Manatee County Public Schools

Myakka City Elementary School

2022-23 Schoolwide Improvement Plan

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Myakka City Elementary School

37205 MANATEE AVE, Myakka City, FL 34251

https://www.manateeschools.net/myakka

Demographics

Principal: Carol Ricks

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
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* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: B (58%) 2018-19: A (69%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Manatee County School Board on 10/25/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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https://www.manateeschools.net/myakka

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	No	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Myakka City Elementary School is to provide the Myakka City community with a safe environment where the entire community can thrive academically, emotionally, and socially.

Provide the school's vision statement.

The vision of Myakka City Elementary School is to become a community partnership school that grows lifelong readers, leaders, and achievers.

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
Ricks, Carol	Principal	1. Manage and administer the instructional program so as to ensure all students the opportunity to learn. 2. 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. 3. Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. 4. Provide for the articulation of the school's instructional program among school personnel. 5. Facilitate a program of family and community involvement. 6. Provide leadership and direction for all aspects of the school's operation. 7. Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders. 8. Build teams to accomplish plans, goals, and priorities. 9. Facilitate and coordinate the development of the School's Improvement Plan. 10. Initiate programs and organize resources to carry out the School Improvement Plan. 11. Provide recognition and celebration for student, staff, and school accomplishments.
Bickel-Perry, Elizabeth	Assistant Principal	1. Assist in developing, implementing, and evaluating instructional programs and activities at the assigned school. 2. Assist the Principal in providing atmosphere conducive to learning and teaching. 3. Assist in coordinating the selection and acquisition of instructional materials and equipment. 4. Assist in coordinating all testing programs at the school. 5. Assist the Principal in supervising and evaluating school-based personnel. 6. Assist with the development and implementation of an effective staff development program. 7. Assist the Principal in implementing the induction program for beginning teachers. 8. Assist in overseeing programs for student with identified special needs, e.g., ESE, ESOL, and 504. 9. Assist with development and implementation of the School Improvement Plan. 10. Assist in developing and implementing family and community involvement programs and initiatives such as business partnerships. 11. Support and assist in implementing the school's Student services plan and program. 12. Demonstrate initiative and a proactive orientation to fulfilling performance responsibilities and seeking

Name	Position Title	Job Duties and Responsibilities
		solutions to problems and concerns. 13. Analyze student performance data as a basis for curriculum improvement and staff development needs. 14. Assist in managing student accounting and attendance procedures. 15. Facilitate problem-solving by individuals and groups. 16. Collaborate with school and District personnel in planning and implementing District initiatives. 17. Demonstrate commitment to and support for the vision and mission of the District and school. 18. Assist in developing and implementing positive public relations for the school.
Rivero, Heather	Administrative Support	1. Assist in the development of guidelines for proper student conduct, disciplinary policies, and procedures that ensure a safe and orderly environment. 2. Design short-and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents and community agencies. 3. Maintain comprehensive files on each student requiring disciplinary action and maintain records for adults. 4. Complete investigative and due-process procedures to include disciplinary action consistent with District Code of Student Conduct. 5. Collect, review, and analyze discipline data. Implement strategies with parents, students, and teachers to facilitate student behavior change. 6. Use relevant student information, i.e., Individual Education Plan (IEP), as an integral part of recommendations for suspension and expulsion. 7. Recognize indicators of disruption of the orderly conduct of the school and implement strategies. 8. Participate as a member of school educational planning and staffing teams to determine student placement or to develop assistance plans. 9. Provide guidance to and instruction for teachers in the implementation of discipline policies and school safety, with training provided as needed. 10. Assist administration to communicate through meetings and written material, information that will keep staff, students, and parents informed of disciplinary policies and procedures. 11. Counsel individual students and, when necessary, make appropriate recommendations for testing, guidance, psychological counseling, or community services.
Veldkamp, Debbie	School Counselor	1. Provide personal counseling to students 2. Provide group counseling when need arises 3. Assist students who are experiencing attendance problems. 4. Impart crises intervention skills when need arises. 5. Assist students with special needs according to LRE, IEP and 504 guidelines. 6. Assist teachers with problem solving and interventions. 7. Serve as IST Chairperson. 8. Recognize indicators of student distress or abuse and take appropriate

Name	Position Title	Job Duties and Responsibilities
		steps. 9. Serve as an advocate for students.
Hennessy-Seguin, Megan	Reading Coach	1. Models for teachers by instructing students at least 51% of the instructional time. 2. Provides specialized instruction and assessment strategies to teachers through demonstration and modeling. 3. Facilitates the review, evaluation, and integration of reading resources. 4. Acquaints teachers with successful and innovative strategies for classroom instruction and assessment. 5. Provides information about materials and resources. 6. Works with the district Curriculum Specialist for Reading to promote the district reading initiatives. 7. Collaborates with other departments, schools/districts to emphasize balanced literacy. 8. Remains current through study and discussion of professional literature, membership in professional organizations and attendance. 9. Performs other related duties to promote literacy as necessary and as assigned. 10. Assists reading assessment of individual students as needed. 11. Serves as MTSS Coordinator to plan & coordinate Reading Interventions & Progress Monitoring
Burton, Leslie	Teacher, K-12	1. Establish short- and long-range goals based on student needs and District and state curriculum requirements. 2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. 3. Plan and prepare lessons which are meaningful and engaging. 4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. 5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. 6. Assist in assessing changing curricular needs and plans for improvement. 7. Maintain a positive, organized and safe learning environment. 8. Manage time, materials and equipment effectively. 9. Instruct and supervise the work of volunteers and aides when assigned. 10. Establish and maintain effective and efficient record keeping procedures. 1 1. Use effective student behavior management techniques. 12. Assist in enforcement of school rules, administrative regulations and School Board policies. 13. Develop effective assessment strategies to assist the continuous development of students. 14. Interpret data for diagnosis, instructional planning and program evaluation. 15. Establish appropriate testing environment and test security. 16. Demonstrate knowledge and understanding of subject matter content. 17. Apply principles of learning and effective teaching in instructional

Name	Position Title	Job Duties and Responsibilities
		delivery. 18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. 19. Use appropriate strategies and techniques to enhance critical thinking skills in students. 20. Apply appropriate instructional modification for students with special needs. 21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class. 22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. 23. Provide instruction on safety procedures and proper handling of materials and equipment. 24. Use appropriate materials, technology and resources to help meet learning needs of all students. 25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process. 26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community. 27. Collaborate with other professionals and parents after recognizing student distress or abuse. 28. Collaborate with peers to enhance the instructional environment. 29. Assist others in acquiring skills and knowledge in specific areas of responsibility. 30. Engage in a continuing quest for personal growth through inservice, classes and study. 31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. 32. Model professional and ethical conduct when dealing with students, peers, parents and the community. 33. Perform and fulfill all professional responsibilities. 34. Prepare all required reports and maintain all appropriate records. 35. Support school improvement initiatives by active participation in school activities, services and programs. 36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification. 37. Perform other duties and responsibilities as assigned by the principal. 38. Demonstrate the appropriate level of accomplished practices.
Piper, Faith	Teacher, K-12	1. Establish short- and long-range goals based on student needs and District and state curriculum requirements. 2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. 3. Plan and prepare lessons which are meaningful and engaging. 4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. 5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. 6. Assist in assessing changing curricular needs and plans for improvement.

Name	Position Title	Job Duties and Responsibilities
		7. Maintain a positive, organized and safe learning environment.

7. Maintain a positive, organized and safe learning environment.
8. Manage time, materials and equipment effectively.
9. Instruct and supervise the work of volunteers and aides when assigned.
10. Establish and maintain effective and efficient record keeping procedures. 1
1. Use effective student behavior management techniques.
12. Assist in enforcement of school rules, administrative regulations and School Board policies.
13. Develop effective assessment strategies to assist the continuous development of students.
14. Interpret data for diagnosis, instructional planning and program evaluation.
15. Establish appropriate testing environment and test security.
16. Demonstrate knowledge and understanding of subject matter content.
17. Apply principles of learning and effective teaching in instructional delivery.
18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. 19. Use appropriate strategies and techniques to enhance critical thinking skills in students.
20. Apply appropriate instructional modification for students with special needs.
21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class. 22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
23. Provide instruction on safety procedures and proper handling of materials and equipment.
24. Use appropriate materials, technology and resources to help meet learning needs of all students.
25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
27. Collaborate with other professionals and parents after recognizing student distress or abuse.
28. Collaborate with peers to enhance the instructional environment.
29. Assist others in acquiring skills and knowledge in specific areas of responsibility.
30. Engage in a continuing quest for personal growth through inservice, classes and study.
31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
32. Model professional and ethical conduct when dealing with students, peers, parents and the community. 33. Perform and fulfill all professional responsibilities.
34. Prepare all required reports and maintain all appropriate records.
35. Support school improvement initiatives by active participation in school activities, services and programs. 36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.

Name	Position Title	Job Duties and Responsibilities
		37. Perform other duties and responsibilities as assigned by the principal. 38. Demonstrate the appropriate level of accomplished practices.
Yates, Nikki	Teacher, K-12	1. Establish short- and long-range goals based on student needs and District and state curriculum requirements. 2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. 3. Plan and prepare lessons which are meaningful and engaging. 4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. 5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. 6. Assist in assessing changing curricular needs and plans for improvement. 7. Maintain a positive, organized and safe learning environment. 8. Manage time, materials and equipment effectively. 9. Instruct and supervise the work of volunteers and aides when assigned. 10. Establish and maintain effective and efficient record keeping procedures. 1 1. Use effective student behavior management techniques. 12. Assist in enforcement of school rules, administrative regulations and School Board policies. 13. Develop effective assessment strategies to assist the continuous development of students. 14. Interpret data for diagnosis, instructional planning and program evaluation. 15. Establish appropriate testing environment and test security. 16. Demonstrate knowledge and understanding of subject matter content. 17. Apply principles of learning and effective teaching in instructional delivery. 18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. 19. Use appropriate strategies and techniques to enhance critical thinking skills in students. 20. Apply appropriate instructional modification for students with special needs. 21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class. 22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. 23. Provide instruction on safety procedures and proper handling of materials and equipment. 24. Use appropriate materials, technology and resources to help meet learning needs of all students. 25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process. 26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community. 27. Collaborate with other professionals and parents after recognizing student distress or abuse.

Name	Position Title	Job Duties and Responsibilities
		28. Collaborate with peers to enhance the instructional environment. 29. Assist others in acquiring skills and knowledge in specific areas of responsibility. 30. Engage in a continuing quest for personal growth through inservice, classes and study. 31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. 32. Model professional and ethical conduct when dealing with students, peers, parents and the community. 33. Perform and fulfill all professional responsibilities. 34. Prepare all required reports and maintain all appropriate records. 35. Support school improvement initiatives by active participation in school activities, services and programs. 36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification. 37. Perform other duties and responsibilities as assigned by the principal. 38. Demonstrate the appropriate level of accomplished practices.
Wood, Beth	Instructional Media	1. Assist administrative and instructional staff in the implementation of the curriculum. 2. Collaborate with teachers in the design of instructional units and lessons. 3. Maintain and extend the library collection in accordance with the school's needs and within budget limitations. 4. Assist students and teachers in the use of instructional materials and instructional technology. 5. Support teachers and students with the integration of a full range of literacy skills (information, research, media, visual, digital, and technological literacy). 6. Foster a culture for inquiry and love of literature. 7. Serve as an integral member of school leadership team(s). 8. Promote and advocate for the library media program. 9. Contribute to the development of district plans for curriculum, instructional materials, and instructional technology. 10. Demonstrate knowledge of literature and current trends in library media practice and information technology. 11. Establish goals for the library media program appropriate to the setting and the students served. 12. Assist users with the laws for copyright, fair use, and licensing of intellectual property, 13. Assist with instruction related to digital footprints and internet safety. 14. Establish and maintain library procedures. 15. Plan, prepare and administer the budget for the media program. 16. Supervise, evaluate and coordinate all staff assigned to the media program. 17. Develop a plan to evaluate the library media program. 18. Engage in district and school professional development. 19. Work cooperatively within the educational community. 20. Perform other professional duties as assigned by the principal.

Name	Position Title	Job Duties and Responsibilities
Moreau, Maya	Other	1. Provide Program Support: Consult with school personnel in the delivery and analysis of diagnostic assessments for determining the English language proficiency levels of students in listening, speaking, reading and writing. 2. Provide Program Support: Collaborate with school personnel in maintaining appropriate documentation of ESOL instruction, services and student records to comply with local, state, federal and related policies, procedures and laws. 3. Provide Program Support: Collaborate with guidance counselors, teachers and other school personnel in scheduling and conducting parent/teacher conferences related to EL progress and providing awareness activities for school faculties. 4. Provide Program Support: Consult with teachers, guidance counselors and administrators to select and schedule ELs into appropriate educational courses to meet their social and developmental needs and in determining the eligibility of ELs referred for staffing. 5. Provide Program Support: Ensure that oral and written communication with families of ELs, is in their heritage language when feasible. 6. Provide Program Support: Serve as a member of the school-based ELL Committee, attend and support ESOL Parent Leadership Council, and Parent and District Advisory Council meeting. 7. Provide Coaching: Analyze and evaluate data related to EL progress, and coach personnel in data-based decision-making for progress monitoring and academic enhancement. 8. Provide Coaching: Assess, facilitate and model various ESOL strategies to address language development, academic achievement, and differentiated instructional needs for ELs, ensuring the delivery of comprehensible instruction and assessment development to all levels of ELs English proficiency. 9. Provide Coaching: Collaborate with Language Arts, Developmental Language Arts through ESOL, Reading, content area and teachers of elective courses in planning and delivering appropriate instruction for ELs. 10. Provide Coaching: Plan with the ESOL bilingual paraprofessional to establish a schedule for providing instructional and heritage language support to ELs within the classroom setting. 11. Provide Coaching: Pursue professional growth opportunities through reading, workshops, seminars, conferences, membership in appropriate professional organizations, and advanced course work. 12. Provide Coaching: Conduct monthly professional learning offerings specific to supporting instruction of ELs. 13. Provide Student Support: Push in to classrooms to provide small group instruction for language development and academic achievement. 14. Provide Student Support: Pull out ELs for targeted intervention in vocabulary and English language development. 15. Provide Student Support: Meet with ELs and their parents to discuss progress monitoring and to set goals for continued progress. 16. Provide Student Support: Coordinate the articulation for ESOL students moving from one grade level to another and monitor the progress of ELs in the transition from elementary to middle and to high school. 17. Provide Student Support: Progress monitor ELs to ensure ongoing

Name	Position Title	Job Duties and Responsibilities
		academic success. 18. Provide Student Support: Meet with students and mentor ELs at risk to ensure academic progress.
York, Jennifer	Teacher, ESE	1. Establish short- and long-range goals based on student needs and District and state curriculum requirements. 2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. 3. Plan and prepare lessons which are meaningful and engaging. 4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. 5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. 6. Assist in assessing changing curricular needs and plans for improvement. 7. Maintain a positive, organized and safe learning environment. 8. Manage time, materials and equipment effectively. 9. Instruct and supervise the work of volunteers and aides when assigned. 10. Establish and maintain effective and efficient record keeping procedures. 11. Use effective student behavior management techniques. 12. Assist in enforcement of school rules, administrative regulations and School Board policies. 13. Develop effective assessment strategies to assist the continuous development of students. 14. Interpret data for diagnosis, instructional planning and program evaluation. 15. Establish appropriate testing environment and test security. 16. Demonstrate knowledge and understanding of subject matter content. 17. Apply principles of learning and effective teaching in instructional delivery. 18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. 19. Use appropriate strategies and techniques to enhance critical thinking skills in students. 20. Apply appropriate instructional modification for students with special needs. 21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class. 22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. 23. Provide instruction on safety procedures and proper handling of materials and equipment. 24. Use appropriate materials, technology and resources to help meet learning needs of all students. 25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process. 26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community. 27. Collaborate with other professionals and parents after recognizing

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		student distress or abuse. 28. Collaborate with peers to enhance the instructional environment. 29. Assist others in acquiring skills and knowledge in specific areas of responsibility. 30. Engage in a continuing quest for personal growth through inservice, classes and study. 31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. 32. Model professional and ethical conduct when dealing with students, peers, parents and the community. 33. Perform and fulfill all professional responsibilities. 34. Prepare all required reports and maintain all appropriate records. 35. Support school improvement initiatives by active participation in school activities, services and programs. 36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification. 37. Perform other duties and responsibilities as assigned by the principal. 38. Demonstrate the appropriate level of accomplished practices.

Demographic Information

Principal start date

Monday 7/1/2019, Carol Ricks

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.*

3

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.*

3

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

305

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

5

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

8

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	51	48	40	57	50	43	0	0	0	0	0	0	0	289
Attendance below 90 percent	13	28	25	36	19	23	0	0	0	0	0	0	0	144
One or more suspensions	1	3	0	2	7	6	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	6	2	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	4	1	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	12	6	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	3	7	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	13	24	12	16	12	6	0	0	0	0	0	0	0	83

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	6	8	14	14	7	0	0	0	0	0	0	0	49

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	1	1	10	12	3	0	0	0	0	0	0	0	27
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
Monday 8/29/2022

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	44	44	54	60	44	45	0	0	0	0	0	0	0	291
Attendance below 90 percent	2	4	4	3	4	3	0	0	0	0	0	0	0	20
One or more suspensions	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	4	2	7	1	1	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	7	10	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	5	10	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	9	6	9	37	8	8	0	0	0	0	0	0	0	77

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	15	18	9	16	6	9	0	0	0	0	0	0	0	73

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	2	3	2	12	1	0	0	0	0	0	0	0	0	20
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	44	44	54	60	44	45	0	0	0	0	0	0	0	291
Attendance below 90 percent	2	4	4	3	4	3	0	0	0	0	0	0	0	20
One or more suspensions	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	4	2	7	1	1	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	7	10	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	5	10	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	9	6	9	37	8	8	0	0	0	0	0	0	0	77

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	15	18	9	16	6	9	0	0	0	0	0	0	0	73

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	2	3	2	12	1	0	0	0	0	0	0	0	0	20
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	47%	55%	56%				63%	52%	57%
ELA Learning Gains	64%						65%	57%	58%
ELA Lowest 25th Percentile	70%						59%	55%	53%
Math Achievement	52%	50%	50%				79%	63%	63%
Math Learning Gains	61%						81%	68%	62%
Math Lowest 25th Percentile	59%						71%	53%	51%
Science Achievement	52%	65%	59%				63%	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	60%	51%	9%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	68%	56%	12%	58%	10%
Cohort Comparison		-60%				
05	2022					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	49%	52%	-3%	56%	-7%
Cohort Comparison		-68%				

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	67%	60%	7%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	82%	65%	17%	64%	18%
Cohort Comparison		-67%				
05	2022					
	2019	74%	60%	14%	60%	14%
Cohort Comparison		-82%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	57%	48%	9%	53%	4%
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	4	33		16	60	55					
ELL	39	66	70	47	50	60	40				
HSP	40	68	67	42	54	64	53				
WHT	52	61		58	65		54				
FRL	43	68	73	46	58	62	44				

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	45	55	28	38	31	14				
ELL	29	50	50	45	50	36	15				
HSP	32	52	50	48	52	33	23				
WHT	66	63		73	71		74				
FRL	35	43	57	52	56	41	28				

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	22	58		33	83	80					
ELL	41	55	55	79	95		20				
HSP	39	63	55	79	100						
WHT	70	67		77	71		78				
FRL	53	64	54	73	83	77	56				

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)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	53
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	55
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	58
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	56
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?

3rd Grade ELA Proficiency dropped from 50% in 20-21 SY to 29% in 21-22. SWD ELA Proficiency dropped from 16% in 20-21 to 4% last school year. Overall 3-5 ELA Proficiency dropped from 50% to 47%, ELA Learning gains increased by 7%, and ELA L25 increased by 10%. Math Proficiency dropped from 61% to 52%, Math Learning Gains were somewhat stable with a 1% drop, Math L25 increased by 19% from 44% to 59%, and our Science Proficiency increased by 6% from 46% to 52%.

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

Our greatest need for improvement is ELA Proficiency particularly with our rising 4th graders and students retained in 3rd grade. In addition, our SWD proficiency needs improvement.

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: Poor student attendance due to COVID/quarantine, etc.; Lack of foundational reading skills for the 21-22 3rd Graders (1st Grade Students during 19-20 school closures); Staffing changes in the ESE classroom; Language Barriers; Disruptive behavior/poor classroom management

New Actions: Attendance Goal Setting/Celebration quarterly; IST review monthly of student attendance; Brag Tags/Goal Setting to increase student motivation; Professional Development on Science of Reading and student engagement strategies; Push-In support during small group instruction; Self-Contained students mainstreamed for core instruction; Qualified ESE/VE teacher

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

ELA Learning gains increased by 7% and ELA L25 increased by 10%. Math L25 increased by 19% from 44% to 59%, and our Science Proficiency increased by 6% from 46% to 52%.

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

New Actions/Contributing Factors: Small Class size for 21-22 3rd Grade retainees with ESE certified teacher and full-time para; Acaletics 3rd-5th; Ag. Science Program with Ag. Science being added to Specials rotation along with an additional 60 minutes a week of "Lab" time in STEM and Ag for 3rd-5th grade students; CHAMPS/PBIS implementation schoolwide; After-school tutoring L25 from Feb-May

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

Accelerated Math Core Instruction in 3rd & 4th Grade; ELA Acceleration during WIN ("What I Need" Intervention Time) for 3rd-5th grade, First in Math 1st-4th, SuccessMaker K-2; Before/After-School Enrichment Clubs

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: "First Days of School"-Harry Wong Book Study for new teachers led by Student Support Specialist; "Science of Reading" & Benchmark Advance PD, SIPPS Intervention Training; First in Math/Success Maker; Acaletics; CHAMPS/Project SPARK; Woz Ed Science; Foundational Literacy K-5; Coaching Academy (Reading coach); Reading & Writing Connection K-5; Data Driven Instruction K-5; An Introduction to Vocabulary Development & Instruction K-5

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

Admin fidelity walks to monitor implementation of Tier 1 instruction with fidelity; Myakka Civic/Community Center volunteers to assist primary classrooms during ELA; Individualized Quarterly Student Goals in ELA/Math/Behavior/Attendance- with a Quarterly Celebration if 3 out of 4 goals met; Staff & Student Brag Tags to increase motivation and effort; Collaborative Planning facilitated by Reading Coach weekly; Professional Development focused around SIP 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.**	ELA proficiency has declined since 2019. ELA proficiency was 63% in 2019 and only 47% in 2022. 29% proficiency in 3rd Grade is the primary area of concern along with only 4% ELA proficiency for our SWD. Though our demographics have shifted since 2019 due to the addition of approximately 100 ESOL/Migrant students and learning has been impacted by school closures, our ELA proficiency is behind district and state performance.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	After completion of the 3rd ELA FAST Assessment for the 22-23 School Year, K-5 students will demonstrate 61% ELA proficiency on the 22-23 SY ELA FAST assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress on this area of focus will be monitored by MTSS/Progress Monitoring data, K-2 Running Records, Quarterly Benchmark Assessments, I-Ready lesson progress, and Benchmark Advance Unit Assesssments.
Person responsible for monitoring outcome:	Megan Hennessy-Seguin (hennessyseguinm@manateeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence Based Strategies: -Accelerated Reader (1st-5th) -SIPP Intervention Materials -SRA Corrective Reading -Imagine Learning -i-Ready -Literacy Footprints (K-1) -After School Tutoring -MobyMax Differentiated Learning Program for VE/SC and 3rd Grade ESE students -I-Ready Tools for Instruction -Scaffolded Instruction of On-Level Text -Literacy Footprints (K-1) -Brag Tags (Behavioral Economics/Student Motivation)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The strategies listed above will help our students develop a love of reading, receive reading interventions specific to individual needs/learning gaps, and receive high-quality evidence based instruction focused on the "Science of Reading".

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.

Accelerated Reader Professional Development/Goal Setting/Progress Monitoring

Person Responsible   Beth Wood (woodb@manateeschools.net)

Professional Development on SIPPS/Benchmark Advance/"Science of Reading/SRA/Foundational Literacy/Reading & Writing Connections/Data Driven Instruction/Vocabulary Development and Instruction K-5

Person Responsible   Megan Hennessy-Seguin (hennessyseguinm@manateeschools.net)

Collaborative Planning and Coaching Cycles with Teachers K-5

Person Responsible   Megan Hennessy-Seguin (hennessyseguinm@manateeschools.net)

Monitor student progress and usage of Imagine Learning

Person Responsible   Maya Moreau (hart2m@manateeschools.net)

Monitor student performance & growth on I-Ready

Person Responsible   Elizabeth Bickel-Perry (bickel-perryb@manateeschools.net)

Plan & Implement After-School Tutoring Program for Non-Proficient Readers

Person Responsible   Heather Rivero (riveroh@manateeschools.net)

#2. 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.**	ELA proficiency and Learning Gains have declined since 2019 for the SWD subgroup. SWD ELA proficiency was 22% in 2019, 16% in 2021, and only 4% in 2022. SWD ELA Learning Gains have dropped from 58% in 2019, 45% in 2021, to 33% in 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	After completion of the 3rd ELA FAST Assessment for the 22-23 School Year, 20% of SWD students will demonstrate ELA proficiency on the 2022-2023 ELA FAST Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress on this area of focus will be monitored by MTSS/Progress Monitoring data, K-2 Running Records, Quarterly Benchmark Assessments, I-Ready lesson progress, and Benchmark Advance Unit Assessments, and Monitoring of IEP goals.
Person responsible for monitoring outcome:	Jennifer York (yorkj@manateeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence Based Strategies: -Inclusion/ESE Push-In Co-Teaching Support -Professional Development on "Science of Reading", SIPPS, and Effective Reading Instruction -SRA Corrective Reading -After-School Tutoring -MobyMax Differentiated Learning Program for VE/SC and 3rd Grade ESE students -I-Ready Tools for Instruction -Brag Tags (Behavioral Economics/Motivation)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The strategies listed above will help our SWD students become familiar with on-level text and develop strategies to help them read with success along with training teachers on effective reading instruction/interventions.

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.

Inclusion Support/Schedule

Person Responsible	Carol Ricks (ricksc@manateeschools.net)

Monitor IEP goals/achievement/progress

Person Responsible	Jennifer York (yorkj@manateeschools.net)

#3. 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.**	Math Proficiency has declined significantly since 2019. Though this drop is likely related to demographic shift and school closures, additional measures need to be taken to prevent further falls and improve math proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	After completion of the 3rd Math FAST Assessment for the 22-23 School Year, 65% of our K-5 students will demonstrate math proficiency on the 2022-2023 Math FAST Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FAST Progress Monitoring, Acaletics Scrimmages, Envision Unit Assessments, Benchmark Assessments, SuccessMaker, & First in Math
Person responsible for monitoring outcome:	Heather Rivero (riveroh@manateeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence Based Strategies: -Acaletics (3-5) -SuccessMaker (K-2) -First in Math (1st-5th) -Number Talks/Problem of the Day
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Due to frequent absences over the last two school years, our students have many gaps in their math knowledge. The strategies listed above will help address these gaps in instruction and allow for students to reach math proficiency.

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.	

Implement and monitor Acaletics Professional Development, Acaletics Progress Wall in Cafe (Scrimmage Progress), Acaletics/First in Math/SuccessMaker progress and Brag Tags (Behavioral Economics), Monitor interventions and progress monitoring

Person Responsible	Elizabeth Bickel-Perry (bickel-perryb@manateeschools.net)

#4. Positive Culture and Environment specifically relating to Student Motivation & Effort	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	When reviewing the FSA Results, many students that were previously identified as "proficient" on other measures scored a Level 1 or 2 on Math/ELA FSA--leading to a decline in proficiency. The ILT discussed possible causes for this and the common trend in conversation was student motivation/pride in their work. The ILT researched "Behavioral Economics" and developed a "Brag Tag/Student Goal Setting" plan to help improve student pride.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The 22-23 school grade will improve from 58% to 62%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress Towards Outcome will be monitored at ILT Meetings by reviewing the following: -Individualized Quarterly Goal Setting Sheet (Teacher Review/Admin discussions and check-ins) -Accelerated Reader -Attendance Rates -Behavior Referrals -Unit Assessments & Progress Monitoring
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	-Behavioral Economics (Brag Tags) awarded for meeting specific criteria for assessments, classroom assignments, behavior, etc. (If you.............then you.................) -Take 10 Life Skills Instruction -Project Spark Districtwide Initiative -Enrichment Clubs (Before & After School) -Positive Behavior Supports -Goal Setting/Quarterly Celebrations/Brag Tags -Student Data Binders -Morning Meetings
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	All of the above is based on research that shows student motivation/effort impacts academic success. We are in Year 2 of schoolwide CHAMPS/PBIS implementation. Common language schoolwide and clear expectations will help eliminate lost learning time. Utilization of a behavioral economic system schoolwide with frequent monitoring will help students monitor their success.

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 Assembly introducing the new Behavioral Economics/Brag Tag System

Quarterly Goal Setting Sheets & Student Goal Setting/Data Binders

Teacher Goal Setting Posters Shared to Model Setting/Monitoring Goals

Quarterly Goal Achievement Celebrations

Brag Tags Awarded for student growth, effort, and the "3 Be's: Be Respectful, Be Responsible, Be A Motivated Mustang)

CHAMPS/PBIS Fidelity Walks

Take 10 Life Skills Monthly Trait w/ Brag Tag for Students Consistently Demonstrating

Weekly Morning Meeting Topics

Person Responsible Heather Rivero (riveroh@manateeschools.net)

Take 10 Life Skills Lessons and Morning Meeting Topics shared schoolwide

Person Responsible Debbie Veldkamp (veldkampd@manateeschools.net)

Professional Development in Take 10 Life Skills, Project SPARK, and CHAMPS/PBIS

Person Responsible Heather Rivero (riveroh@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

Based on reading achievement levels in K-2 (K=65% proficient, 1= 72%, 2 = 60%) and overall in grades K-5 (61% proficiency), our 22-23 focus is on student achievement in ELA focusing primarily on Tier One instruction with appropriate push-in supports during small group rotations. In an effort to align school and district initiatives, we will utilize the strengths of our School Literacy Leadership Team by setting up strategic times for collaborative planning, and on-going support with evidenced based instructional plans aligned to B.E.S.T ELA standards. School Literacy Leadership members will participate in Train- the -Trainer Opportunities building capacity in the areas of Tier 1 instruction and implementing a new streamlined approach bridging MTSS A and MTSS B (CHAMPS).

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

Reading proficiency levels in grades 3 (52%), 4 (53%), and grade 5 (64%) indicate the need for more training, coaching, and support with ELA. With 57% of our intermediate teachers being new to MCES, it is imperative we provide collaborative planning time and professional development opportunities to build capacity and strengthen core evidenced-based instruction. The district will be providing various trainings such as Reading and Writing Connections, Literacy Practice Profiles, Data Driven Instruction, and Science of Reading. Our School Literacy Leadership members participate in Train-the-trainer opportunities to support teachers with Tier One implementation and additional resources/support for more intensive instruction in executing effective remediation, interventions, and acceleration. Our RAISE efforts are in alignment with district initiatives and our school provides differentiated support based on data and trends when looking at various areas (referrals, attendance, progress monitoring, grades...) potentially impacting student success.

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)

The tools used to monitor the trajectory of school improvement initiatives for grades K-5 will be implementation and analysis of MTSS/Progress Monitoring data, K-2 Running Records, Quarterly Benchmark Assessments, I-Ready lesson progress, and Benchmark Advance Unit Assessments.

Grades 3-5: Measureable Outcome(s)

The tools used to monitor the trajectory of school improvement initiatives for grades K-5 will be implementation and analysis of MTSS/Progress Monitoring data, K-2 Running Records, Quarterly Benchmark Assessments, I-Ready lesson progress, and Benchmark Advance Unit Assessments.

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.

Our Instructional Leadership Team and MTSS Members will meet quarterly to discuss student performance on quarterly benchmarks and intervention progress. These data driven discussions will be the basis of collaborative planning sessions and work during this time, will be reflected in the submission of evidenced-based lesson plans with heavy emphasis on re-teaching specific standards, small group differentiated instruction, and fluid intervention groupings.

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

Ricks, Carol, ricksc@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?

Our ELA curriculum partially meets overall expectations according to Ed Reports, in the areas of reading which is why it is important that teachers supplement instruction with more effective methods such as, Literacy Footprints in grades K-2. This curriculum shows strong evidenced-based results in fluency and overall reading achievement at the foundational level (Ed Reports). In grades 3-5, our students need more exposure to rigorous questioning and thinking. In an effort to supplement core instruction, our staff will be using iReady Toolkit. According to Impact Evaluation of iReady Diagnostic and Instruction Implementation of Reading effect sizes, it shows strong evidence in overall reading when used as an intervention in grades 4-9. With this knowledge, we know that our third graders will need additional support using Literacy Footprints to build a solid foundation in order to comprehend and access high order thinking skills, striking a healthy alignment with B.E.S.T standards.

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?

Yes, these evidence-based practices and programs identify the need of our students and the proven record of effectiveness is appropriate for our target population.

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
Our Literacy Leadership Team will participate in on-going professional development to build capacity and support Tier One instruction. Quarterly data meetings will drive collaborative planning sessions and evidence of discussion outcomes will be reflected in lesson plans and walks. Based on observations, our school's literacy coach and literacy leadership team will engage in targeted, data-driven coaching cycles where its effectiveness will be evidenced in quarterly benchmark data, progress monitoring assessments, and teacher's professional development practices and active participation (PDP).	Ricks, Carol, ricksc@manateeschools.net
Based on Teachers' Professional Development Goals (PDP), not only will students be celebrated, but so will teachers. In an effort to live up to this year's theme, "Saddle Up for Success," it is important that we model goal setting and goal achievement for our students. Teacher goals are posted outside of doors and brag tags/ribbons are awarded to teachers reaching those goals based on their student data. Teacher Brag Tag wall measures participation and areas of growth. This is our school's way of motivating staff members and holding them accountable for overall school growth and student success.	
In an effort to align RAISE goals with district initiatives, we will hold teachers accountable for strategic growth in ELA, by hosting the following trainings... Literacy Practice Profiles Reading and Writing Connection K-5 Science of Reading Data-Driven Instruction K-5	Bickel-Perry, Elizabeth, bickel-perryb@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.

Myakka City Elementary School supports the needs of the entire child by implementing high quality instruction and interventions driven by data that is available to all. CHAMPS is implemented schoolwide to provide a common language and consistent expectations throughout the campus. Students set individual goals each quarter focused on reading, math, behavior, and attendance. Brag Tags are awarded when students demonstrate extra effort and motivation. ClassDojo is utilized to keep the lines of communication open between school and home and help reduce the language barriers between spanish speaking families and the school with the translation tool. Morning meetings are held in every classroom to set the tone for the day and build positive relationships in the classroom community.

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

Debbie Veldkamp, School Counselor (Morning Meeting & Take 10 Life Skills Coordinator)
Heather Rivero, Student Support Specialist (CHAMPS, Brag Tag, Goal Setting Celebrations)
Betsy Bickel-Perry (Social Media Coordinator & Class Dojo Coordinator)
Carol Ricks (Oversee all of above)