

Manatee County Public Schools

Louise R Johnson K 8 School Of International



2022-23 Schoolwide Improvement Plan

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Louise R Johnson K 8 School Of International Studies

2121 26TH AVE E, Bradenton, FL 34208

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

Demographics

Principal: Anthony Losada

Start Date for this Principal: 1/7/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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)	71%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2018-19: A (72%) 2017-18: A (72%)
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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<https://www.manateeschools.net/lincoln>

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)
Combination School KG-8	No	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

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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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.

Mission statement: Our mission is to inspire students to achieve academic excellence, embrace global diversity, and become lifelong learners.

Provide the school's vision statement.

Vision statement: Johnson K-8 School of International Studies will empower students to live the International Baccalaureate Learner Profile, teach the importance of social and emotional competencies, and foster a caring community of compassionate and respectful learners. Together, students and staff will aspire to be the positive change in our society.

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
Losada, Anthony (Tony)	Principal	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>Instructional Program Management / Development</p> <ol style="list-style-type: none"> 1. Manage and administer the instructional program so as to ensure all students the opportunity to learn. 2. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District’s goals and priorities. 3. Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. 4. Oversee the administration of the testing program for the school. 5. Provide for the articulation of the school’s instructional program among school personnel. 6. Oversee the selection and acquisition of instructional materials and equipment. 7. Facilitate, coordinate, and monitor the implementation of Exceptional Student Education programs and services. <p>Personnel Action Services</p> <ol style="list-style-type: none"> 8. Interview and select qualified personnel to be recommended for appointment. 9. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. 10. Implement and administer negotiated employee contracts at the school site. 11. Facilitate the development and implementation of an effective staff development program. 12. Provide training opportunities and feedback to personnel at the assigned school. 13. Assign tasks and supervise personnel in task accomplishment. 14. Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. <p>School Operations / Delivery Systems</p> <ol style="list-style-type: none"> 15. Supervise the operation, activities, and functions at the school site. 16. Manage and supervise the school’s financial resources including the preparation and disbursement of the school’s budget and internal accounts. 17. Establish and manage student accounting and attendance procedures at the assigned school. 18. Supervise and monitor the accurate and timely completion of data collection and reporting requirements. 19. Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials. 20. Use technology effectively. 21. Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.

Name	Position Title	Job Duties and Responsibilities
		<p>22. Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>23. Supervise transportation services at the assigned school.</p> <p>24. Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>Student Support Services</p> <p>25. Facilitate a program of family and community involvement.</p> <p>26. Supervise the guidance program to ensure individual student educational and developmental needs are addressed.</p> <p>27. Work with parents to resolve complaints or concerns.</p> <p>28. Serve as final arbitrator for serious discipline problems.</p> <p>29. Develop and maintain positive school / community relations and act as liaison between the two.</p> <p>30. Direct and develop the recruitment of Business Partners to benefit the school and community.</p> <p>31. Supervise transportation services at the assigned school.</p> <p>32. Coordinate the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>Personal/Professional Employee Qualities</p> <p>33. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>34. Model and maintain high standards of professional conduct.</p> <p>35. Set high standards and expectations for self, others, and school.</p> <p>36. Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.</p> <p>37. Use effective communication techniques with students, teachers, parents, and stakeholders.</p> <p>38. Model effective listening and positive interaction skills.</p> <p>39. Participate in District management meetings and other activities to enhance professional development.</p> <p>Leadership</p> <p>40. Provide leadership and direction for all aspects of the school's operation.</p> <p>41. Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>42. Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders.</p> <p>43. Build teams to accomplish plans, goals, and priorities.</p> <p>44. Promote / market the school and its priorities to the community.</p> <p>45. Facilitate and coordinate the development of the School's Improvement Plan.</p> <p>46. Initiate programs and organize resources to carry out the School Improvement Plan.</p> <p>47. Provide recognition and celebration for student, staff, and school</p>

Name	Position Title	Job Duties and Responsibilities
		<p>accomplishments.</p> <p>48. Access District and community resources to meet school needs.</p> <p>49. Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>50. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>51. Anticipate difficult situations and develop plans to handle them.</p> <p>52. Establish procedures used in the event of school crisis and / or civil disobedience and provide leadership in the event of such incidents.</p> <p>53. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>54. Deal with problems associated with change.</p> <p>55. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
<p>Vos, Adrienne</p>	<p>Assistant Principal</p>	<ol style="list-style-type: none"> 1. Assist in developing, implementing, and evaluating instructional programs and activities at the assigned school. 2. Assist the Principal in providing atmosphere conducive to learning and teaching. 3. Assist in coordinating the selection and acquisition of instructional materials and equipment. 4. Assist in coordinating all testing programs at the school. 5. Assist the Principal in supervising and evaluating school-based personnel. 6. Assist in the over site and management of the school site. 7. Assist in implementing negotiated employee contracts. 8. Assist in the coordination and supervision of before and / or after school programs or activities. 9. Assist in selection and employment of school personnel. 10. Assist with the development and implementation of an effective staff development program. 11. Assist the Principal in implementing the induction program for beginning teachers. 12. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. 13. Assist in overseeing programs for student with identified special needs, e.g., ESE, ESOL, and 504. 14. Assist with development and implementation of the School Improvement Plan. 15. Assist in identifying and writing grants to enhance school goals. 16. Assist in overseeing food services at the school, including free and reduced lunch eligibility. 17. Assist the Principal in supervising and evaluating school-based personnel. 18. Facilitate the implementation of the Code of Student Conduct in

Name	Position Title	Job Duties and Responsibilities
		<p>accordance with school and District policy to ensure a safe and orderly learning environment.</p> <p>19. Assist in developing and implementing family and community involvement programs and initiatives such as business partnerships.</p> <p>20. Support and assist in implementing the school's Student services plan and program.</p> <p>21. Demonstrate initiative and a proactive orientation to fulfilling performance responsibilities and seeking solutions to problems and concerns.</p> <p>22. Analyze student performance data as a basis for curriculum improvement and staff development needs.</p> <p>23. Assist in the selection and supervision of substitute personnel.</p> <p>24. Assist in developing and monitoring the school budget.</p> <p>25. Assist in managing student accounting and attendance procedures.</p> <p>26. Assist in supervising transportation services at the assigned school.</p> <p>27. Prepare or oversee the preparation of required reports and maintain all appropriate records.</p> <p>28. Assist in implementing and monitoring Exceptional Student Education programs and services.</p> <p>29. Model and maintain high standards of professional conduct.</p> <p>30. Set high standards and expectations for self, others, and school.</p> <p>31. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>32. Facilitate problem-solving by individuals and groups.</p> <p>33. Counsel with parents and staff to resolve problems and concerns.</p> <p>34. Assist parents in contacting school and agency support services.</p> <p>35. Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>36. Use effective communication techniques with students, teachers, parents, and other stakeholders.</p> <p>37. Assist in preparing and disseminating school newsletters, memos, and letters.</p> <p>38. Make presentations to faculty, students, and parents as requested by the Principal.</p> <p>39. Collaborate with school and District personnel in planning and implementing District initiatives.</p> <p>40. Demonstrate commitment to and support for the vision and mission of the District and school.</p> <p>41. Assist in developing and implementing positive public relations for the school.</p> <p>42. Assist the Principal in the development and implementation of procedures for dealing with school crises.</p> <p>43. Deal with emergency situations quickly and effectively.</p> <p>44. Deal effectively and appropriately with abuse situations.</p> <p>45. Investigate student accidents and other incidents and take appropriate action.</p> <p>46. Serve as an administrator of the physical plant to which they are assigned during an emergency and cooperate</p>

Name	Position Title	Job Duties and Responsibilities
		<p>with district officials and Manatee County Emergency Management Agencies to assure that all emergency procedures are implemented as detailed in the Shelter Operations Plan. 47. Perform other tasks consistent with the goals and objectives of this position.</p>
<p>Tayloe, Lisandra</p>	<p>Assistant Principal</p>	<ol style="list-style-type: none"> 1. Assist in the development, implementation and assessment of the instructional program for all students. 2. Assist in the development of the master schedule for student/teacher assignment. 3. Assist the Principal in appraisal of teachers' and other staff members' performance level. 4. Assist in implementing employee negotiated contracts. 5. Assist in evaluating guidance services and practices. 6. Assist in developing guidelines for student conduct and implement appropriate disciplinary procedures to assure a safe and appropriate learning/teaching environment. 7. Oversee the administration of the testing programs at the school. 8. Assist in developing and implementing a school-wide attendance plan. 9. Assist the Principal in the selection of school personnel as requested. 10. Promote safety procedures and practices. 11. Supervise bus loading and unloading. 12. Assist in overseeing food services at the school including free and reduced lunch eligibility. 13. Assist in the supervision of all extracurricular activities. 14. Be proactive in recognizing and solving school concerns and problems. 15. Anticipate problems as plans are developed. 16. Use current research, performance data and feedback from teachers, parents, and students to make decisions on program change and/or modification. 17. Assist in the development, implementation, and evaluation of the School's Improvement Plan. 18. Utilize data effectively in decision-making. 19. Assist in assessing staff development needs of school personnel. 20. Assist in providing supervision and oversight for substitute teachers. 21. Assist the Principal in maintaining appropriate inventory records for equipment, textbooks and materials. 22. Coordinate facility maintenance, safety records and FISH Reports. 23. Assist in monitoring school budget as directed by the Principal. 24. Assist the Principal in supervising and monitoring the accurate and timely completion of data collection and reporting requirements. 25. Delegate responsibilities to appropriate staff members. 26. Provide training opportunities and feedback to school personnel as assigned by the Principal. 27. Promote staff development activities with focus on the needs of the staff.

Name	Position Title	Job Duties and Responsibilities
		<p>28. Be actively involved in programs for professional growth and development.</p> <p>29. Attend District conferences, in-services and workshops to keep current in educational practices.</p> <p>30. Maintain and model high standards of professional conduct.</p> <p>31. Set high standards and goals for self and others.</p> <p>32. Use effective interpersonal skills to guide individuals and groups to task completion.</p> <p>33. Adjust strategies to accommodate unexpected situations.</p> <p>34. Confer with students, parents, and teachers to resolve problems which inhibit learning.</p> <p>35. Communicate effectively with all stakeholders.</p> <p>36. Maintain high visibility and accessibility on the school campus.</p> <p>37. Communicate effectively orally and in writing with a variety of individuals and groups.</p> <p>38. Support and attend school and community functions.</p> <p>39. Assist in the induction program for beginning teachers.</p> <p>40. Assist in the development of positive school/community relations.</p> <p>41. Cooperate and coordinate with all administrators in the school.</p> <p>42. Utilize county staff for problem resolution when appropriate.</p> <p>43. Provide leadership and support for school and District goals and priorities.</p> <p>44. Assist Principal in establishing and implementing procedures to be used in event of school crises and provide leadership in event of such incidents.</p> <p>45. Decide how to meet students' needs as they arise.</p> <p>46. Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety.</p> <p>47. Deal effectively and appropriately with abuse situations.</p> <p>48. Investigate student accidents and other incidents and take appropriate action.</p> <p>49. Serve as an administrator of the physical plant to which they are assigned during an emergency and cooperate with district officials and Manatee County Emergency Management Agencies to assure that all emergency procedures are implemented as detailed in the Shelter Operations Plan.</p> <p>50. Perform other tasks consistent with the goals and objectives of this position</p>

Demographic Information

Principal start date

Monday 1/7/2019, Anthony Losada

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.*

28

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.*

35

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

939

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

12

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	63	66	73	70	83	62	156	148	132	0	0	0	0	853
Attendance below 90 percent	39	28	30	36	37	31	66	75	67	0	0	0	0	409
One or more suspensions	5	1	2	1	0	0	12	5	5	0	0	0	0	31
Course failure in ELA	0	0	0	8	1	10	2	6	9	0	0	0	0	36
Course failure in Math	0	0	0	8	3	15	7	12	10	0	0	0	0	55
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	7	13	9	26	11	0	0	0	0	68
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	12	8	7	15	6	0	0	0	0	50
Number of students with a substantial reading deficiency	0	0	4	2	7	13	9	26	11	0	0	0	0	72

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	5	1	2	3	4	5	8	6	3	0	0	0	0	37

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/30/2022

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	65	67	72	68	81	65	162	154	134	0	0	0	0	868
Attendance below 90 percent	23	23	24	22	21	24	50	53	26	0	0	0	0	266
One or more suspensions	3	0	0	0	0	1	0	1	3	0	0	0	0	8
Course failure in ELA	0	4	3	6	2	5	0	0	5	0	0	0	0	25
Course failure in Math	0	1	3	3	3	7	9	1	8	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	13	12	6	19	14	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	16	12	5	15	8	0	0	0	0	76
Number of students with a substantial reading deficiency	0	1	18	21	13	12	6	19	14	0	0	0	0	104

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	1	4	3	4	5	8	6	3	5	0	0	0	0	39

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	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	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	65	67	72	68	81	65	162	154	134	0	0	0	0	868
Attendance below 90 percent	23	23	24	22	21	24	50	53	26	0	0	0	0	266
One or more suspensions	3	0	0	0	0	1	0	1	3	0	0	0	0	8
Course failure in ELA	0	4	3	6	2	5	0	0	5	0	0	0	0	25
Course failure in Math	0	1	3	3	3	7	9	1	8	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	13	12	6	19	14	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	16	12	5	15	8	0	0	0	0	76
Number of students with a substantial reading deficiency	0	1	18	21	13	12	6	19	14	0	0	0	0	104

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		1	4	3	4	5	8	6	3	5	0	0	0	39

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	5	0	0	0	0	0	0	0	0	5
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	62%	50%	55%				72%	58%	61%
ELA Learning Gains	52%						65%	57%	59%
ELA Lowest 25th Percentile	51%						54%	52%	54%
Math Achievement	77%	40%	42%				82%	64%	62%
Math Learning Gains	69%						74%	63%	59%
Math Lowest 25th Percentile	70%						67%	55%	52%
Science Achievement	60%	56%	54%				73%	54%	56%
Social Studies Achievement	96%	57%	59%				88%	83%	78%

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	73%	52%	21%	54%	19%
Cohort Comparison		0%				
07	2022					
	2019	66%	48%	18%	52%	14%
Cohort Comparison		-73%				
08	2022					
	2019	77%	54%	23%	56%	21%
Cohort Comparison		-66%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019	76%	57%	19%	55%	21%
Cohort Comparison		0%				
07	2022					
	2019	85%	57%	28%	54%	31%
Cohort Comparison		-76%				
08	2022					
	2019	69%	41%	28%	46%	23%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	73%	45%	28%	48%	25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	77%	11%	71%	17%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	65%	35%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	61%	39%	57%	43%

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	22	36	38	33	57	70					
ELL	43	39	43	68	64	69	31	91	88		
ASN	95	79		100	95						
BLK	45	47	56	66	60	67	54	87	86		
HSP	58	46	46	75	68	71	54	96	82		
MUL	89	69		95	88						
WHT	73	61	59	82	72	67	74	97	89		
FRL	53	47	50	72	65	69	54	94	84		
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	21	36	34	40	73	80	13				
ELL	48	54	55	66	70	81	29	67	50		
ASN	95	76		86	76						
BLK	53	48	50	60	54	63	48	76	56		
HSP	57	57	56	72	63	70	47	77	61		
MUL	67	40		87	60						
WHT	77	67	33	83	73	75	87	84	81		
FRL	57	56	49	69	62	68	43	76	62		
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	38	65	64	68	67	60					
ELL	40	52	52	61	59	53	33	64	50		
ASN	100	79		100	89						

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
BLK	51	53	46	65	69	65	38	75	70		
HSP	66	62	56	79	68	60	70	85	58		
MUL	93	79		93	87						
WHT	88	72	50	94	83	83	91	96	76		
FRL	62	59	54	74	68	59	60	82	50		

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	70
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	75
Total Points Earned for the Federal Index	697
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	46
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	61
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	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
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	85
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	75
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	66
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?

One trend that emerged is that learning gains in reading and math increased across all grade levels. While not falling below 41%, the performance of our students with disabilities is below the expectations for our schools.

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

The greatest need for improvement is shown in the learning gains for the lowest 25% on the FSA and in the sub group data. To address this need for improvement we will be providing faculty with professional learning opportunities to strengthen instructional practices, providing students with after-school tutoring to fill learning gaps, and adjusting tiered intervention groups based on progress monitoring data.

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

Some contributing factors for this need for improvement include limited staff support, learning loss related to the global pandemic, and faculty mobility rate. To address this need for improvement we will be providing faculty with professional learning opportunities to strengthen instructional practices, providing students with after-school tutoring to fill learning gaps, and adjusting tiered intervention groups based on students' progress monitoring data.

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

Based off 2022 state assessments, achievement in both mathematics and science showed the most improvement.

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

Contributing factors included the implementation of new mathematical programs to fidelity, improved Professional Learning Communities, and targeted tiered interventions.

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

Strategies that we will use to accelerate learning include vertical planning sessions throughout the school year, accelerated reading and math courses for select grade levels, and close progress monitoring of classroom based assessments for standards mastery.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development to accelerate learning will include vertical planning sessions on reading and mathematics, training on the DBQ for reading acceleration, and supporting parents with their child's acceleration through Parent University nights and our school website.

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

Additional services will include detailed progress monitoring through our Instructional Leadership Team, program implementation incentives for faculty and students, and funding after-school academic support for students.

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.**

After reviewing the 2022 FSA data, 52% of students made learning gains in the area of reading. This percentage was lower than our projected goals established for our students.

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

By the end of the 2022-2023 school year, 100% of students who scored a level 1, 2, 3, or 4 in the area of reading as measured by the 21-22 FSA, will score one level higher as measured by percentile rank of the 22-23 PM3 administration of the F.A.S.T.

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

This area of focus will be monitoring through district quarterly benchmarks and the administration of the PM2 F.A.S.T. By using this data we will be able to adjust tiered interventions and other instructional practices to meet the needs of students.

**Person
responsible for
monitoring
outcome:**

Anthony (Tony) Losada (losadaa@manateeschools.net)

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

The evidence-based strategies will include implementation of curriculum programs to fidelity, targeted tiered interventions, and close progress monitoring by the Instructional Leadership Team.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific
strategy.**

The strategies listed above were developed using the research found in John Hatti's Visible Learning which suggests that the strategies that have a high positive impact on student achievement is assessment-capable learning, direct instruction, and teacher efficacy. Both assessment-capable learning and direct instruction are used to create and manage tiered intervention groups. All of these strategies will be implemented throughout the year as well as professional learning to increase the fidelity of program implementation. Time will be designated for all teachers to receive needed professional learning.

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.

Professional learning opportunities for reading curriculum programs including i-Ready, Benchmark Advanced, DBQ Project, and Lexia.

Person Responsible Anthony (Tony) Losada (losadaa@manateeschools.net)

Development of tiered intervention groups including identification of students, identification of targeted skills, and selection of progress monitoring tools.

Person Responsible Anthony (Tony) Losada (losadaa@manateeschools.net)

Weekly and monthly review of progress monitoring data by Teacher Curriculum Teams and Instructional Leadership Team.

Person Responsible Anthony (Tony) Losada (losadaa@manateeschools.net)

#2. Instructional Practice specifically relating to Math

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

After reviewing the 2022 FSA data, 69% of students made learning gains in the area of reading. This percentage was lower than our projected goals established for our students.

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

By the end of the 2022-2023 school year, 100% of students who scored a level 1, 2, 3, or 4 in the area of mathematics as measured by the 21-22 FSA, will score one level higher as measured by percentile rank of the 22-23 PM3 administration of the F.A.S.T.

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

This area of focus will be monitoring through district quarterly benchmarks and the administration of the PM2 F.A.S.T. By using this data, we will be able to adjust tiered interventions and other instructional practices to meet the needs of students.

**Person
responsible for
monitoring
outcome:**

Anthony (Tony) Losada (losadaa@manateeschools.net)

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

The evidence-based strategies will include implementation of curriculum programs to fidelity, targeted tiered interventions, close progress monitoring by the Instructional Leadership Team.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific
strategy.**

The strategies listed above were developed using the research found in John Hatti's Visible Learning which suggests that the strategies that have a high positive impact on student achievement is assessment-capable learning, direct instruction, and teacher efficacy. Both assessment-capable learning and direct instruction are used to create and manage tiered intervention groups. All of these strategies will be implemented throughout the year as well as professional learning to increase the fidelity of program implementation. Time will be designated for all teachers to receive needed professional learning.

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.

Professional learning opportunities for mathematics curriculum programs including SuccessMaker, First in Math, Savvas, Acaletics, and Dreambox.

Person Responsible Anthony (Tony) Losada (losadaa@manateeschools.net)

Development of tiered intervention groups including identification of students, identification of targeted skills, and selection of progress monitoring tools.

Person Responsible Anthony (Tony) Losada (losadaa@manateeschools.net)

Weekly and monthly review of progress monitoring data by Teacher Curriculum Teams and Instructional Leadership Team.

Person Responsible Anthony (Tony) Losada (losadaa@manateeschools.net)

#3. 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.

After reviewing the 2022 FSA data, 62% of were proficient in the area of reading achievement. This percentage was lower than our projected goals established for our students.

Measurable Outcome:

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

Through the implementation of writing and inquiry across all content areas, we will achieve an A as a combined K-8 school as measured by the state's overall school grade calculation for academic proficiency.

Monitoring:

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

This area of focus will be monitoring through district quarterly benchmarks and the administration of the PM2 F.A.S.T. Additionally, lesson plans will be submitted to and reviewed by administrators on a weekly basis. By using this data, we will be able to adjust tiered interventions and other instructional practices to meet the needs of students.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based

Strategy:

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

The evidence-based strategies will include implementation of curriculum programs to fidelity, targeted tiered interventions, close progress monitoring by the Instructional Leadership Team.

Rationale for Evidence-based Strategy:

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

The strategies listed above were developed using the research found in Fisher and Frey's Checking for Understanding: Formative Assessment Techniques for Your Classroom which includes notes on how student writing clarifies their thinking. Student writing in all content areas will support comprehension in the content areas and effectively support student achievement.

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.

Professional learning opportunities for writing curriculum programs including No Red Ink and other standards-based curriculum.

Person Responsible

Anthony (Tony) Losada (losadaa@manateeschools.net)

Weekly and monthly review of lesson plans and student work samples by Teacher Curriculum Teams and the Instructional Leadership Team.

Person Responsible

Anthony (Tony) Losada (losadaa@manateeschools.net)

#4. Positive Culture and Environment specifically relating to Student Discipline

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

After reviewing the 2022 student discipline data, there were 140 office discipline referrals for inappropriate behavior. This number was lower than our projected goals established for our students.

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

By the end of the 2022-2023 school year, we will reduce our referrals related to inappropriate behavior by 20% as measured by Focus discipline data.

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

This area of focus will be monitored through monthly data reviews with the Instructional Leadership Team as well as the Intensive Support Team.

Person responsible for monitoring outcome:

Anthony (Tony) Losada (losadaa@manateeschools.net)

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

The evidence-based strategies will include implementation of discipline and life skills programs to fidelity, targeted tiered interventions, and close progress monitoring by the Instructional Leadership Team. The strategies listed above were developed using the research found in Spark program which details the positive affect on student behavior that brain-based instruction, student engagement, relational/responsive practices have.

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

The strategies listed above were developed using the research found in Spark program which details the positive affect on student behavior that brain-based instruction, student engagement, relational/responsive practices have.

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.

Professional learning opportunities for life skills curriculum programs including SPARK, CHAMPS, and Class Dojo. Continuous conversations and time will be designated for additional professional learning opportunities for all students.

Person Responsible Anthony (Tony) Losada (losadaa@manateeschools.net)

Development of tiered intervention groups including identification of students, identification of targeted skills, and selection of progress monitoring tools.

Person Responsible Anthony (Tony) Losada (losadaa@manateeschools.net)

Weekly and monthly review of progress monitoring data by Teacher Curriculum Teams and Instructional Leadership Team.

Person Responsible Anthony (Tony) Losada (losadaa@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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Losada, Anthony (Tony), losadaa@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?

N/A

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?

N/A

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
N/A	Losada, Anthony (Tony), losadaa@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.

We are building a positive school culture and environment through the implementation of CHAMPS, a schoolwide token economy for our PBIS program, and celebrations for faculty and staff. CHAMPS is a classroom management program used by all faculty to teach students classroom and campus expectations to remove ambiguity with regard to student behavior. The token economy used for PBIS at Johnson is Class Dojo, which allows faculty and staff to acknowledge and reward the positive behaviors that our students demonstrate. Students use the points earned from Class Dojo to receive prizes and rewards from their classroom teacher and from the school. In addition to the token economy used with students, at Johnson we have a system for faculty and staff to acknowledge and reward their exceeding school expectations. Faculty and staff are able to receive rewards from this program as well.

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

Several stakeholders will be involved in the development of our positive school culture and environment. The school's goal is to ensure that faculty, staff, and students all feel appreciated for their hard work. The principal will lead the implementation of tier 1 programs with students and the program incentives for faculty and staff. The school-based leadership team will assist the principal in program implementation and progress monitoring. Parents and families will support the positive school culture through at-home protocol practice and assistance with incentives.