Manatee County Public Schools

Manatee Elementary School

2022-23 Schoolwide Improvement Plan

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Manatee Elementary School

1609 6TH AVE E, Bradenton, FL 34208

https://www.manateeschools.net/manateeel

Demographics

Principal: Lourdes Gonzalez

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (38%) 2018-19: B (54%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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.](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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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)
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	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Manatee Elementary School partners directly with the families and community to focus on consistent Attendance, appropriate Behavior, academic Competencies, whole-child Development, engaging Enrichment, and comprehensive Health.

Provide the school's vision statement.

Manatee Elementary strives to achieve: improved student learning, stronger families, and a healthier community.

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
Gonzalez, Lourdes	Principal	The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school and instructional monitoring.
Santora, Jennifer	Assistant Principal	This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.
Brigance, Cyndi	Instructional Coach	MTSS/RTI: Student Achievement: To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement. Response to Intervention: To facilitate the implementation of the problem solving process with the school-based team and all school staff.
Watkins, Floyd	Behavior Specialist	Behavior: Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.
Anzelone, Deborah	Administrative Support	MTSS/RTI: Student Achievement: To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement. Response to Intervention: To facilitate the implementation of the problem solving process with the school-based team and all school staff.
Bernal, Laura	Other	Support ESOL Students
Montijo, Jennifer	Teacher, ESE	Support ESE Students
Sobczak, Briana	Teacher, ESE	Support ESE Students

Demographic Information

Principal start date

Thursday 7/1/2021, Lourdes Gonzalez

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.*

0

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.*

6

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

521

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

14

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

14

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	

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	0	0	0	0	0	0	0	

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	19	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/19/2022

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
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	3	3	2	0	0	0	0	0	0	0	0	0	0	8

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	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
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	3	3	2	0	0	0	0	0	0	0	0	0	0	8

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	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	0	0	0	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	22%	55%	56%				36%	52%	57%
ELA Learning Gains	40%						57%	57%	58%
ELA Lowest 25th Percentile	53%						63%	55%	53%
Math Achievement	38%	50%	50%				49%	63%	63%
Math Learning Gains	51%						74%	68%	62%
Math Lowest 25th Percentile	46%						62%	53%	51%
Science Achievement	13%	65%	59%				35%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	25%	51%	-26%	58%	-33%
Cohort Comparison		0%				
04	2022					
	2019	44%	56%	-12%	58%	-14%
Cohort Comparison		-25%				
05	2022					
	2019	38%	52%	-14%	56%	-18%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	60%	-24%	62%	-26%
Cohort Comparison		0%				
04	2022					
	2019	62%	65%	-3%	64%	-2%
Cohort Comparison		-36%				
05	2022					
	2019	46%	60%	-14%	60%	-14%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	48%	-17%	53%	-22%
Cohort Comparison						

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	10	24	40	19	38	38	7				
ELL	24	39	53	48	54	40	25				
BLK	14	38	54	25	41	41	6				
HSP	26	42	47	48	60	58	21				
WHT	32	25		36	46						
FRL	21	40	50	36	51	46	12				

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	10	35	53	14	30	38	5				
ELL	21	26		43	50		16				
BLK	16	25		32	48	64	9				
HSP	23	28	58	46	52		21				
WHT	45			55							
FRL	21	27	56	39	47	47	16				

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	18	44	54	34	74	69	23				
ELL	44	65	65	53	82	76	42				
BLK	24	53	69	35	65	46	22				
HSP	45	61	63	56	80	86	43				
WHT	36			64							
FRL	36	56	60	50	76	65	36				

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)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	8
Percent Tested	99%
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%	1
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	44
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

According to FSA data, all the school grade component areas have decreased significantly over time. There were slight gains in ELA from 2021 to 2022, but the Math and Science areas also decreased from 2021 to 2022. The cohort achievement levels have also decreased over time in all subject areas. There were some subgroups that increased the achievement and learning gains from 2021 to 2022, but the majority of the subgroups decreased from 2021 to 2022. Science achievement has dropped significantly across time.

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

The 5th grade science achievement shows the greatest need for improvement for the 5th grade cohort. ELA Achievement shows the greatest need for improvement across the 3rd, 4th, and 5th grade cohorts. However, mathematics achievement is also significantly low across the 3rd, 4th, and 5th grade cohorts.

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 for the overall decline in ELA 3rd to 5th grade, Mathematics 3rd to 5th grade, and Science 5th grade from the 2019 to the 2021 data results included (1) teacher turnover which resulted in 32 out of 48 teachers hired for the 21-22 school year, many of whom were recruited from out of state or were new to education and did not have the prerequisite knowledge of Sunshine State Standards (2) lack of time allocated by the district to professional development and unwillingness of the teachers to work outside of their union contracted hours on collaborative planning sessions and professional learning communities limited the alignment of tasks and resources needed to plan, deliver, and progress monitor students effectively.

More professional development to build teachers knowledge of the BEST Standards and in-school time for collaborative planning and preparation will need to take place to address the need for improvement.

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

ELA Learning Gains showed the most improvement with a 12% increase from 28% to 40% from the 2021 school year to the 2022 school year, but it was still a significant decline of 17% from the 2019 school year.

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

The ELA Learning Gains increased due to an intensive plan that targeted the identification and support of the large number of students who were below three or more grade level (Tier III) and in danger of falling one or two years below grade level (Tier II).

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

The strategies that will need to be implemented in order to accelerate learning include (1) Increase the amount of in-school base programs for professional development, collaborative planning sessions, and professional learning communities; (2) build teacher capacity and efficacy in high-quality standards based aligned curriculum, instruction, and progress monitoring as per the BEST Standards and FAST assessments;

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.

The professional development opportunities that will be provided at the school to support teachers and leaders include (1) unpacking and understanding of the new BEST Standards for ELA and Math K-5; (2) unpacking and understanding of the NGSSS Science Standards Assessment in 5th grade and the expectations at each of the grade levels from kinder through 5th grade; (3) Standards Based lesson planning, (4) Standards Based lesson delivery; and (5) Alignment of instruction and progress monitoring to the BEST Standards

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

A primary and intermediate teacher resource/coach will be provided in ELA to support teachers with mastery of
the Science of Reading skills needed at each developmental stage of student readers. Incorporate the use of 6 para professionals to provide targeted iReady and phonics intervention to students across grades K-5. We will utilize 2 reading recovery teachers to provided targeted 1 on 1 support to our most struggling 1st grade students to ensure a strong foundation with proficiency in reading prior to 2nd grade. A dedicated Science teacher will be utilized to incorporate Scientific Arts instruction and support hands on science as well as ensure standards aligned instruction with a focus on 3rd-5th grade. A dedicated Math Resource teacher will support an increase in content building in the BEST Standards for Kinder to 5th grade and continue mathematical thinking, fluency, and multi-step problem solving for 2nd through 5th grade through modeling and coaching on the use of the Acaletics math club program. We will target students attendance into our expanded learning opportunity programs (21st Century and Boys & Girls Club). In addition, we will be incorporating a United Way grant that will target (40) 3rd grade students who are below grade level with a ratio of 1 staff to 10 students and a 1 on 1 mentor to work with them on developing reading comprehension skills. We will also incorporate a tiered coaching support to address the needs of our large number of new teachers.

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Beginning with the 2022-23 school year, Florida's statewide standardized assessments in Reading, Writing, and Mathematics will be aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.). The Florida Assessment of Student Thinking (FAST), which includes VPK thought grade 5 in reading and mathematics at the elementary school level, will be administered as a progress monitoring assessment three times a year. In a setting of school turnaround it is critical to incorporate alignment to the new BEST standards and use it as a driving force for planned instructional engagement across all core content areas. The students in each subgroup must have access to aligned, grade level standards both in the core learning environment (Tier I instruction) and while engaging in intervention groups (Tier II and Tier III instruction) across the many departments that service the varying needs of our student population. When teachers are prepared for instructional implementation after carefully incorporating best practices for instructional strategies using an aligned curriculum developed in Collaborative Planning Sessions and Professional Learning Communities (PLC's), the students are more likely to engage in rigorous lessons that deepen their understanding of the standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. As measured by the 2022-2023 Florida Assessment of Student Thinking (FAST) for ELA and Mathematics and the Next Generation of Sunshine State Standards(NGSSS) for 5th grade Science: (a) Proficiency in Science will increase 20% (from 15% to 35%); (b) Proficiency in English Language Arts will increase 18% (from 22% to 40%); and (c) Proficiency in Mathematics will increase 12% (from 38% to 50%). 2. By June 2023, The overall ESSA percentage will increase 2% (from 39%-41%) through a combined improvement in the 4 deficient ESSA subgroups {Students with Disabilities (26%), Black (31%), White (35%), and Economically Disadvantaged (38%)}. 3. By June 2023, 100% of our teacher will be utilizing standards-aligned instructional practices.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this strategy using classroom observations, a review of lesson plans, attendance at grade-level collaborative planning sessions, PLCs, and monthly progress monitoring assessments
Person responsible for monitoring outcome:	Lourdes Gonzalez (gonzalezl@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	An Instructional Leadership Team member will provide instructional modeling and support within the classrooms at each grade level. Additionally, members of the Instructional Leadership Team will present school-wide. Professional Development that is based on current student data. This work is to ensure all students receive consistent and effective standards-based instructional delivery in all academic areas and at all grade levels of the B.E.S.T. and Florida State Standards.

being implemented for this Area of Focus.

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

The first step will be providing Professional Development based on the needs of the teachers. The next step will be for the leadership team to conduct classroom observation. Feedback will be given to the teachers based on the findings of the observation. Monthly progress monitoring of all curricular assessments will be conducted by students and monitored by the leadership team. These assessments for progress monitoring will be created using CFAs and iReady Growth Monitoring Assessments. Data Chats and Professional Learning Communities will be held to share best practices

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.

1. Teachers will participate in collaborative planning sessions grounded in grade-level standards both before and after the students' school day.
2. Highly Effective/effective teachers will facilitate professional development on B.E.S.T.
3. Provide research-based classroom materials and supplies that support student learning in the instructional framework.
4. Check and evaluate that rigorous formative assessments are being used and scored with the common scoring criteria
5. The timeline of for these monitoring steps will start in September and be checked formally during monthly data reviews and during weekly walks
6. Classroom walk through tool with timely feedback will begin during the first two weeks of school. The focus of the walk through will be centered around the following: 1) Is the lesson to the rigor of the standard? 2) Is the lesson on pace with the pacing guide from the district? 3) What are kids being asked to do?

Person Responsible
Lourdes Gonzalez (gonzalezl@manateeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students in grades K-2 will receive direct and explicit instruction on the BEST standards of all areas of reading and writing aligned to the benchmarks of expected student outcomes for their grade level. Additional opportunities for targeted small group instruction and tiered support interventions will be provided based on progress monitoring and running records data. Teachers will integrate writing across all content areas to support on grade level, literacy development.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students in grades 3-5 will receive instruction on the BEST standards for all areas of literacy in reading and writing aligned to benchmarks of expected student outcomes for their grade level. Opportunities for targeted small group instruction and tiered support interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to support on grade level, literacy development.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023, 50% (or greater) of students in K-2 will score proficiency in ELA as measured by state progress monitoring assessments aligned to expected student benchmark outcomes.

Grades 3-5: Measureable Outcome(s)

By May 2023, 50% (or greater) of students in 3-5 will score proficiency in ELA as measured by state progress monitoring assessments aligned to expected student benchmark outcomes.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Schoolwide instructional practices will be monitored through the review of collaborative planning notes, lesson plans, and grade level instructional alignment of standards, tasks, and assignments through formative assessment practices in reading and writing that meet grade level benchmark expectations. The administration will participate in regularly scheduled walkthroughs to monitor instructional transfer from lesson planning through implementation.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Gonzalez, Lourdes, gonzalezl@manateeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Grade-level teams will plan collaboratively using a consistent planning protocol that supports instructional alignment. Teachers will use district-provided materials of Benchmark Advance for CORE reading and writing instruction aligned to the BEST standards. Tiered intervention support will be provided using guided reading materials, and additional programs will be used to provide direct and explicit systematic instruction for more intense interventions. All learning will be progress monitored through STAR Literacy/Reading, FAST, DIBELS for tier 2 and tier 3 interventions, and CORE instruction will be monitored through writing formative assessments and unit assessments aligned to the grade level benchmarks.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The purpose of monitoring the progression of student learning will increase grade-level literacy proficiency. By consistently monitoring student progress toward meeting grade level benchmark expectations, there is a more significant opportunity to improve student growth in reading and writing.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Implement grade-level collaborative planning. Provide professional development for Benchmark Advance, MTSS - A, and progress monitoring protocols, running records, and writing rubrics. Provide ongoing coaching through the site-based instructional coach and district curriculum coordinators. The school's Leadership Team will create a schedule for Planning, PD, and Data Chats to ensure routine planning of effective instruction across all Tiers and analysis of students' response to instruction. The Leadership Team will create an administration walk-through schedule for calibration/coaching walks to build capacity for effective teaching and learning.	Gonzalez, Lourdes, gonzalezl@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.

Continue developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff:
a. Re-appoint a Wellness Champion on the school staff.
b. Engage in ongoing wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition by becoming eligible in 5 out of 6 Assessment Modules.
c.Encourage involvement in wellness efforts via Aetna's Virgin Pulse App and various wellness programs.
Continue to build partnerships with families and community organizations:
a. Increase awareness of school needs via the website, church and community bulletins, the marquee, the school newsletter, and virtual access for participation.
b. Increase parent engagement/learning events to 1 every 9 weeks.

c. Encourage strategic and effective networking with Title 1, our community liaison, and community organizations that service Pinellas County schools through mentoring, financial assistance, and volunteering.
d. Provide wraparound resources to parents at Open House and throughout the year via the students services team.
e. Implement the Parent Support Card
Part

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

Our Community Partnership Cabinet and Operations team will be the primary engine for connecting community stakeholders with teachers and programs at the school. Our primary partners include MCR Health, Children Home Society, University of South Florida, Manatee School District, and Boys & Girls Club. Additional stakeholders include area churches, fine arts organizations, the local teachers, students, parents and other outreach organizations. Each organization supports the school through the use of volunteers, materials, supplies, visiting instructors in the visual and performing arts, collaboration with community resource agencies, and local programs for enrichment in our after school programs