

Manatee County Public Schools

Marjorie G. Kinnan Elementary School



2022-23 Schoolwide Improvement Plan

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Marjorie G. Kinnan Elementary School

3415 TALLEVAST RD, Sarasota, FL 34243

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

Demographics

Principal: Melissa Porco

Start Date for this Principal: 7/11/2022

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)	78%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: C (48%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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Marjorie G. Kinnan Elementary School

3415 TALLEVAST RD, Sarasota, FL 34243

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

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	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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.

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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.

Our mission at Kinnan is to foster success for all children, their families and the community by encouraging high academic standards in a positive, safe environment through hard work, personal responsibility, respect for others, honesty and cooperation.

Provide the school's vision statement.

Our vision is to improve achievement in reading, writing, math, science and build relationships and wellness for all.

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
Mungillo, Wendy	Principal	
Campbell, Beth	Assistant Principal	
Velez, Arlene	Administrative Support	
Horsting, Candance	School Counselor	
Liming, Alane	Reading Coach	
Kanai, Kazuki	Teacher, K-12	ESOL Resource Teacher and ESOL compliance.

Demographic Information

Principal start date

Monday 7/11/2022, Melissa Porco

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

494

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.

3

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	66	53	74	84	96	83	0	0	0	0	0	0	0	456
Attendance below 90 percent	23	16	21	15	27	24	0	0	0	0	0	0	0	126
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	25	40	0	0	0	0	0	0	0	0	65
Level 1 on 2022 statewide FSA Math assessment	0	0	0	29	13	0	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	0	26	25	40	0	0	0	0	0	0	0	0	91

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

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

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

Wednesday 8/24/2022

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	59	82	82	105	87	86	0	0	0	0	0	0	0	501
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	59	82	82	105	87	86	0	0	0	0	0	0	0	501
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	55%	55%	56%				52%	52%	57%
ELA Learning Gains	69%						48%	57%	58%
ELA Lowest 25th Percentile	66%						46%	55%	53%
Math Achievement	58%	50%	50%				52%	63%	63%
Math Learning Gains	66%						51%	68%	62%
Math Lowest 25th Percentile	57%						46%	53%	51%
Science Achievement	53%	65%	59%				39%	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	57%	51%	6%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	48%	56%	-8%	58%	-10%
Cohort Comparison		-57%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	45%	52%	-7%	56%	-11%
Cohort Comparison		-48%				

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	58%	60%	-2%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	48%	65%	-17%	64%	-16%
Cohort Comparison		-58%				
05	2022					
	2019	46%	60%	-14%	60%	-14%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	48%	-12%	53%	-17%
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	35	60	63	38	56	60	33				
ELL	39	61	54	45	64	67	29				
ASN	86			100							
BLK	55	67		70	60						
HSP	47	65	56	49	68	57	46				
WHT	61	71	77	60	65	60	62				
FRL	49	69	70	50	66	64	47				

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	23	25		43	47		12				
ELL	39	41	50	49	55	75	24				
ASN	81			88			40				
BLK	42			65							
HSP	47	43	42	53	54	77	31				
WHT	57	46		72	73		67				
FRL	47	30	21	57	54	65	29				
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	24	44	50	37	47	45	25				
ELL	37	45	38	42	52	55	28				
ASN	63	58		79	67						
BLK	38	43		38	29						
HSP	46	46	43	45	48	54	26				
WHT	60	53	64	59	60	33	52				
FRL	45	48	49	45	48	49	36				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
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	65
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	59
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?

Reading Achievement overall went up from 51% to 55%.
Math Achievement overall dropped from 62% to 58%.
Science Achievement went up from 41% to 53%.

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

Current 4th grade needs improvement in ELA (43%) and Math (37%).

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

Last year 3rd grade did not teach Acaletics which stresses skill based practice. This year 3rd, 4th, and 5th grades will use Acaletics during a set aside Math Club time outside of the regular Math block. Third and fourth will also include an acceleration class for higher achieving students.

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

Science

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

STEM teacher incorporated 5th grade Science lessons during the specials rotation.

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

In the master schedule an additional hour for ELA called Power Hour will be set aside across grade levels K-5. For Math, the use of the Acaletics during Math Club time and acceleration during the Math block is required for 3rd and 4th grades. Protecting instructional time. Regular reflection on student progression data at monthly team meetings.

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.

District provides acceleration training as well as materials such as Document Based Questions (DBQ) Projects. Train teachers on understanding FAST progress monitoring data to adjust instruction as well as deeper use of the Acaletics program as it refers to review and reteach.

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

District is providing additional ELL support through afterschool tutoring.

Due to 3rd grade reading proficiency results, there will be additional support as a RAISE school to address that deficiency.

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.

Looking at data from last year's second graders (this year's 3rd graders) there is a need for improvement. Additionally, this year's 4th graders (last year's 3rd graders) scored below 50% in ELA (43%) indicating a need for focus on achievement in these two grade levels.

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

ELA Proficiency will improve overall by 5% as measured by the 2023 May FAST test results.

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

Monthly ongoing progress monitoring meetings will be held with teachers to review student data and discuss interventions.
 Review and analyze FAST Progress monitoring data to adjust instruction.
 New administration to conduct weekly walkthroughs and classroom visits to determine professional development and coaching needs.

Person responsible for monitoring outcome:

Wendy Mungillo (mungillow@manateeschools.net)

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

District curriculum maps and guides will be closely followed and monitored.
 Daily remediation for students below proficiency.
 Using student achievement data to drive instruction.

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

Fidelity in all areas will result in increased proficiency.
 Benchmark Advance, New B.E.S.T. Standards, Accelerator Reading, Imagine Learning for ELLs, iReady, Literacy Footprints and SIPPS.

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.

Accelerator Reader - to encourage and reward independent grade level reading.

Person Responsible

Alane Liming (liminga@manateeschools.net)

Implementation of an additional hour of ELA instruction called Power Hour. This time allows for teachers to provide Tier 2 and Tier 3 strategies 5 days a week. This allows for high achieving students to receive accelerated instruction using the DBQ project based program.

Person Responsible

Wendy Mungillo (mungillow@manateeschools.net)

#2. Instructional Practice specifically relating to Math

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

Looking at data from last year's second graders (this year's 3rd graders) there is a need for improvement. Additionally this year's 4th graders (last year's 3rd graders) scored below 50% in Math (47%) indicating a need for focus on achievement in these two grade levels.

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

Math Proficiency will improve overall by 5% as measured by the 2023 May FAST test results.

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

Monthly ongoing progress monitoring meetings will be held with teachers to review student data and discuss interventions.
Review and analyze FAST Progress monitoring data to adjust instruction.
New administration to conduct weekly walkthroughs and classroom visits to determine professional development and coaching needs.

Person responsible for monitoring outcome:

Wendy Mungillo (mungillow@manateeschools.net)

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

District curriculum maps and guides will be closely followed and monitored.
Daily remediation for students below proficiency.
Using student achievement data to drive instruction.

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

Fidelity in all areas will result in increased proficiency.
Envision, New B.E.S.T. Standards, Acaletics in 3rd, 4th, and 5th, acceleration classes for 3rd and 4th grades.

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.

Implementation of Acaletics in the 3rd Grade this year.
4th and 5th Grades continue Acaletics.
All Acaletics taught during the Math Club block of time.

Person Responsible

Beth Campbell (campbelb@manateeschools.net)

Acceleration groups in the Math block for 3rd and 4th Grades.

Person Responsible

Wendy Mungillo (mungillow@manateeschools.net)

STEM afterschool club on Tuesdays and Thursdays.

Person Responsible

Wendy Mungillo (mungillow@manateeschools.net)

#3. Instructional Practice specifically relating to Science

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

Although proficiency increased from 41% to 53% in science the goal this year is to reach 60% proficiency.

Measurable Outcome:

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

Science Proficiency will improve overall by 5% as measured by the 2023 May SSA science test results.

Monitoring:

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

Monthly ongoing progress monitoring meetings will be held with 5th grade teachers to review student data and discuss interventions.
Review and analyze District Science Benchmark progress monitoring data to adjust instruction.
New administration to conduct weekly walkthroughs and classroom visits to determine professional development and coaching needs.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

District curriculum maps and guides will be closely followed and monitored.
Using student achievement data to drive instruction.

Rationale for Evidence-based Strategy:

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

Fidelity in all areas will result in increased 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.

STEM afterschool club on Tuesday and Thursdays.

Person Responsible

Wendy Mungillo (mungillow@manateeschools.net)

Increase Science related reading in 5th Grade.

Person Responsible

Wendy Mungillo (mungillow@manateeschools.net)

No description entered

Person Responsible

[no one identified]

#4. Positive Culture and Environment specifically relating to Positive Behavior Supports**Area of Focus Description and Rationale:**

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

Although student discipline referral counts are not indicative of a high need area to reduce (70-2020-2021 and 89 - 2021-2022), but due to the isolation from the COVID pandemic it is necessary to focus positive behavior supports.

With the district implementation of SPARK and CHAMPS, aligning specific schoolwide expectations and providing a more positive practice to reward appropriate behaviors is needed.

Measurable Outcome:

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

By January 2023, a school wide behavior support plan will be implemented to include schoolwide rewards, awards, CHAMP expectations in all common areas and teacher training on behavioral planning and documentation.

Monitoring:

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

Monthly SPARK committee meetings will collect baseline behavioral data to begin monitoring before and after implementation results.

Person responsible for monitoring outcome:

Wendy Mungillo (mungillow@manateeschools.net)

Evidence-based Strategy:

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

CHAMPS and PBIS

Rationale for Evidence-based Strategy:

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

District implementation of PBIS and CHAMPS.

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 schoolwide CHAMP procedures in all common areas on campus ie: hallways, cafeteria, specials, and playground.

Person Responsible

Wendy Mungillo (mungillow@manateeschools.net)

Implement a schoolwide tangible quick reward ie: Comet Cash. Create a menu of awards to be earned each month. One passive schoolwide reward and one schoolwide event reward.

Person Responsible

Wendy Mungillo (mungillow@manateeschools.net)

Provide behavioral support training to teachers to assist them in collecting data and developing behavior plans for specific students.

Person Responsible

Wendy Mungillo (mungillow@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

Using ongoing progress monitoring assessments to drive instruction and reteaching.

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

Using ongoing progress monitoring assessments to drive instruction and reteaching.

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, 60% of Kindergarten, 1st and 2nd grade students will be proficient as measured by the FAST state assessment.

Grades 3-5: Measureable Outcome(s)

By May 2023, 60% of 3rd, 4th, and 5th grade students will be proficient as measured by the FAST state assessment.

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.

TCT (Teacher Collaborative Teams) and ILT (Instructional Leadership Team) along with weekly district support and administrative walkthroughs and observations will ensure the evaluating and monitoring will be consistent and ongoing.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Mungillo, Wendy, mungillow@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?

Implementation of Benchmark Advance Reading Program with ongoing teacher training.

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?

District selected materials and professional development offerings.

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
Literacy Leadership - Twice a month the (ILT) Instructional Leadership Team will meet to discuss assessment data and support structures for teachers in the ELA block. ILT and administrators will meet with grade level Teacher Collaborative Teams monthly to discuss student data and progress. Administrators meet weekly with Executive Director to discuss progress.	Mungillo, Wendy, mungillow@manateeschools.net
Literacy Coaching - Literacy Coach will attend district sponsored coaching academies through out the year and share new knowledge with teachers.	Liming, Alane, liminga@manateeschools.net
Assessment - Grade level assessments as well as district assessments will be analyze to drive instruction on a monthly basis.	Mungillo, Wendy, mungillow@manateeschools.net
Professional Learning - Professional Learning Communities will be formed to determine which evidenced based strategies that our successful for students at Kinnan.	Mungillo, Wendy, mungillow@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.

Kinnan uses CHAMPS to create organized procedures throughout the school. This year a committee will be formed to develop a Positive Behavior Support environment. Kinnan has an active PTO that supports the school with programs and monetary contributions.

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

Teachers promote a positive culture in the classroom and through out the school. The PTO and parent volunteers promote a positive culture through their ongoing support with many schoolwide activities such as Fall Festival and Winter Carnival. Kinnan is fortunate to have many business partners who contribute in various ways for a positive environment at school.