

Manatee County Public Schools

Oneco Elementary School



2022-23 Schoolwide Improvement Plan

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Oneco Elementary School

5214 22ND STREET CT E, Bradenton, FL 34203

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

Demographics

Principal: Nicole Williams

Start Date for this Principal: 8/3/2020

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* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (40%) 2018-19: D (40%) 2017-18: C (44%)
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.

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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Oneco Elementary School

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>78%</p>

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Oneco Elementary School is to advocate and provide a safe environment where families are inspired to achieve success.

Provide the school's vision statement.:

Our vision is to build relationships in order to motivate and educate children to excel in their chosen paths; therefore becoming responsible citizens and contributors to their communities.

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
Williams, Nicole	Principal	The responsibilities and duties as a school principal are to monitor instruction, facilitate school leadership and improvement, support staff and students, collect, analyze, and organize data, monitor implementation of school-wide core and supplemental curriculum, facilitate collaborative planning and professional development. The principal is also responsible for the total operational management of the school and plant operations.
Erikzon, Karen	Assistant Principal	The responsibilities and job duties for the assistant principals are to monitor and participate in the MTSS process, facilitate collaborative planning, collect, analyze, and organize data, support student and staff, monitor school-wide PBIS, monitor instructional and facilitate/lead professional development.
Lehman, Maria	Assistant Principal	The responsibilities and job duties for the assistant principals are to monitor and participate in the MTSS process, facilitate collaborative planning, collect, analyze, and organize data, support student and staff, monitor school-wide PBIS, monitor instructional and facilitate/lead professional development.
	Reading Coach	Reading Coach will support grade level teachers in ELA. Reading Coach will also support teachers in coaching cycles and collaborative planning.

Demographic Information

Principal start date

Monday 8/3/2020, Nicole Williams

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.*

1

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.*

9

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

560

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

9

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

7

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	102	82	108	191	79	79	0	0	0	0	0	0	0	641
Attendance below 90 percent	56	31	46	54	30	22	0	0	0	0	0	0	0	239
One or more suspensions	11	17	15	10	15	25	0	0	0	0	0	0	0	93
Course failure in ELA	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	13	7	1	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	45	41	26	0	0	0	0	0	0	0	112
Level 1 on 2022 statewide FSA Math assessment	0	0	0	36	25	22	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	55	50	40	0	0	0	0	0	0	0	145

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	11	17	15	54	41	30	0	0	0	0	0	0	0	168

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

Date this data was collected or last updated

Thursday 8/4/2022

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	93	86	75	109	76	59	0	0	0	0	0	0	0	498
Attendance below 90 percent	41	25	26	38	26	22	0	0	0	0	0	0	0	178
One or more suspensions	7	12	14	9	11	5	0	0	0	0	0	0	0	58
Course failure in ELA	0	0	0	50	18	7	0	0	0	0	0	0	0	75
Course failure in Math	0	0	0	51	27	37	0	0	0	0	0	0	0	115
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	7	62	46	75	43	50	0	0	0	0	0	0	0	283

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	7	22	26	54	28	40	0	0	0	0	0	0	0	177

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	15	0	0	0	0	0	0	0	0	0	15
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	93	86	75	109	76	59	0	0	0	0	0	0	0	498
Attendance below 90 percent	41	25	26	38	26	22	0	0	0	0	0	0	0	178
One or more suspensions	7	12	14	9	11	5	0	0	0	0	0	0	0	58
Course failure in ELA	0	0	0	50	18	7	0	0	0	0	0	0	0	75
Course failure in Math	0	0	0	51	27	37	0	0	0	0	0	0	0	115
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	7	62	46	75	43	50	0	0	0	0	0	0	0	283

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	7	22	26	54	28	40	0	0	0	0	0	0	0	177

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	15	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%	55%	56%				24%	52%	57%
ELA Learning Gains	47%						43%	57%	58%
ELA Lowest 25th Percentile	49%						49%	55%	53%
Math Achievement	42%	50%	50%				44%	63%	63%
Math Learning Gains	50%						57%	68%	62%
Math Lowest 25th Percentile	50%						39%	53%	51%
Science Achievement	18%	65%	59%				24%	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	26%	51%	-25%	58%	-32%
Cohort Comparison		0%				
04	2022					
	2019	26%	56%	-30%	58%	-32%
Cohort Comparison		-26%				
05	2022					
	2019	19%	52%	-33%	56%	-37%
Cohort Comparison		-26%				

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	56%	65%	-9%	64%	-8%
Cohort Comparison		-36%				
05	2022					
	2019	39%	60%	-21%	60%	-21%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	22%	48%	-26%	53%	-31%
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	14	44	56	30	48	37					
ELL	23	52	55	43	54	63	10				
BLK	19	42		31	40	46	23				
HSP	26	49	55	42	53	58	10				
MUL	40			50							
WHT	35	42		53	57						
FRL	25	45	46	43	53	50	18				
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	16	24	30	30	38						
ELL	18	35		42	56		32				
BLK	22	41		49	59		23				
HSP	24	36		44	56		33				
WHT	43	50		59	70		64				
FRL	25	34	33	48	62	69	34				
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	8	30	44	23	45	36	24				
ELL	18	45	42	38	54	50	18				
BLK	13	43	40	36	50	27					
HSP	22	40	38	40	52	35	21				
MUL	30			50							
WHT	43	54		65	79		69				
FRL	21	43	53	41	57	34	22				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
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	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	43
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	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	47
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	41
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?

With a focus on Math instruction, there is an increase in proficiency (49%), overall learning gains (59%), and lowest quartile (60%). Our SWD and Black/African American students score below grade level in ELA and Math. Although there's an increase in ELA proficiency, we will continue closing the learning gap in ELA core content through writing across content areas and evidence-based interventions. Our students in these subgroups underperformed in ELA, math, and science during the 2021-2022 school year.

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

Our greatest needs are for improvement in ELA growth and proficiency and science proficiency. We will focus on ELA content and integrate science content into the core block. The factors contributing to the decline in explicit science instruction across grade levels are preparation and below-grade level performance in literacy weakened by gaps in instruction due to pandemic-related attendance over the 20-21 and 21-22 school years.

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 included attendance rates due to pandemic-related issues, consistency in explicit instruction related to staff vacancies, unavailable support staff including instructional coach and resource teachers needed to provide classroom coverage, and gaps in science instruction across grade levels. The new action will be presented in renewed efforts to facilitate standards-based collaborative planning, intentional small group support, deliberate and actionable progress monitoring to provide formative feedback, regularly scheduled data chats with grade levels, and planning to target learning gaps.

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

Learning gains for 3rd-grade retained students in both ELA and math, learning gains and proficiency increases for grades 3rd-5th in math.

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

Maintaining the math club structure in providing differentiated spiral exposure of math standards of frontloading and review were provided through Acaletics including monthly progress monitoring and adjusted groups provided targeted support and annual standards achievement monitoring.

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

Learning acceleration schedules will be implemented through data-based targeted instructional interventions and district-based curriculum pacing to provide students with an accelerated learning pathway to achievement. Acceleration teachers will be district trained and provide ongoing support, progress monitoring, and performance-based assessments to improve learning outcomes.

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.

School and district leaders will provide ongoing support with curriculum pacing and materials, progress monitoring, and district team collaboration opportunities to facilitate the greatest impact on student learners. The acceleration process will facilitate real-world experiential learning and performance-based investigative assessment opportunities. The school district has developed a plan to provide supporting teachers and school leaders to develop and sustain learning practices to provide impactful acceleration.

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

Staff will continue building capacity for improvement by engaging in the new BEST standards, new curriculum materials adopted by the district, and purposeful collaboration and data-based decision-making to drive instruction and improve learning outcomes for all students. Professional development, instructional coaching, facilitated standards-based collaborative planning, and deliberate support will improve student engagement, ownership, and accountability for staff and students.

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.

Classroom instruction will require an alignment to grade-level BEST standards and an adaptation to new district-adopted curriculum resources. Grade-level teams will participate in facilitated weekly/bi-weekly collaborative data-driven planning sessions that align to expected student outcomes with the BEST standards benchmarks providing standards-aligned instruction. Instructional planning will include specific ELA and math planning protocols facilitated by the administration and reading coach to deliver quality planning outcomes for transferable planning to practice instructional outcomes to target student learning goals. Benchmarks must be aligned to the implementation of instruction and student tasks. Benchmark alignment is the driving force for planned instructional engagement in all content areas as students learn through collaborative structures. Students in each subgroup must have access to aligned, grade-level benchmarks in core learning and invention groups that meet the varying needs of our student population. When teachers plan with intention and purpose for instructional implementation, students are more likely to engage in rigorous lessons that deepen their understanding of the benchmarks. This increases the level of learning. When lesson implementation and student tasks are aligned with the benchmarks, they are more engaged in collaborative learning. They will retain the level of learning necessary to make gains and achieve proficiency. Administration and reading coach facilitating standards-based collaborative planning will guide planning to discuss how instruction will be delivered explicitly, how they will assess for understanding, and how they will transfer planning to practice. The coach will mentor and strengthen the teacher's efficacy through targeted coaching and support.

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

By November 10th, 2022, 100% of the instructional staff will be tiered for support and coaching cycles as identified through lesson planning transfer and administrative walks through data.

By November 10th, 2022, instructional staff identified for tier 2 support will be identified. These teachers will completed coaching cycles and routine additional follow-up planning sessions with the reading coach by February 2023.

By May 2023, the reading coach will provide tiered teacher support through coaching cycles to all instructional staff identified for coaching support as identified through administrative walk-through data and explicit "look fors"

By May 2023, 50% of students will score proficient in ELA, Mathematics, and Science as measured by state progress monitoring assessments aligned to grade level expectations.

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

The administrative team will participate in and monitor grade-level collaboration discussions, review weekly lesson plans for implementation, and provide ongoing feedback on post-planning outcomes.

The administrative team will monitor the transfer of written plans to expected student outcomes.

The administrative team will calibrate their observations from targeted "Look Fors" to identify support and coaching needs.

The administrative team will monitor a common configuration board modeled by the coach to ensure the lesson essential questions are written and displayed to reflect the alignment of student tasks and benchmarks.

The administrative team will monitor the evaluation of student work samples used for collaborative planning and data chats.

Evidence of coaching cycles will be monitored to transfer new learning and support through walk thoughts.

The reading coach will monitor the progress of implemented new learning through the coaching cycle.

Person responsible for monitoring outcome:

Nicole Williams (williamsn@manateeschools.net)

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

The instructional leadership team including the administration and reading coach, will facilitate and participate in following collaborative planning protocols to align the student with the instructional strategies, student tasks, and formative assessments. The ILT will review lessons for evidence of the alignment and implementation of plans and conduct weekly walkthroughs to observe classroom students' tasks for alignment to grade level benchmarks. Data will be collected and analyzed for tiered support, district benchmark assessments, running records, and common assessments. Implementation of the district-provided curriculum with supplemental materials for core/differentiated instruction. Ongoing monitoring of classroom instruction with corrective feedback ensures instructional implementation with the fidelity of evidence-based strategies and core/supplemental curriculum occurs daily.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy.

The purpose of ensuring alignment in students' tasks to the benchmarks routinely will allow for schoolwide developmental progression across grade levels. Students will need to have rigorous tasks aligned to the appropriate grade-level benchmarks and will provide more consistent evidence of individual student growth monitoring.

Describe the resources/criteria used for selecting this strategy.

Reading Coach and administration to ensure implementation and sustainability through classroom look fors (walks). Collecting this data will allow opportunities for coaching that will impact professional growth and instruction. As a result, there will be an increase in student achievement.

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.

Targeted walk-through "Look Fors" will be established through a schedule by the ILT. The ILT will solicit teacher feedback on what "Look Fors" should look like during a walk-through. The ILT will conduct scheduled walks based on established criteria and calibrate their observations on data collected through weekly forms created for each area of focus. ILT and teachers will participate in weekly facilitated collaborative planning using protocols for ELA, math, and science. Planning will be facilitated by the administration or reading coach. ILT will conduct monthly data chats. Administration will monitor instruction through calibration walks and lesson plans. Monthly progress data monitoring will include all staff. The ILT will monitor instruction through lesson reviews and scheduled walkthroughs for targeted "look fors," and calibration walks. Walk-through data and evaluated student work samples will be used to provide specific feedback and help make instruction decision in planning. The reading coach will participate in and implement the HIITS "Learning to Read" coaching professional development plan. Teachers will submit their lesson plans on the Schoology platform. Lesson plans will be reviewed, and the ILT will provide feedback.

Person Responsible Nicole Williams (williamsn@manateeschools.net)

#2. Positive Culture and Environment specifically relating to Positive Behavior and Supports

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

School data indicates a need for student and staff support relating to the development of the whole child, including life skills, positive behavior and character education. A total of 457 referrals were submitted for students in grades K-5 in the 2020-2021 school year. Over 50% of referrals were submitted for aggressive behaviors. These behaviors impede the learning process of students. There is also a lack of professional development and consistency implementing school-side expectations and procedures. There is a need for a Behavior Tech on campus daily in order to provide additional support to staff and students.

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

Reduce the number of discipline referrals by 30% or more as measured by discipline data in FOCUS by May 2023.

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

Monthly state of the school meeting will take place to identify students and monitor student needs. Cougar Cash will be monitored by Student Support Specialist and Behavior Tech. Ongoing monitoring of classroom structures to support PBIS, SPARK/CHAMPS, and Life Skills will be collected to provide support by Behavior Tech, Student Support Specialist, and School Counselors.

Person responsible for monitoring outcome:

Maria Lehman (lehmanm@manateeschools.net)

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

Review report cards quarterly, Class Dojo, agendas, positive recognition of students, community circles or morning meetings, and FOCUS data will be used to adjust strategies of implementation of the PBIS system. SPARK/CHAMPS protocols will be implemented school-wide, and classroom teachers will facilitate daily check-ins and morning meeting protocols. The Behavior Tech and Student Support Specialist will collaborate and support classroom teachers in building classroom communities through positive recognition and support. School guidance counselors will provide regularly scheduled character development lessons. The MTSS process will be used to track student behaviors and provide behavioral interventions as needed.

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Regular and consistent use of PBIS response protocols and SPARK/CHAMPS management strategies will promote a positive classroom environment and improve the classroom and school community. A school-wide emphasis on positive behavior and character development will provide opportunities for sustainable learning for the whole child. Community circles promote positive relationships with students and teachers as a proactive strategy to improve classroom and campus behavior.

Describe the 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.

Schoolwide PBIS and district SPARK training. Classroom teachers will build positive relationships with students by implementing community circles. Behavior Tech will support student learning and positive behavior in the classrooms. Behavior Tech will monitor redirect, model, teach, and practice positive response model.

Person

Responsible

Maria Lehman (lehmanm@manateeschools.net)

#3. Positive Culture and Environment specifically relating to Parent and Family Engagement

Area of Focus Description and Rationale:

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

Studies provide evidence that more engaged families directly lead to more successful learning outcomes for students. The home and school connection support and reinforces the whole child's learning experiences.

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

By May 2023, parent engagement will increase by 10% as evidence of parent participation in school events, SAC and evening events, parent feedback through surveys, and communication through agendas, phone calls, and classroom APPS such as Class Dojo and Remind.

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

Parent sign-in sheets, teacher phone call logs, agendas, surveys, meeting notes with parental input, and parent event night feedback will be used to monitor parent participation.

Person responsible for monitoring outcome:

Karen Erikzon (erikzonk@manateeschools.net)

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

Creating positive relationships with families through phone calls and agendas, inviting them to family event nights, SAC, surveys, and positive interactions on campus will increase parent engagement.

Rationale for Evidence-based Strategy:

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

Establishing a positive relationship with parents and families will increase parent engagement in school and will promote whole child learning experiences and positive academic learning outcomes.

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.

Invite parents to informational nights, SAC meetings, and event nights. Provide ongoing communication and resources for parents to understand the new BEST standards, FAST testing, and schoolwide news. Provide school-to-home resources for how parents can help their students at home. School/classroom newsletters, homework, surveys, and class communication APPS will support student learning and communication.

Person Responsible

Karen Erikzon (erikzonk@manateeschools.net)

Invite parents to informational nights, SAC meetings, and event nights. Provide ongoing communication and resources for parents to understand the new BEST standards, FAST testing, and schoolwide news. Provide school-to-home resources for how parents can help their students at home. School/classroom newsletters, homework, surveys, and class communication APPS will support student learning and communication.

Person Responsible

Karen Erikzon (erikzonk@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 provide ongoing formative growth data.

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 provide ongoing formative growth data and student evidence for teachers to participate in consensus evaluations of student expected outcomes.

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% 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% 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.

Williams, Nicole, williamsn@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. Â§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 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
<p>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 Reading Coach will be established. Reading Coach will participate in and implement the HIITS "Learning to Read" coaching professional development plan. Grade level teams will establish an assessment schedule based on district-provided pacing guides to provide evidence for student-driven data chats and an administration walk-through schedule established for calibration walks to identify coaching needs and trends to support improvement. The United Way partnership will provide trained paraprofessional support for literacy development in first grade.</p>	<p>Williams, Nicole, williamsn@manateeschools.net</p>
<p>Participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction. Implement the Decision-Trees from the Comprehensive Evidenced-based Reading Plan for reading intervention instruction.</p>	

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.

Building a positive school culture and environment will start with the administration. School administration will motivate staff and students by continuing to incorporate a school theme of "One Team, One Goal!" to build positive relationships with staff, students, parents, families, and the community. The school community will be celebrated throughout the year through positive affirmations, student/staff recognition, PBIS, and character development initiatives. Staff participated in a summer book study of *The Energy Bus* by Jon Gordon, followed by a professional development opportunity. Ongoing support will build capacity for schoolwide team support. Parent Liaison and Graduation Enhancement Technician will work with families, community business partners, and the community to increase involvement and build stronger relationships. The Parent Liaison will promote, communicate, and encourage stakeholders to participate in school activities.

Oneco will participate in the new district MTSS B protocols designed to focus on schoolwide tier I behavior support initiatives followed by a decision-making system of providing additional tier 2 support to continue to develop a positive school climate.

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

All school stakeholders will play a role in promoting a positive culture and environment at school. Stakeholders are expected to respond to students in a positive manner and participate in PBIS and CHAMPS protocols. Staff and students are encouraged to celebrate each other and promote self-care to maintain a positive environment for the betterment of the school community.