

Manatee County Public Schools

G D Rogers Garden Bullock Elementary



2022-23 Schoolwide Improvement Plan

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G D Rogers Garden Bullock Elementary

515 13TH AVE W, Bradenton, FL 34205

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

Demographics

Principal: Michael Escorcia

Start Date for this Principal: 8/23/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (47%) 2018-19: C (51%) 2017-18: D (38%)
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 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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G D Rogers Garden Bullock Elementary

515 13TH AVE W, Bradenton, FL 34205

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">93%</p>

School Grades History

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

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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.

District Mission Statement:

Manatee County Public Schools will educate and develop all students today for their success tomorrow.

Rogers Garden-Bullock Mission Statement:

We are committed to academic excellence and equity for every student in every classroom every day to ensure their success in our society.

By June 2023, 50% of the students will score satisfactory in ELA, Mathematics and Science measured by state assessments through grade level standard based learning experiences.

Provide the school's vision statement.

District Vision Statement:

Manatee County Public Schools will be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

Rogers Garden-Bullock Vision Statement

Our students will be successful in both academics and behavior so that they can create and accomplish goals for their future. They will use restorative practices to learn how to deal with their emotions so that it doesn't hinder their success.

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
Escorcia, Michael	Principal	
Britto, Rebecca	Assistant Principal	
Keats, Krista	Assistant Principal	
Mitchell, Jennifer	Reading Coach	
Boyd, Regina	School Counselor	
Wilson, Carolyn	Graduation Coach	
English, Cristen	Dean	
Aviertt, Kristina	Dean	

Demographic Information

Principal start date

Tuesday 8/23/2022, Michael Escorcia

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

0

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

0

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

502

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

18

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

15

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	73	82	73	105	81	72	0	0	0	0	0	0	0	486
Attendance below 90 percent	25	38	31	35	33	37	0	0	0	0	0	0	0	199
One or more suspensions	0	2	7	8	45	32	0	0	0	0	0	0	0	94
Course failure in ELA	0	0	0	6	17	3	0	0	0	0	0	0	0	26
Course failure in Math	0	0	0	10	15	7	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	64	33	33	0	0	0	0	0	0	0	130
Level 1 on 2022 statewide FSA Math assessment	0	0	0	44	36	32	0	0	0	0	0	0	0	112
Number of students with a substantial reading deficiency	0	0	0	64	33	33	0	0	0	0	0	0	0	130
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	1	2	15	19	7	0	0	0	0	0	0	0	45

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	29	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/6/2022

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	57	83	73	104	84	74	0	0	0	0	0	0	0	475
Attendance below 90 percent	8	13	13	11	9	8	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	22	38	74	29	38	0	0	0	0	0	0	0	201

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	2	4	8	0	0	0	0	0	0	0	14

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	18	0	0	0	0	0	0	0	0	0	18
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	57	83	73	104	84	74	0	0	0	0	0	0	0	475
Attendance below 90 percent	8	13	13	11	9	8	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	22	38	74	29	38	0	0	0	0	0	0	0	201

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	2	4	8	0	0	0	0	0	0	0	14

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	18	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%	55%	56%				32%	52%	57%
ELA Learning Gains	50%						54%	57%	58%
ELA Lowest 25th Percentile	64%						61%	55%	53%
Math Achievement	41%	50%	50%				54%	63%	63%
Math Learning Gains	65%						74%	68%	62%
Math Lowest 25th Percentile	53%						58%	53%	51%
Science Achievement	27%	65%	59%				26%	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	19%	51%	-32%	58%	-39%
Cohort Comparison		0%				
04	2022					
	2019	49%	56%	-7%	58%	-9%
Cohort Comparison		-19%				
05	2022					
	2019	25%	52%	-27%	56%	-31%
Cohort Comparison		-49%				

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	47%	60%	-13%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	58%	65%	-7%	64%	-6%
Cohort Comparison		-47%				
05	2022					
	2019	49%	60%	-11%	60%	-11%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	48%	-23%	53%	-28%
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	20	37		29	50	20	18				
ELL	24	59	62	39	63	44	22				
BLK	26	49		33	73	75	26				
HSP	27	52	52	42	58	32	23				
MUL	45			55							
WHT	18			60							
FRL	28	50	62	41	68	52	26				
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	26	44		26	31		21				
ELL	21	42		23	24		14				
BLK	24	37		31	21		18				
HSP	26	47		28	29	20	18				
MUL	55			45							
WHT	32			35							
FRL	29	45	64	32	26	25	18				
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	28	57	57	44	66	46	28				
ELL	24	52	62	56	80	69	11				
BLK	23	43	50	45	74	63	16				
HSP	31	57	63	54	77	59	20				
MUL	29			64							
WHT	70	83		75	75		70				
FRL	30	53	59	54	74	53	25				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	46
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	47
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	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
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?

The trends that emerge from grade levels are that 3rd, which is our 4th grade now is our lowest group in both ELA and math proficiency. All grade levels were below 40% proficiency in ELA and below 46% proficiency in Math. ELA proficiency is lower than math proficiency at all grade levels. The lowest subgroup was SWD (Students with Disabilities) and the highest subgroup was Multicultural in ELA and White was the highest subgroup in Math. ELL groups had the highest learning gains in ELA and the highest subgroup for learning gains in Math was Black.

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

The greatest need for improvement would be our now 4th graders in both ELA and Math. We also have a high need to improve all the ELA proficiency and bring up their proficiency in Math. The greatest need for improvement in ELA proficiency in ELA was our subgroup White, and the greatest need for improvement of the subgroups in Math is SWD.

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

The contributing factors for this need of improvement would be the proficiency achievements in Math, ELA, and Science scores. Also, the proficiency achievements by subgroups was another contributing factor for the need for improvement. A new action is to identify our bubble students and offer tiered interventions to support them. Also, pull out of those groups to get tutoring in the subject that they need to improve to be able to be proficient.

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

From last years FSA data 3rd grade had the most improvement in learning gains and Lowest Quartile in ELA. In Math from FSA results 3rd grade had most improvement in learning gains and 5th grade showed the most improvement in Lowest quartile in Math. From the subgroups ELL has the highest learning gains in ELA and the subgroup of Black had the highest learning gain in Math,

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

The Academy Model for retained 3rd grade students ensured remedial instruction for grade level standards and a provided multiple opportunities for differentiated instruction.

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

In order to accelerate learning we have to be able to progress monitor on a continuous basis. We have to look at how the students are performing and take a proactive approach on how and when to push in to support or what students need to be pulled out for individual support and tracking. ELA and Math acceleration courses are assigned to students that demonstrate proficiency and need accelerated learning opportunities.

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.

We will take a needs assessment that will help teachers focus on their own individual needs in their classrooms. That will help the teachers be able to select the professional develop that they need to help their students find success in their classroom. Student achievement data is used to assist teachers in differentiating instruction to meet the unique students' needs through small group instruction.

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

We will providing professional development twice a month to support teachers with the tools they will need to be successful in their classroom. We will be having DATA chats that will help with our progress monitoring of our students in all grade levels. We will be providing after school tutoring in both ELA and Mathematics to support students that are behind all 2 - 5th grade. We will also have collaborative planning with all grade levels to ensure that teachers are implementing grade level standards with best practices in their classrooms.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and

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

In analyzing our data we identified the need for increasing the proficiency in both ELA and Math for all of our students and subgroups. With the implementation of a new ELA Benchmark Curriculum, new acceleration initiatives in both ELA and Math, and new writing standards. This area of focus is needed to build teacher capacity for effective implementation of Tier I instruction with new standards and new instructional materials.

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

By May 2023, at least 50% of students in K-2/3-5 will score proficiency in ELA and Math as measured by state progress monitoring assessment aligned to B.E.S.T.

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

Instructional practices and implementation of new curriculum will be monitored through the review of collaborative planning notes, lesson plans, and grade level alignment of standards, tasks, and formative assessments in reading, and Math. A yearlong calendar of Data Chats and PD will support implementation of B.E.S.T. and new Benchmark Advance. MTSS is the systemic evaluation of instructional efficacy across all Tiers. Regularly scheduled walkthroughs will promote feedback practices and build teacher capacity for standards-based instruction and effective use of instructional materials.

Person responsible for monitoring outcome:

Michael Escorcim (escorcim@manateeschools.net)

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

Grade-level teams will plan collaboratively using a consistent planning protocol that supports instructional alignment. Teachers will use district-provided materials of Benchmark Advance for CORE reading and writing instruction aligned to B.E.S.T., and Math through Envision with the set pacing guide provided by the District. Tiered intervention support will be provided using guided reading materials, and additional programs will be used to provide direct and explicit systematic instruction for more intense interventions. All learning will be progress-monitored through DIBELS for tier 2 and tier 3 interventions, and CORE instruction will be monitored through writing formative assessments and unit assessments aligned to the grade level benchmarks.

for this Area of Focus.

Rationale for Evidence-based Strategy:

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

The purpose of monitoring and implementing responsive instruction is to ensure the progression of student learning and increase grade-level literacy and mathematics proficiency. By consistently monitoring student progress toward grade level mastery, there is a more significant opportunity to improve student growth in reading, math and writing.

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.

Create and sustain a yearlong calendar of weekly collaborative planning sessions for ELA, Math, and Science to effectively plan standards/benchmarks-based instruction utilizing all new instructional materials for ELA and Math.

Person Responsible Cristen English (englishc@manateeschools.net)

Create and sustain a yearlong calendar of Data Chats to routinely monitor students' response to instruction to plan effective remediation and intervention.

Person Responsible Jennifer Mitchell (mitchell5j@manateeschools.net)

Create a walk-through classroom observation schedule to monitor implementation of instructional plans. Feedback will be provided following classroom observation and PD/Coaching sessions. The Danielson teacher evaluation process will also be utilized to provide specific feedback across the domains.

Person Responsible Michael Escorcim (escorcim@manateeschools.net)

In review of a variety of student performance data and classroom observations, a calendar of professional development and coaching will support areas in need of improvement and new teachers at RGB. Data reviews will support differentiating instruction for "bubble kids" through small groups and after school tutoring. Data sources include: i-Ready reading, District Benchmark Assessments, Running Records, FAST PM, Benchmark Unit Assessments, ACALETICS, and enVision assessments.

Person Responsible Michael Escorcim (escorcim@manateeschools.net)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

#3. 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.

In analyzing our data we identified the need for increasing the proficiency in Math for our subgroup, students with disabilities, as they fell below 41%.

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

By May of 2023 Students With Disabilities with increase their math proficiency to at least 41% as measured by state progress monitoring assessment aligned to B.E.S.T.

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

Instructional practices and implementation of new curriculum will be monitored through the review of collaborative planning notes, lesson plans, and grade level alignment of standards, tasks, and formative assessments in Math. A yearlong calendar of Data Chats and PD will support implementation of B.E.S.T Standards. We will monitor through First in Math and monthly Acaletics data.

Person responsible for monitoring outcome:

Michael Escorcim (escorcim@manateeschools.net)

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

Grade-level teams will plan collaboratively using a consistent planning protocol that supports instructional alignment. Teachers will implement Acaletics and First in Math programs with fidelity.

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

Acaletics and First in Math are national programs that have proven to show increase in math proficiency if implement with fidelity.

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.

Create and sustain a yearlong calendar of weekly collaborative planning sessions for Math to effectively plan standards/benchmarks-based instruction utilizing the programs.

Person Responsible

Michael Escorcim (escorcim@manateeschools.net)

Teachers will participate in on-going professional development with an Acaletics trainer. This will help with the fidelity of the program.

Person Responsible

Michael Escorcim (escorcim@manateeschools.net)

Monthly walkthroughs to monitor fidelity, daily use and proper implementation.

Person Responsible

Krista Keats (keatsk@manateeschools.net)

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

RAISE

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

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

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

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

Students in grades 3-5 will receive instruction on the BEST standards for all areas of literacy in reading and writing aligned to benchmarks of expected student outcomes for their grade level. Opportunities for targeted small group instruction and tiered support interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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, at least 50% of students in K-2 will score proficiency in ELA as measured by state progress monitoring assessment aligned to B.E.S.T.

Grades 3-5: Measureable Outcome(s)

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

Monitoring:

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

Instructional practices will be monitored through the review of collaborative planning notes, lesson plans, and grade level alignment of standards, tasks, and formative assessments in reading and writing. A yearlong calendar of Data Chats and PD will support implementation of B.E.S.T. and new Benchmark Advance. MTSS is the systemic evaluation of instructional efficacy across all Tiers. Regularly scheduled walkthroughs will promote feedback practices and build teacher capacity for standards-based instruction and effective use of instructional materials.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Escorcía, Michael, escorcim@manateeschools.net

Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

The purpose of monitoring and implementing responsive instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. By consistently monitoring student progress toward grade level mastery, there is a more significant opportunity to improve student growth in reading and writing.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>All action steps for the B.E.S.T implementation Area of Focus apply to the RAISE Area of Focus: Implement grade-level collaborative planning and provide professional development for Benchmark Advance, MTSS - A, FAST, running records, and the new writing rubrics. Provide ongoing coaching based upon student data, classroom observations, and teacher evaluation. School leadership will ensure the implementation of district curriculum/pacing guides and assessment calendars.</p>	<p>Escorcia, Michael, escorcim@manateeschools.net</p>
<p>Participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction.</p>	<p>Keats, Krista, keatsk@manateeschools.net</p>
<p>Implement the Decision Tree from the Comprehensive Evidenced-Based Reading Plan for reading intervention instruction.</p>	<p>Mitchell, Jennifer, mitchell5j@manateeschools.net</p>
<p>Participate in and implement the HIITS "Learning to Read" coaching professional development plan.</p>	<p>Escorcia, Michael, escorcim@manateeschools.net</p>
<p>Utilize the partnership with United Way to provide trained professional support for literacy development in 1st grade.</p>	<p>Keats, Krista, keatsk@manateeschools.net</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

This has been a year of a lot of change for RGB. One of the main goals for this year is building that positive school culture and environment. We want cultivate a culture were students are proud to be part of this school community and they feel safe to come to school and participate fully in their learning. This starts with the pride that the staff, students and community has for being part of RBG. As a school we will build that creating a culture of respect for every member of our school community and give importance to the role they play in our school. This year we started of the year with a simple gesture of everyone having a school shirt and everyone wearing it on our first day of school. This shows all our students and families that we are a united front and that they know we are all equals in our school community. We celebrate monthly staff birthdays, we create unity and build our culture with monthly events to bring us together (Breakfast, donuts, treat carts, Thanksgiving staff lunch, Holiday Party, etc). We then continue to build our community with our students and showing them how valuable they are to our community and our commitment to their success. We do this by our commitment to their learning and how we prepare their lessons, how we instill classroom and school expectations of how we treat each other, how we use restorative practices to handle situations

that occur within our community, celebrate our academic and personal triumphs, host events to inform and celebrate our school community, ensure that our students have educational events and fieldtrips to increase and enrich their life experiences and continue to instill passion in their learning and their personal goals. This year we will be implementing the new Champs/Spark initiative to continue to build that positive culture through this new initiative. RGB will also bring in the community to create a positive culture and celebrate our school community and emphasize the importance of parent engagement to foster and grow our school culture, inform them of important information, and to celebrate the cultures and success of our students.

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

There are many stakeholders that will play a major role in promoting this positive culture and environment in our school community, It begins with all our staff to help promote that within their role at our school. From the paras that greet the students in the morning and watch over them at recess and at lunch, our teachers that help them not only to grow academically but also grow their character to become better citizens in our society, the custodial staff that ensure they have a clean and healthy school to work in, the cafeteria ladies that make sure that they get a healthy balanced breakfast and lunch, our support staff that ensure that they get all their needs met to be able to be successful, the GET who helps with making sure they get to school on time and shows them the importance of coming to school everyday and getting them services that they need, the GET also is the Liaison with our business partners that donate their time and money to help support our school and promote that positive culture, our Instructional Leadership Team that makes sure that all of these pieces come together to continue to grow and promote that school culture, the business partners and volunteers that come and support our food pantry, and come and make our school look beautiful so we have pride in our appearance, and the community members (churches, Pirates, volunteers, Pastor Jerry) who participate in sharing with the community our need to help grow RGB into the school that the community can be proud of and that they support with their time, donations, and support. Our School Support Specialists that are leading the Champs/Sparks implementation and monitoring of our Champs/Sparks into our school and our classrooms to build that positive school culture. Finally, our school district support that help bring services to our school, help bring initiatives (Champs/Sparks) to our school and help promote our school so that the community can see the great culture and environment we are building here at RGB.