instruction and addresses the instructional needs of a wide range of students, whether students are several grade levels behind or show some risk of not meeting College- and Career-Ready Standards.

Adaptive instruction differentiates learning as students progress through each of the three strands of Lexia Power Up: Word Study, Grammar, and Comprehension. Embedded progress monitoring, actionable data, and scripted lessons empower teachers to deliver the exact instruction each student needs. Lexia Power Up delivers rigorous content and skills instruction through an engaging, personalized approach that helps students become proficient readers and confident learners.

In addition, AVID note taking strategies and implementation of engaging lesson formatting will assist with attracting students to a classroom of vitality. Teachers will be offered professional development to apply these strategies to their classrooms.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of 22-23 school year, the number of students scoring at proficiency or higher for School Achievement on the statewide FAST assessment will increase to 47%. This is a total of 354 of our 749 students in grades 6-8.

Our specific measurable data based outcomes include increasing SWD student population in ELA through a 12% learning gain and a 22% gain needed for overall ELA achievement to meet the District average.

Additional low performing subgroups were our ELL student population at a 16% in ELA achievement requiring a 9% gain; and our Black/African American Students 21% in ELA achievement needing a 4% gain.

In 2022 our Multi-Racial subgroup earned a 22% in ELA needing a 3% achievement gain, this is the first year this subgroup has earned below a 25% on achievement.

Monitoring: Describe how this Area of Focus will be

The areas of focus will be monitored through three performance based tests as well as benchmark assessments. Within the classroom, non-proficient student scores will be monitored using Lexia Power Up Literacy. Lexia Power Up offers adaptive instruction and differentiates learning as students progress through each of the three strands of: Word Study, Grammar, and Comprehension. Embedded progress monitoring, actionable data, and scripted lessons empowers intensive reading teachers the ability to deliver the exact

monitored for the desired outcome.	instruction each student needs. Using Lexia Power Up to fidelity will deliver rigorous content and skilled instruction through an engaging, personalized approach that helps students become proficient readers and confident learners. The reading coach will monitor all assessment and classroom data and share results with the leadership team and ELA department.
	The desired outcome is to increase ELA scores to proficient student achievement levels for all students.
Person responsible for monitoring outcome:	Lynn Yurschak (yurschakl@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence we will gather is through the Lexia Power Up assessment monitoring for our bubble students. The Tier 3 students will use the Systematic Instruction in Phonological Awareness (SIPPS) data and sharing the results during ELA collaboration time after school. Teachers will focus on ELA power standards to enhance students' ELA standard based instruction. During collaboration, teachers will review the data and evaluate strategies for increasing success.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The rational is to increase the number of proficient students by 22%. The resources we will use includes the Reading Coach, District Personnel, Lexia Power Up, Vocab.com and push in teacher for extra ELA support.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

To achieve these goals the Reading Coach will hold grade level collaborative meetings after school to use data driven instruction to improve proficiency in ELA and Reading. We will monitor and share, Lexia Power Up data as well as FAST and benchmark data for highest levels of student progressive proficiency. ELA and Reading Teachers will hold individualized data chats with their students and share out to parents their students' achievements and and needs for learning enhancements.

Person Responsible Lynn Yurschak (yurschakl@manateeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The rationale for areas to focus on for Math is a need to increase our student achievement average from 28% to include a gain of 26% to meet the district math student achievement average of 55%.</p> <p>The student learning impact includes remediation for our level two (bubble) students on DreamBox within a remedial Math class, supplemented within their seven period schedule. The Math Coach will supplement with small group pull-out sessions for additional support. All other Students will also receive support through inclusion of Acaletics within their current Math courses as supplemental materials. A focus will be included to teach the Math power standards to student mastery.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By the end of 22-23 school year, the number of students scoring at proficiency or higher for School Achievement on the statewide FAST assessment for math will increase to 42%. This is a total of 297 of our 737 students in grades 6-8.</p> <p>The Math Coach will disaggregate the FAST test results and district benchmark test results for progress monitoring with a strong focus being applied to monitoring our ESSA subgroups (SWD, ELL, BA and MR). Algebra and Geometry students will be offered supplemental materials during FAST testing to enhance advancement in previous noted deficient standards. Attendance and and discipline will be monitored and a 2% improvement is expected between comparison of each grade and quarter.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>FAST, District Benchmark assessments will be monitored and distributed by the Math Coach. DreamBox data will be assessed by remedial teachers and the Math Coach weekly and Acaletic data will be assessed by Math teachers and Math coach monthly. An Algebra and Geometry Pre-Assessment will gather progressive standard data three times per year. Teacher created assessments will test for mastery. Conversation Help, Activity, Movement, Participation and Success (CHAMPS) will be used to help support discipline affects and loss of class time. AVID will be implemented for the second year with engagement and collaborative skills being top focus. Administrators should see these strategies during the classroom walk-throughs.</p>
Person responsible for monitoring outcome:	<p>Adrienne Mangual (manguala@manateeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>The evidence based strategy being implemented for increasing Math proficiency is to give the Math Coach and Math teachers collaboration time to develop a curricular plan for success. Based on the data from the State Test, Tier two students will receive an additional Math class in which they will receive remediation on an individual basis through Dream Box. The Dream Box data will be monitored weekly by the Math Coach and the remedial Math teacher. They will then discuss plans for improving students' understanding in the Math power standards with the goal of individualized proficiency.</p> <p>The schoolwide aggregated data from the FAST and benchmark assessments will be discussed individually with students and the Math teacher and student will set achievement goals. These goals will be readdressed as assessment of needed standards are given for monitoring mastery or the need for remediation. Math tutoring sessions will be offered before/after school.</p>

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

The rational for selecting these specific strategies was based on the overall Achievement data results from the 2022 State Assessment test. While the 7th grade Math students showed progression there was a tremendous deficit in the 6th and especially 8th grade general Math scores. Resources were reviewed and a district decision of implementing DreamBox as a remedial math tool was chosen based on the achievement that other schools have gained using this program.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The action steps include:

1. Tier 2 students being assigned a remedial course using the DreamBox supplemental materials.
2. Algebra and Geometry students will receive additional acceleration time to assist with mastering tested standards.
3. Teachers will individually review data from the FAST and Benchmark assessments to assist students with setting individualized goals. Students will share this data with their families for additional support.
4. Teachers will be provided collaboration time.
5. Students will be offered before and after school tutoring.
6. Students will receive supplemental lessons through Acaletics to strengthen standard mastery.
7. Data points will be disaggregated by Math Coach and shared during leadership and department meetings. A plan will be collaboratively designed during the extra collaboration time provided to teachers.

Person Responsible Terrance Marshall (marshallt@manateeschools.net)

#3. ESSA Subgroup specifically relating to Black/African-American**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Black/African-American ESSA subgroups have a three year trend of non-proficiency. Black/African American Students earned a 21% achievement level needing a 4% gain and an 18% achievement level in Math needing a 7% gain to meet the 25% criteria.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 22-23 school year the proficiency of the ESSA subgroup specifically relating to Black/African-American will be at 25%. This requires a gain of 7% (This is an additional 12 students out of 183).

The Math and Reading Coach will disaggregate the data by the ESSA Black/African American subgroup from the FAST and district benchmark assessments and discuss the findings with the leadership team and core curriculum teachers. The outcome objective is to strategize to increase the B/AA sub-group to a 25% proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Math and Reading Data Coach will monitor the B/AA subgroup data and report to the leadership team monthly. The team will create strategies and develop PD for teacher implementation. The desired outcome is to increase the B/AA sub-group to a 25% proficiency.

Person responsible for monitoring outcome:

Terrance Marshall (marshallt@manateeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The scores from the FAST and District Benchmark assessments will be disaggregated and will be strategies will be designed to develop PD for teacher implementation. Results will be consistently monitored following each assessment and will be shared with all stakeholders.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

There has been a three-year trend for B/AA students not achieving sufficient academic growth. The statistics indicate that this subgroup has the majority of disciplinary actions which impedes the student from attending core curricular classes. A potential discussion strategy would be for this subgroup of students to attend all core classes and receive discipline processes during before or after school or non-academic class time.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The action steps include:

1. Monitoring assessment data
2. Monthly discuss strategies for intervention within the leadership team

3. Create PD for teacher implementation of new strategies.
4. Survey and sort data by subgroups to gain further insight.

Person Responsible Shelly DeCesare (decesares@manateeschools.net)

#4. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In 2022 our Multi-Racial (MR) subgroup earned a 22% in ELA needing a 3% achievement gain, this is the first year this subgroup has earned below a 25% on achievement.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 22-23 school year the proficiency of the ESSA subgroup specifically relating to Multi-racial will be at 28%.

The specific measurable outcome will be to make a 3% gain in ELA for the MR subgroup. The 3% learning gain objective is based on the results from the 2022 State Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Math and Reading Coach will disaggregate the data by the ESSA Multi-Racial (MR) subgroup from the FAST and District Benchmark assessments, as well as discipline and absenteeism trends, and the findings discussed with the leadership team and core curriculum teachers. The outcome objective is to strategize to increase the MR sub-group to a 25% proficiency.

Person responsible for monitoring outcome:

Shelly DeCesare (decesares@manateeschools.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The scores from the FAST and District Benchmark assessments will be disaggregated and strategies will be designed to develop PD for teacher implementation. Results will be consistently monitored following each assessment and will be shared with all stakeholders.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this sub-group is there has been noted a first year trend for the MR subgroup of students who are not achieving sufficient academic growth. A discussion strategy would be for this subgroup to be disaggregated for other potential learning disruptions such as discipline or attendance trends. A goal is to increase the MR subgroup in attendance of all core classes and monitor for academic increases from the FAST and District Benchmark assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The action steps include:

1. Monitoring assessment data and include discipline and absenteeism trends

2. Monthly discuss strategies for intervention within the leadership team
3. Create PD for teacher implementation of new strategies.
4. Survey and sort data by subgroups to gain further insight.

Person Responsible Shelly DeCesare (decesares@manateeschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The rationale for identifying our Students With Disabilities (SWD) subgroup was through disaggregation of our SWD student population within the State Assessment Test. Our SWD subgroup scored a 13% in English Language Arts (ELA) Achievement as compared to 51% District achievement score and has been low performing for a three-year trending cycle. Additionally our SWD population scored a 17% in Math Acceleration and has been low performing for a two year trending cycle as compared to 55% District Achievement score.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 22-23 school year the proficiency of the ESSA subgroup specifically relating to SWDs will be at proficiency as dictated by the FAST reports.

The specific measurable outcome for our SWD student subgroup in ELA is at 13% Achievement score; needing a 12% learning gain for the 2022-2023 school year to meet a 25% criteria and an overall 38% ELA Achievement gain goal to meet the 51% District ELA Achievement score. Math is at a 17% Achievement score; needing to earn a 8% learning gain for the 2022-2023 school year to meet a 25% criteria and a 38% Math Achievement goal as compared to the 55% District Achievement Math score. This data is based on the disaggregation of the 2022 State Assessment results.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Math and Reading Coach will disaggregate the data by the SWD subgroup from the FAST and District Benchmark assessment results and discuss the findings with the leadership team and core curriculum teachers. The outcome objective is to strategize to increase the SWD sub-group to a 25% proficiency.

Person responsible for monitoring outcome:

Terrance Marshall (marshallt@manateeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The scores from the FAST and District Benchmark assessments will be disaggregated and will be presented to the leadership team to strategize and design PD for teacher implementation. Results will be consistently monitored through walk-throughs and will follow each assessment and will be shared with all stakeholders.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

There has been a three-year trend for SWD students in not achieving sufficient academic growth. Our SWD subgroup is consistently our lowest performing subgroup. The statistics indicate that this subgroup has the majority of low achieving scores and requires extra time and learning support to gain toward the goal of proficiency. Remedial classes and materials have been purchased to provide individual learning gains. PD has occurred in both Lexia Power Up (ELA) and DreamBox (Math) curricular additions.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The action steps include:

1. Monitoring assessment data after each FAST and District Benchmark sessions
2. Monthly discuss strategies for intervention within the leadership team
3. Create a continuous PD for teacher implementation of data and application of new learning strategies
4. Survey and sort data by subgroups to gain further insight
5. Sharing Lexia and DreamBox data with the leadership team and teachers on a monthly basis and create strategies for proficient student success.

Person Responsible Shelly DeCesare (decesares@manateeschools.net)

#6. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and

Rationale: The rationale for identifying the English Language Learners (ELL) as a low performing subgroup was through disaggregation of our 2022 State Assessment and unpacking a three-year trend in low performance. Our ELL student population at a 16% in ELA Achievement requires a 9% gain to meet the 25% goal for the 2022-2023 State Assessment. Further our ELL student population needs a 35% increase in overall student ELA Achievement to meet the district score of 51% in ELA Achievement.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 22-23 school year the proficiency of the ESSA subgroup specifically relating to ELLs will be at 25%. This requires a gain of 9% (which is 13 out of our 143 students)

The specific measurable outcome is to make gains in ELA Achievement requiring a 9% gain to meet the 25% threshold goal for the 2022-2023 State Assessment, and to meet a 35% increase in overall ELL student ELA Achievement to meet the district score of 51% in ELA Achievement based upon the 2022 State Assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The ELL area focus will be monitored by the Math and Reading Coach who will disaggregate the data by the ELL subgroup from the FAST and District benchmark assessments and discuss the findings with the leadership team and core curriculum teachers. The outcome objective is to strategize to increase the ELL sub-group to a 25% acceptable proficiency.

Person responsible for monitoring outcome:

Shelly DeCesare (decesares@manateeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

The evidence-based strategies will be to disaggregate by the ELL subgroups scores from the FAST and District Benchmark assessments and strategized to design and develop PD for teacher implementation. Results will be consistently monitored through administrative walk-throughs and lesson plan monitoring. The data Coaches will continue monitoring the ELL subgroup scores following each assessment and results will be shared with all stakeholders. The district will provide ELL enhancements to include understanding the meaning of specific vocabulary (especially important for ELL students). Vocabulary understanding is enhanced by the current use of Word Walls, Flocabulary, Vocab.com,

implemented for this Area of Focus.

and AVID notebook strategies. Extra language support for non-English speaking students will be provided in the form of ELL De LA ESOL Read - Reading and ELL non-English speaking subgroup students will use the Imagine Learning and ELL Language Arts classes for ELD year 1 and ELD year 2 leveled students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

There has been a three-year trend for ELL students not achieving sufficient academic growth. The statistics indicate that our ELL subgroup has language deficiencies and requires extra support in the form of ELL De LA ESOL Read - Reading and use the Imagine Learning and ELL Language Arts classes for ELD year 1 and ELD year 2 leveled students. A potential discussion strategy would be for this subgroup of students to attend all core classes and receive discipline processes during before or after school or non-academic class time.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The action steps include:

1. Monitoring assessment data and ELL non-English speaking data from Imagine Learning
2. Monthly discuss strategies for intervention within the leadership team
3. Create PD for teacher implementation of new strategies and provide district training for ELL mandates within lesson plans and academic programs.
4. Survey and sort data by subgroups to gain further insight
5. Monitor absenteeism and disciplinary trends and share monthly in leadership meeting.
6. Enhance support through parental outreach in home language and encouraging school participation in student activities including performing arts and sporting events.

Person

Responsible Shelly DeCesare (decesares@manateeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Teachers, Staff, Parents, Students and Community Members are surveyed to learn about best forms of communication and to assess student needs, creating a positive school culture. Our School establishes an atmosphere for a safe learning environment. The School Improvement Plan (SIP) is reviewed by participating stakeholders and presented and approved by the School Advisory Council (SAC). This consultative time gives us the opportunity to review goals, visions and values within our school environment. Twenty minutes per start of the day is given to AVID Time (AT). During this time teachers offer lessons in AVID strategies used to improve student learning and encourage college and career planning through goal setting lessons. Our school communicates in both Spanish and English for highest levels of family stakeholder engagement. Conversation Help, Activity, Movement, Participation and Success (CHAMPS) is being used by all teachers as a consistent classroom tool. This consistency allows for student understanding and builds a positive and secure environment within the classroom. .

Parent learning opportunities are offered during all school activities as well as on-line tutorials. Families are invited to school thematic social events and dual language is provided.

Teachers reinforce communications by making phone calls home and using the email system. All communications are offered with dual-language support. Connect phone messages and texts are sent in multi language options.

AVID and multiple club opportunities enhance students understanding of our community and apply College and Career readiness strategies. Our organizations offer positive outreach to our community and enhance students social communication skills. On-campus organizations work with multiple business partners and give our students opportunities to participate in philanthropic community events. Many of these opportunities change a student's life by creating atmospheres with multicultural community members gaining sensitivity for ones fellow man.

During the summer we host an annual bridge camp for fifth graders entering middle school. This gives students an opportunity to gain comfort in a new school setting. We also offer STEAM camps, Art themed Camps and ELL camps to help gain and bridge middle school students skill sets in an engaging manner. During the school year we offer eighth grade Saturday acceleration camps to support standard based instruction in both Science and Math.

We transition our 8th graders to high school by offering guidance sessions during registration and hosting community speakers on the importance of setting educational and life-long goals; preparing our 8th graders for high school and beyond.

Our students provide performances throughout the community and participate in competitions to hone their performance skills. As a Magnet School for the Arts we are imbedding our arts programs into all of our curriculum areas to enhance instruction and student engagement. We host a "Night at the Museum" in which our students and parents attend a local museum to experience history and learn about our community; the fee is waved and is an excellent event for family/school to community partnership.

Communications are posted on the School Website, Facebook, Digital Sign and through the telephone and text Connect-Ed messaging systems. All communications are sensitive to language differentiation and are provided for highest levels of communication resources.

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

Shelly DeCesare - Principal - Promotes a positive schoolwide culture and environment

Dr. Tamara Cornwell - Assistant Principal - Assists the Principal with providing a positive schoolwide culture and environment

Dr. Terrance Marshall - Assistant Principal - Assists the Principal with providing a positive schoolwide culture and environment

Tamila Smith - Guidance Counselor
Tamiya McClern - School Support Specialist - Organizes clubs for highest levels of student participation
Keenan Wooten - School Support Specialist
Lynn Yurschak - Reading Coach and ELA Department Chair
Adrianne Manguel - Math Coach
Jacob Grimes - Band Teacher and Performing Arts Department Chair - Oversees all performances
Dr. Francisco Diaz - Orchestra Teacher
Halle Hoskins - Chorus Teacher
Erykah Finklea - Dance Teacher
Starloe Galletta - Theater Teacher
Gary Crawford - SAC Chairman - Provides community outreach relationships and ideas.
Susan Johnson - Math Chair
Crestie Smith - Social Science Chair
Karen Herlihy - Science Chair
Jennifer Latowski - ESE Department Chair
Joannie Cruz - ELL Department Chair