Manatee County Public Schools

Gilbert W Mcneal Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Gilbert W Mcneal Elementary School

6325 LORRAINE RD, Lakewood Ranch, FL 34202

https://www.manateeschools.net/mcneal

Demographics

Principal: Sheila Waid

Start Date for this Principal: 7/1/2022

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)	21%
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: A (67%) 2018-19: A (69%) 2017-18: A (67%)
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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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	21%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

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

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SIP Authority

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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.

Gilbert W. McNeal is a school that promotes action minded leaders by setting goals and embedding seven habits of highly effective people every day. FULL STEAM AHEAD has been our focus and vision for six years. Our mantra is: I will be respectful, I will be responsible, and I will be wild about learning. We have integrated technology in every aspect of instruction. We are continuing our work in empowering leadership and strengthening our school culture and climate. We will continue our "Leader and Me" journey with continued training during the 2022-2023 school year. These last four years we embarked on the 7 Habits of Happy Kids by Sean Covey to enhance our school climate and culture. We strive to empower our students as they will become McNeal Wildcat Leaders and utilize Data Binders and participate in creating action teams and write Wildly Important Goals (WIGS).

Provide the school's vision statement.

Vision Statement: Wildcats are building trust by using leadership habits, critical thinking skills and problem-solving methods to make a difference in the world. Gilbert W. McNeal is a STEAM school where integration of Science, Technology, Engineering, Arts, and Math are a focus. Full STEAM Ahead: Be Respectful, Be Responsible, Be WILD about Learning! is our school theme this year. We are in our fifth year as a Leader and Me Covey school during the 2022-2023 school year. Our mantra is: I will be respectful, I will be responsible, and I will be wild about learning. We have integrated technology in every aspect of instruction. We are continuing our work in empowering leadership and strengthening our school culture and climate.

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
Waid, Sheila	Principal	The role of the principal is to influence two fundamental goals: increase student achievement and student safety.
Terry, Ashley	Assistant Principal	The role of the assistant principal is to influence two fundamental goals: increase student achievement and student safety.
Fulmer, Ashlie	Other	The role of our Student Support Specialist on our leadership team is to monitor and gather school discipline data.
Padgett, Nancy Alex	School Counselor	The role of the School Counselor is to monitor data of Tier 2 and Tier 3 students and also disseminate school wide data to the team in partnership with administration.
Bennett, Michelle	Teacher, K-12	Our grade level leaders disseminate information from the leadership team to their grade level teams. These leaders also problem solve strategies to increase student achievement and brainstorm solutions to school-wide issues that may occur. They each co-facilitate on the school's professional learning communities as well and communicate to the leadership team successes, concerns, or needs.
Bertrand, Amanda	Teacher, K-12	Our grade level leaders disseminate information from the leadership team to their grade level teams. These leaders also problem solve strategies to increase student achievement and brainstorm solutions to school-wide issues that may occur. They each co-facilitate on the school's professional learning communities as well and communicate to the leadership team successes, concerns, or needs.
ingham, gwen	Teacher, K-12	Our grade level leaders disseminate information from the leadership team to their grade level teams. These leaders also problem solve strategies to increase student achievement and brainstorm solutions to school-wide issues that may occur. They each co-facilitate on the school's professional learning communities as well and communicate to the leadership team successes, concerns, or needs.
Dubendorg, Michelle	Teacher, K-12	Our grade level leaders disseminate information from the leadership team to their grade level teams. These leaders also problem solve strategies to increase student achievement and brainstorm solutions to school-wide issues that may occur. They each co-facilitate on the school's professional learning communities as well and communicate to the leadership team successes, concerns, or needs.
Swartling, Olivia	Teacher, K-12	Our grade level leaders disseminate information from the leadership team to their grade level teams. These leaders also problem solve strategies to increase student achievement and brainstorm solutions to school-wide issues

Name	Position Title	Job Duties and Responsibilities
		that may occur. They each co-facilitate on the school's professional learning communities as well and communicate to the leadership team successes, concerns, or needs.

Demographic Information

Principal start date

Friday 7/1/2022, Sheila Waid

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.*

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.*

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

669

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.

5

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	84	104	97	98	122	118	0	0	0	0	0	0	0	623
Attendance below 90 percent	29	12	16	24	16	16	0	0	0	0	0	0	0	113
One or more suspensions	3	2	0	0	0	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	4	5	4	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	3	2	3	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	16	8	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	11	10	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	4	5	4	6	0	0	0	0	0	0	0	19

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	11	9	7	0	0	0	0	0	0	0	27

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

Date this data was collected or last updated

Wednesday 8/31/2022

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	105	92	95	122	120	98	0	0	0	0	0	0	0	632
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	2	5	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	105	92	95	122	120	98	0	0	0	0	0	0	0	632
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	2	5	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	80%	55%	56%				79%	52%	57%
ELA Learning Gains	63%						74%	57%	58%
ELA Lowest 25th Percentile	44%						53%	55%	53%
Math Achievement	80%	50%	50%				78%	63%	63%
Math Learning Gains	74%						74%	68%	62%
Math Lowest 25th Percentile	54%						55%	53%	51%
Science Achievement	71%	65%	59%				72%	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	75%	51%	24%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	76%	56%	20%	58%	18%
Cohort Comparison		-75%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	82%	52%	30%	56%	26%
Cohort Comparison		-76%				

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	70%	60%	10%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	84%	65%	19%	64%	20%
Cohort Comparison		-70%				
05	2022					
	2019	79%	60%	19%	60%	19%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	71%	48%	23%	53%	18%
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	50	42	26	59	71	58	50				
ELL	67	82		75	82						
BLK	42	44		54	69	50	50				
HSP	85	72		77	76		70				
MUL	69			77							
WHT	83	63	41	83	73	52	72				
FRL	63	56	38	58	53	35	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	49	83		59	83		91				
ELL	91			100							
BLK	57			57							
HSP	85	86		85	79		82				
MUL	82			82							
WHT	83	73	63	84	79	70	83				
FRL	66	62	46	61	59	54	68				

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	48	60	52	49	63	56	33				
ELL	24	41	44	41	62	68					
ASN	100			100							
BLK	69			62							
HSP	41	55	45	55	68	68	46				
WHT	89	81	67	86	76	47	79				
FRL	49	54	44	56	65	58	44				

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	69
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	83
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
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	78
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	52
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	76
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	73
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 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	67
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	50
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?

In Science our proficiency dropped 11%, therefore that is an area we are addressing this current school year. For the last 3 years our math proficiency has remained between 78%-82%, while our ELA has remained between 79%-81%. The 3rd, 4th, and 5th grade levels all remain within the above mentioned percentages as well over the past 3 years.
Our Math goals are written in a manner that we integrate Math and Science in STEAM Centers and our Fine Arts sections including a STEAM class for grades K-5. Teachers also develop lesson plans and use our Makerspace lab for creative learning with math standards embedded.
We will continue to embed science into our ELA as well as use writing across the curriculums.
Our ESE subgroup as well as our black subgroup both are at a letter grade of a "C" if we look at just proficiency. We will monitor data monthly for each grade level K-5 and closely look at all of our ESE and black subgroups at those times as well.

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

The greatest need for improvement is in the area of Science as we dropped 11 %. Teachers must be sure to keep the rigor high as we move through this school year as well as implementing hands on experiences for the students. We will closely monitor Science during our monthly data chats as well.
Our ESE subgroup as well as our black subgroup both are at a letter grade of a "C" if we look at just proficiency. We will monitor data monthly for each grade level K-5 and closely look at all of our ESE and black subgroups at those times as well.

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

Constant data analysis and enabling students to create goals that are measurable are factors we consider important. Each student in our school utilizes a data binder and sets goals throughout the quarters and year. These goals are monitored by students and teachers. They share these binders with parents periodically throughout the school year.

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

Our ELL subgroup has done remarkable, achieving 82% Learning Gains in both ELA and Math, this is compared to 41% in ELA and 62% two years ago.

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

We have given more individual support to these students by having our para professionals push into the classrooms. The use of Imagine learning has also been proven to have helped support our students in their own languages.

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

As a District we have implemented Accelerated Learning in 3rd and 4th grade for the math block as well as Acaletics. The students are moving to classrooms where the students' needs are met. We will utilize enrichment labs for students at or above grade level. Our students will create WIGS (Wildly Important Goals) in all academic areas. These goals are individualized and students manage and monitor data utilizing Leadership Notebooks.

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.

Leader in Me (Covey), Monthly Data Chats, Collaborative Planning including an administrator periodically, STEAM and the integration of science and writing throughout the curriculums.

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

Staff will participate in a Book Cadre while reading and discussing the book, The Speed of Trust, by Stephen Covey to encourage positive relationships and continued support of climate and culture.

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 Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Area of Focus was determined from analyzing many data pieces, but specifically last year's State Data. Our school's Science proficiency dropped 11%. We plan on continuing the application of the research based strategy of focused walks with time to analyze and provide important and immediate feedback. Our staff will utilize the feedback to improve classroom instruction and environment. We will align data with our walks as well as observations. We will identify and focus on areas that are identified by our data and show weakness of deficit. In addition, we will focus on BEST standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The administrative team will work with staff to create a clear focus and will provide clear and immediate feedback with instructional staff to improve instruction and environment as evidenced by 11% increase in Science proficiency. Additional plans will be added as needed
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will use Focus based walks and/or observations. Our leadership team will work to create focused walks and press for evidence without judgement but with the intent of improved instruction and student learning. We will monitor data based on monthly/quarterly data meetings reviewing District Assessments and Classroom Assessments.
Person responsible for monitoring outcome:	Sheila Waid (waids@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will use a Focus Based strategy learned in the Brian Dasslar Leadership Academy before any walks or observation are conducted. The research is based on 2019 University of Washington Center for Educational Leadership. The foundational ideas are based on common language for high-quality instruction and knowing how to lead for that. There are four dimensions of instructional leadership: Vision/Mission, Improvement of Instructional Practice, Allocation of Resources, and Management of systems and processes. Our leadership team and staff will work to create focused walks and press for evidence without judgement but with the intent of improved instruction and student learning.
Rationale for Evidence-based Strategy:	Brian Dasslar Leadership materials obtained in Leadership Academy as well as cohort walks. Targeted feedback cycles create purpose such as: focus and creates outcomes for

Explain the rationale for selecting this specific strategy.	observations and conversations. Teacher and leader work together to decide when evidence is related to area of focus. Feedback is based on collaborative conversations with instruction and student learning as the context with factual feedback. (What you see
Describe the resources/ criteria used for selecting this strategy.	and what you hear) We also invested in training in Orton-Gillingham with our two ESE resource teachers. Resources: SRA, iReady, Trade books, AR comprehension tests, Samsung Boards, Spalding Phonemic Awareness, and STEAM integrated classroom

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Our staff will utilize the feedback to improve classroom instruction and environment. We will align data with our walks as well as observations.
2. We will identify and focus on areas that are identified by our data and show weakness of deficit. In addition, we will focus on BEST standards. We will do this by having monthly Data Chats with grade level teams.
3. We will have our Fine Arts teachers support Science instruction by using specific Science vocabulary words throughout the school year.
4. We will have a STEAM night as well as Science evening to allow for more time focusing on standards and being exposed to standards in a fun and engaging way.

Person Responsible	Sheila Waid (waids@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.	The Area of Focus was identified by analyzing the data from the previous school year's State Testing. If we were to just look at students with disabilities, our school grade based on proficiency would be a "C". Our overall school grade would be an "A", so we need to dig into the data throughout this school year and identify the reason that our students with disabilities are not performing as well as their peers.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We would like to increase our Students with Disabilities proficiency so that we if our school grade was just based on ESE students we would be a "B" school. That would be an increase of one letter grade from last year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will discuss and monitor our students with disabilities each month with grade level teams. We will also discuss some students weekly during our IST meetings. Our teachers, ESE resource teachers, psychologist, social worker, student support specialist, admin team, and ESE district support person will all play an important role as we discuss our students with disabilities. As we analyze progress monitoring and IEP goals of these students we must change what we are doing if the current strategies are not helping the student meet their goals.
Person responsible for monitoring outcome:	Sheila Waid (waids@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Having effective general educational instruction has proven in research to be the key to having students with disabilities improve academically. The National Assessment of Educational Progress (NAEP) has shown that if the general education students perform higher it correlates to the students with disabilities performing higher. We have already began a plan to get all of our ESE students into the classroom for core instruction time. Our ESE teachers will be in the classrooms during core instruction and sometimes be the one leading the lesson.
Rationale for Evidence-based Strategy: Explain the	Our ESE teachers are excellent instructional leaders and have in the past generally worked with small groups. We want these teachers to be partners with our general educational teachers and support all of the students. We have invested in training for Orton-Gillingham for two of our resource teachers and SIPPS training for several of our general educational teachers and ESE teachers. All of our teachers have the tools and

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	resources needed to implement full inclusion for our students with disabilities. Resources: SIPPS, iReady, AR comprehension and vocabulary checks, Spalding Phonemic Awareness, STEAM integrated classrooms, Samsung Boards, SRA

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify our ESE students and their individual needs and areas of weakness and strengths.
2. Share and discuss the Goals of our ESE students with ALL instructional staff including Fine Arts, Para Professionals and After Care Staff who support our students.
3. Amend IEP's as needed with parents to be sure our students with disabilities are in the general educational classroom with their peers as much as possible.
4. Continue to discuss ESE students progress monitoring at IST meetings and grade level meetings to assess whether the strategies being used are working to increase the students' goals. When goals are not being met, reassess the strategies as a team.

Person Responsible	Sheila Waid (waids@manateeschools.net)

#3. -- 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

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.

McNeal Elementary will continue to work hard to implement and encourage a positive school culture. We began the year by having a focus "Wildcats Build Trust" and we will continue building upon our Mantra: Be Respectful, Be Responsible, and Be Wild About Learning. We organized World Flags to represent our student body. These are located in our cafeteria. We added a new country during our Open House this year and are up to 26 different countries that are represented within our school community.

We continue to work towards being a fully implemented Leader In Me School and it is our goal to become a Lighthouse school by the end of the school year.

We have planned the following for this year:

WIGS-Staff and students will complete and monitor Wildly Important Goals (WIGS.) Staff and students will work with their Accountability partner weekly to reflect on their WIG.

We just began our Book Cadre for the Leader in Me book by Stephen Covey called "Speed of Trust"

We will be further discussing 13 behaviors to help us to growing in our relationship with others by building trust.

We want to highlight students who are displaying these leadership behaviors while at school and/or outside of school. We highlight these students on the Wildcat News during Principal Waid's Wildcat Wednesdays. Working on an "Action Report" so that students can share what they've accomplished.

We will be spotlighting the 13 behaviors during Peace Day. This year Peace Day will be 100% student led.

We have adopted a Sister School for our school community to encourage and spread kindness, joy, and assist in some of their needs as a school.

Our goal for the year is to have our second LEADERSHIP Day! This will be worked on throughout the year but our hope is to make it Student Led again this year.

We will have an Application for Ambassadors that will help tour new families and take on leadership roles at McNeal.

Students will earn Leader in Me brag tags for their Leadership!

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

Staff: Utilize Leader in Me and district-wide CHAMPS/SPARK programs to build positive culture and climate.

Administration: Support Leader in Me and provide parent book cadre of "Highly Effective Families" led by staff.

Continue: Staff Morale activities, accountability partners for staff, Pop Stroke Team Building activity, Holiday gatherings, began Popcorn Wednesdays where all staff receive fresh popcorn in bags for a snack

Continue: Positive Referrals for students with a call home, Data and Behavior Wildly Important Goals, and encourage and support student leadership with student council, K-Kids, patrols, etc

PTO: Support staff with lunches, small encouraging notes/treats, etc