Manatee County Public Schools

# Blanche H. Daughtrey Elementary



# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Blanche H. Daughtrey Elementary

### 515 63RD AVE E, Bradenton, FL 34203

### https://www.manateeschools.net/blackburn

## Demographics

## Principal: Melissa Mccullough

Start Date for this Principal: 7/1/2019

| | |
|---|---|
| **2019-20 Status** <br> (per MSID File) | Active |
| **School Type and Grades Served** <br> (per MSID File) | Elementary School <br> PK-5 |
| **Primary Service Type** <br> (per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate** <br> (as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented** <br> (subgroups with 10 or more students) <br> (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* <br> English Language Learners* <br> Black/African American Students <br> Hispanic Students* <br> White Students <br> Economically Disadvantaged Students* |
| **School Grades History** | 2021-22: C (42%) <br><br> 2018-19: C (49%) <br><br> 2017-18: D (36%) |
| **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.](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.

## Table of Contents

# Blanche H. Daughtrey Elementary

## 515 63RD AVE E, Bradenton, FL 34203

## https://www.manateeschools.net/blackburn

### School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Elementary School<br>PK-5 | Yes | 100% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white<br>on Survey 2) |
|---|---|---|
| K-12 General Education | No | 91% |

### School Grades History

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

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

### Purpose and Outline of the SIP

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

# Part I: School Information

## School Mission and Vision

**Provide the school's mission statement.**

The mission of Blanche H. Daughtrey Elementary is to engage students in a standards based curriculum through rigorous instruction.

**Provide the school's vision statement.**

The vision of Blanche H. Daughtrey Elementary is to prepare students for academic success and life as responsible productive citizens by engaging them in a standards based curriculum through rigorous instruction.

## 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 |
|------|----------------|--------------------------------|
| Bench, Shelby | Principal | The Leadership Team will meet biweekly and recap the success and any roadblocks that may be occurring in grade level collaborative planning sessions. The team will monitor the fidelity of the core reading and math instruction. The team will analyze data and identify students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books studies, assist in committees, and support school-wide professional development and/or training related to effective instruction and community. |
| Caldwell, Jennifer | Assistant Principal | The Leadership Team will meet biweekly and recap the success and any roadblocks that may be occurring in grade level collaborative planning sessions. The team will monitor the fidelity of the core reading and math instruction. The team will analyze data and identify students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books studies, assist in committees, and support school-wide professional development and/or training related to effective instruction and community. |
| McCullough, Melissa | Assistant Principal | The Leadership Team will meet biweekly and recap the success and any roadblocks that may be occurring in grade level collaborative planning sessions. The team will monitor the fidelity of the core reading and math instruction. The team will analyze data and identify students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books studies, assist in committees, and support school-wide professional development and/or training related to effective instruction and community. |
| Hajduk, Michelle | Reading Coach | The Leadership Team will meet biweekly and recap the success and any roadblocks that may be occurring in grade level collaborative planning sessions. The team will monitor the fidelity of the core reading and math instruction. The team will analyze data and identify students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books studies, assist in committees, and support school-wide professional development and/or training related to effective instruction and community. |
| Alvarez, Jan | Attendance/ Social Work | Mrs. Alvarez will monitor students attendance. She will make phone calls, home visits, and support parents with strategies on how to help their child be successful in school. |

## Demographic Information

**Principal start date**

Monday 7/1/2019, Melissa Mccullough

**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.*

10

**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.*

7

**Total number of teacher positions allocated to the school**

54

**Total number of students enrolled at the school**

744

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

11

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

12

**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 | 121 | 134 | 120 | 132 | 103 | 126 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 736 |
| Attendance below 90 percent | 49 | 35 | 31 | 26 | 20 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 189 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 28 | 9 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |
| Course failure in Math | 0 | 0 | 0 | 30 | 5 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 75 | 56 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 194 |
| Level 1 on 2022 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 | |

**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 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| 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**

Thursday 9/8/2022

**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 | 126 | 122 | 108 | 135 | 122 | 128 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 741 |
| Attendance below 90 percent | 105 | 71 | 51 | 79 | 54 | 62 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 422 |
| 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 | 22 | 27 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

**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 | 126 | 122 | 108 | 135 | 122 | 128 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 741 |
| Attendance below 90 percent | 105 | 71 | 51 | 79 | 54 | 62 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 422 |
| 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 | 22 | 27 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

## 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% | | | | 29% | 52% | 57% |
| ELA Learning Gains | 39% | | | | | | 50% | 57% | 58% |
| ELA Lowest 25th Percentile | 41% | | | | | | 58% | 55% | 53% |
| Math Achievement | 56% | 50% | 50% | | | | 48% | 63% | 63% |
| Math Learning Gains | 61% | | | | | | 66% | 68% | 62% |
| Math Lowest 25th Percentile | 50% | | | | | | 65% | 53% | 51% |
| Science Achievement | 21% | 65% | 59% | | | | 25% | 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 | 18% | 51% | -33% | 58% | -40% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 46% | 56% | -10% | 58% | -12% |
| Cohort Comparison | | -18% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 22% | 52% | -30% | 56% | -34% |
| Cohort Comparison | | -46% | | | | |

| 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 | 46% | 60% | -14% | 62% | -16% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 56% | 65% | -9% | 64% | -8% |
| Cohort Comparison | | -46% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 33% | 60% | -27% | 60% | -27% |
| Cohort Comparison | | -56% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2022 | | | | | |
| | 2019 | 23% | 48% | -25% | 53% | -30% |
| 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 | 8 | 26 | 36 | 30 | 49 | 39 | 13 | | | | |
| ELL | 15 | 32 | 31 | 45 | 55 | 43 | 13 | | | | |
| BLK | 33 | 56 | | 57 | 73 | | 31 | | | | |
| HSP | 24 | 34 | 35 | 55 | 58 | 48 | 18 | | | | |
| WHT | 44 | 53 | | 63 | 71 | | | | | | |
| FRL | 28 | 37 | 39 | 59 | 61 | 50 | 18 | | | | |

| **2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 14 | 49 | 87 | 39 | 57 | 69 | 5 | | | | |
| ELL | 25 | 47 | 77 | 53 | 63 | 79 | 20 | | | | |
| BLK | 20 | 46 | | 57 | 69 | | | | | | |
| HSP | 25 | 45 | 76 | 54 | 61 | 71 | 21 | | | | |
| WHT | 47 | | | 53 | | | | | | | |
| FRL | 27 | 46 | 81 | 54 | 58 | 67 | 15 | | | | |

| **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 | 7 | 49 | 56 | 20 | 65 | 64 | | | | | |
| ELL | 30 | 52 | 56 | 49 | 68 | 63 | 19 | | | | |
| BLK | 11 | 40 | | 32 | 63 | 70 | 18 | | | | |
| HSP | 30 | 51 | 58 | 50 | 67 | 61 | 25 | | | | |
| WHT | 50 | 62 | | 72 | 62 | | | | | | |
| FRL | 28 | 50 | 60 | 47 | 66 | 71 | 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 | 43 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 51 |
| Total Points Earned for the Federal Index | 346 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| **Subgroup Data** | |

| Students With Disabilities | |
|---|---|
| Federal Index - Students With Disabilities | 31 |
| 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 | 36 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 50 |
| 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 | 40 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |

| White Students | |
|---|---|
| Federal Index - White Students | 58 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 42 |
| 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?**

When looking at trends across grade levels our students are not maintaining learning proficiency in Science or ELA. Looking at the federal index our students with disabilities, ELLs and Hispanic students have fallen below 41%. Our students continue to make progress in Math proficiency each year.

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

In terms of the greatest needs for improvement is ELA and Science proficiency. In ELA there has been a 1% decrease each year since 2019. In Science we have had a decrease of 4% since 2019.

**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 included several new teachers in 3rd - 5th grade and supporting them with grade level standards in ELA. The 5th grade students lack foundations in Science standards.
The actions that will be taken to increase proficiency will be to provide additional instruction in ELA for all students in 4th and 5th grade that scored a level 2 on FSA and assign instructional leaders to teachers to monitor the fidelity of the core instruction.

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

The most improvement was our proficiency in Math. Since 2019 we have improved 8% in our overall proficiency of the math standards. Our students have a 56% proficiency in Math.

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

The contributing factors for the improvement in the increase in math proficiency is the continued grade level instruction which provides a foundation for the students as they enter the following grade level, after

school and Saturday school tutoring on grade level standards, and ability grouping students based on performance utilizing Acaletics.

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

We will have instructional leaders support and monitor core instruction in ELA, Math and Science. We have started an accelerated math class for 4th graders. We will continue with an after school Science Club for 4th and 5th graders that will provide support for grade level standards. We will provide after school and Saturday school tutoring on grade level standards for students.

**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.**

Teachers will receive support when planning for ELA and Math. They will be provided professional development every other week from highly effective teachers and/or instructional leaders on high yield instructional practices. Teachers will also receive support during their core instruction from members of the instructional leadership team.

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

Teachers will meet monthly with instructional leaders to review their grade level data. Teachers will provide students with their data and have them set goals and how they will achieve them. Teachers will be provided the opportunity to visit other classrooms that have been identified through data as highly successful 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 ELA | |
|---|---|
| **Area of Focus Description and Rationale:** **Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Our data has shown a lack of instruction meeting the level of the ELA standards. Since 2019 we have had a decrease in proficiency by 1% each year. Our data also showed the 3 sub groups, SWD, ELL and Hispanics did not meet the 41%. |
| **Measurable Outcome:** **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Student achievement will improve in the ELA content area by receiving a consistent effective standards-based instructional delivery. By May 2023, 34% of the students will score satisfactory in ELA measured by state assessments through grade appropriate learning experiences aligned with grade level standards. The sub groups, SWD will increase in ELA from 8% to 15%, ELL will increase in ELA from 15% to 25%, and Hispanics will increase in ELA from 24% to 35%. |
| **Monitoring:** **Describe how this Area of Focus will be monitored for the desired outcome.** | Our data has shown a lack on instruction meeting the level of the standards. Data analysis of bi-yearly F.A.S.T. assessment, District Benchmark assessment, weekly i-Ready reports and Benchmark Advance state style assessments will be used to monitor and adjust instruction as needed. Data will be pulled for the sub groups, analyze and adjust instructional delivery (small group and/or one or one conferencing). |
| **Person responsible for monitoring outcome:** | Shelby Bench (benchs@manateeschools.net) |
| **Evidence-based Strategy:** **Describe the evidence-based strategy being implemented for this Area of Focus.** | Weekly facilitated collaborative planning sessions with the support of an instructional leader will ensure students receive standards based instruction aligned with grade level expectations. Resource and full-time ESE students will continue to receive support within their class through push-in and/or inclusion (with support by the ESE teacher or ESE paraprofessional). ELL and Hispanic students will receive support from their classroom teachers, ESOL paraprofessionals and the two ESOL teachers through small group instruction. |
| **Rationale for Evidence-based Strategy:** **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | Our data has shown a lack of instruction meeting the grade level standards. Data analysis of bi-yearly F.A.S.T. assessment, District Benchmark assessment, weekly i-Ready reports and Benchmark Advance state style assessments will be used to monitor and adjust instruction as needed. Our data also showed the sub groups SWD, ELL and Hispanics did not meet the 41%. |

**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. Teachers will be provided planning after school. Teachers will be expected to study the standards to be taught. Outcomes (backwards planning). Explicitly planning the I DO (Teacher Think Aloud and Modeling), the Gradual Release Model, writing higher order questions, creating anchor charts, rubrics, assessments and etc.

2. Highly effective and effective teachers will facilitate initial and on-going professional development for the instruction delivery framework for all grades K-5.

3. Highly effective and effective teachers will facilitate the planning of the instructional delivery framework for all grades K-5.

4. Provide research based classroom materials and supplies that support the student learning in the instructional framework.

5. Resources and full time ESE students will continue to receive support within their class through push-in and/or inclusion with support by the ESE teacher and para.

6. ESOL teachers will support ELL and Hispanic students with ELA grade level standards.

**Person Responsible**     Shelby Bench (benchs@manateeschools.net)

| | |
|---|---|
| **#2. 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. | Our data has shown that we did have a 1% increase from 20% to 21% in Science proficiency from 2021 to 2022 based on FSA data. Unfortunately, we did have a 4% decrease from 2019 to 2022- 25% to 21% proficient in Science. Our data also showed that their were subgroups , SWD, ELL and Hispanics did not meet the 41%. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Student achievement will improve in Science by receiving a consistent effective standards-based instructional delivery. By May of 2023, 28% of the students will score satisfactory in Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards. The sub groups, SWD will increase in Science from 13% to 20%, ELL will increase in Science from 13% to 20%, and Hispanics will increase in Science from 18% to 25%. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Weekly facilitated collaborative planning sessions with support of an Instructional Leadership Team Member will ensure students receive standards based instruction aligned with grade level expectations. Students will take monthly Science Acaletics Scrimmages and that data will be monitored and shared with the students. Students will set goals each month based on that data. Teachers and Instructional Leaders will also utilize District assessments to monitor progress. |
| **Person responsible for monitoring outcome:** | Shelby Bench (benchs@manateeschools.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Weekly facilitated collaborative planning sessions with an Instructional Leadership Team Member will ensure students receive standards based instruction aligned with grade level expectations. Instructional Leaders will also provide support during core instruction. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | Our data has shown that we were unable to continue the gains that we had made from 2019, 25% proficiency to 21% in 2022. We did have a 1% increase in proficiency from 2021 (20%) to 2022, 21%. |

**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. Teachers will be provided planning after school. Teachers will be expected to study the standards to be taught. Outcomes (backwards planning). Explicitly planning the I DO (Teacher Think Aloud and Modeling),

the Gradual Release Model, writing higher order questions, creating anchor charts, rubrics, assessments and etc.

2. Highly effective and effective teachers will facilitate initial and on-going professional development for the instruction delivery framework for all grades K-5.

3. Highly effective and effective teachers will facilitate the planning of the instructional delivery framework for all grades K-5.

4. Provide research based classroom materials and supplies that support the student learning in the instructional framework.

5. Resources and full time ESE students will continue to receive support within their class through push-in and/or inclusion with support by the ESE teacher and para.

6. ESOL teachers will support ELL and Hispanic students with Science grade level standards.

**Person Responsible**       Shelby Bench (benchs@manateeschools.net)

| #3. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | Our math proficiency continues to increase each year- 2019 48%, 2021 54%, and 2022 56% however our subgroups SWD, ELL and Hispanics did not meet the 41%. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Student achievement will improve in math by receiving a consistent effective standards based instructional delivery. My May of 2023, 60% of the students will score satisfactory in Mathematics measured by state assessments through grade appropriate learning experiences aligned with grade level standards. The subgroups, SWD will increase in Math from 30% to 40%, ELL will increase in Math from 45% to 55% and Hispanics will increase in Math from 55% to 65% proficient. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Weekly facilitated collaborative planning sessions supported by a Leadership Team Member will ensure students receive standards based instruction aligned with grade level expectations. Students will take monthly Math Acaletics Scrimmages and that data will be monitored and shared with the students. Students will set goals each month based on that data. Teachers and Instructional Leaders will also utilize District assessments to monitor progress. Data will be pulled for the subgroups, analyze and adjust instruction delivery (small group and/or one on one conferencing.) |
| **Person responsible for monitoring outcome:** | Shelby Bench (benchs@manateeschools.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Weekly facilitated collaborative planning sessions with the support of an instructional leader will ensure students receive standards based instruction aligned with grade level expectations. Resource and full-time ESE students will continue to receive support within their class through push-in and/or inclusion (with support by the ESE teacher or ESE paraprofessional). ELL and Hispanic students will receive support from their classroom teachers, ESOL paraprofessionals and the two ESOL teachers through small group instruction. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the | Our data has shown there is a lack of instruction meeting the grade level standards. Data analysis of bi-yearly F.A.S.T. assessment, District Benchmark assessment, weekly and Envision state style assessments will be used to monitor and adjust instruction as needed. Our data also showed the sub groups SWD, ELL and Hispanics did not meet the 41%. |

**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.

1. Teachers will be provided planning after school. Teachers will be expected to study the standards to be taught. Outcomes (backwards planning). Explicitly planning the I DO (Teacher Think Aloud and Modeling), the Gradual Release Model, writing higher order questions, creating anchor charts, rubrics, assessments and etc.
2. Highly effective and effective teachers will facilitate initial and on-going professional development for the instruction delivery framework for all grades K-5.
3. Highly effective and effective teachers will facilitate the planning of the instructional delivery framework for all grades K-5.
4. Provide research based classroom materials and supplies that support the student learning in the instructional framework.
5. Resources and full time ESE students will continue to receive support within their class through push-in and/or inclusion with support by the ESE teacher and para.
6. ESOL teachers will support ELL and Hispanic students with Math grade level standards.

**Person Responsible**     Shelby Bench (benchs@manateeschools.net)

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on end of the year i-Ready data 40% of kindergarten students are one grade level behind, 67% of first graders are one grade level behind and 5% are two grade levels behind, and 53%of second graders are one grade level behind and 20% are two grade levels behind. Based on the end of the year running record data 43.4% of kindergarten students, 59.7% of first grade students, and 45% of second grade students have had limited progress towards grade level expectations,

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

Utilizing state assessment 54% of our 3rd graders scored a level 1 and 19% scored a level 2. We had 28% of our third graders proficient on ELA FSA. In 4th grade we had 47% score a level 1 and 28% score a level 2. We had 26% of our 4th graders proficient on ELA FSA. In 5th grade we had 50% of our students score a level 1 and 27% score a level 2. 22% of our 5th graders were proficient on ELA FSA.

**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)**

Student achievement will improve in the ELA content area by receiving a consistent effective standards-based instructional delivery. By May 2023, we will decrease the number of students that have had limited progress towards grade level expectations as follows - Kindergarten from 43.4% to 30%, First grade - from 59.7% to 50% and Second grade from 45% to 35%

**Grades 3-5: Measureable Outcome(s)**

Student achievement will improve in the ELA content area by receiving a consistent effective standards-based instructional delivery. By May 2023, we will decrease the number of students scoring a Level 1 in 3rd, 4th, and 5th grade -
3rd grade Level 1 - 54% to 44%
4th grade Level 1 - 47% to 37%
5th grade Level 1 - 50% to 40%
We will also increase the number of students scoring proficiency in 3rd, 4th, and 5th grade -
3rd grade proficiency - 28% to 38%
4th grade proficiency - 26% to 36%
5th grade proficiency - 22% to 32%

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

Our data has shown a lack on instruction meeting the level of the standards. K-2 data analysis of bi-yearly F.A.S.T. assessment, weekly i-Ready reports, Benchmark Advance assessments, and running records will be used to monitor and adjust instruction as needed. 3rd-5th data analysis of bi-yearly F.A.S.T. assessment, weekly i-Ready reports, Benchmark Advance state style assessments will be used to monitor

and adjust instruction as needed. Data will be pulled for the sub-groups, analyze and adjust instructional delivery (small group and/or one or one conferencing.)

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

Bench, Shelby, benchs@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?

K-5 teachers will utilize Benchmark Advance and Benchmark Advance Intervention to teach the B.E.S.T. ELA standards. Teachers will also utilize the Benchmark Advance assessments to monitor the mastery of the standards. K-1 teachers will utilize Literacy Footprints and Literacy Footprints Intervention kits to teaching reading proficiency. i-Ready will be utilized for independent practice, small group instruction and monitoring of ELA standards.

**Rationale for Evidence-based Practices/Programs:**
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

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

The programs and reading series that we will be utilizing are resources that have been chosen by our school district as approved by FDOE.

**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 |
|---|---|
| 1. Teachers will be provided time weekly to study the B.E.S.T standards, utilize Benchmark Advance to identify the outcomes (backwards planning), write out the I Do (teacher think aloud and modeling), the gradual release model, writing higher order questions, creating anchor charts, rubrics, and etc. with the support and modeling of an literacy leader.<br>2. Teachers will utilize assessments and weekly work to determine small group instruction, remediation, and support to students.<br>3. Highly effective and effective teachers will facilitate on-going professional development focusing on best practices for ELA. | Bench, Shelby, benchs@manateeschools.net |
| 4. The Literacy Leadership team will meet monthly to analyze and support the progress of the teachers and students regarding ELA instruction.<br>5. K- 2 teachers will participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction.<br>6. We will implement the Decision Trees from the Comprehensive Evidenced-based Reading Plan for reading intervention instruction.<br>7. We will participate in and implement the HIITS "Learning to Read" coaching professional development plan.<br>8. We will utilize the partnership with United Way to provide trained paraprofessional support for literacy development in first grade. | Bench, Shelby, benchs@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.**

Daughtrey Elementary will establish a welcoming climate and a culture of collaboration and hard work centered on meeting the needs of our diverse population. This is accomplished by committing to implement effective pathways for two-way communication to ensure a partnership with Daughtrey staff and families. These pathways include but not limited to agenda notes, phone calls, emails, ClassDojo, Connect Ed calls and text, conferences at school and home through home visits, surveys, newsletters and school website. All pathways will be available in both English and Spanish.
*Parent standard based workshops - District Title I Department
* Boys & Girls Club
Type of Activities
* Parent Standard-based workshops
* Parent Conferences
*Newsletter
* Academic Assemblies

*Family Events centered around the Arts
* Home Visits
* Class Dojo
The school creates, provides, and supports a learning community through PBS (Positive Behavior Support), restorative practices, and all teachers create positive classroom cultures. In addition, the school works to ensure life skills will be taught and students are provided the opportunities to work with the school counselors, graduation enhancement technician, the school social worker and psychologist.
The school counselors, graduation enhancement technician, the school social worker and psychologist provide whole group social lessons, one on one meetings as well as small group counseling to meet the students' needs. These stake holders also accesses community agencies and resources as needed.
The graduation enhancement technician collaborates with guidance counselors, teachers and school leaders to develop systematic strategies to identify and support those students who are frequently absent with social and emotional skills.

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

Daughtrey has a partnership with various community organizations such as the Chamber of Commerce who sponsors Junior Achievement, United Way Reading Pals, "Books are Fun. Boys and Girls Club, Horace Mann, Kona Ice, and various surrounding churches.