

Collier County Public Schools

Manatee Middle School



2022-23 Schoolwide Improvement Plan

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Manatee Middle School

1920 MANATEE RD, Naples, FL 34114

<https://www.collierschools.com/mms>

Demographics

Principal: Matt Dyer

Start Date for this Principal: 8/16/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: B (59%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Collier 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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Manatee Middle School

1920 MANATEE RD, Naples, FL 34114

<https://www.collierschools.com/mms>

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)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

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SIP Authority

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<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.

At Manatee Middle School, we will develop highly effective students and adults who are leaders in our school and our community.

Provide the school's vision statement.

Manatee Middle School is composed of lifelong learners that are respectful, organized, accomplished and responsible. Through positive school culture and relevant and rigorous academics, students are prepared to thrive in high school and post-secondary opportunities.

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
Dyer, Matthew	Principal	Create success for every staff member and every student.
Montesino, Marina	Assistant Principal	As the Assistant Principal of Instruction and Curriculum, it is my responsibility to support, via a leadership role, the school's instructional goals and to ensure its implementation. It is my responsibility to support my academic coaches by providing feedback for their teachers to realize their full instructional potential. As the APC I am responsible for the achievement of the school's academic goals. I work collaboratively with the school leadership team to develop a school-wide culture of respect and achievement and a team culture grounded in common goals, mutual respect, empathy towards others.
Micieli, AJ	Assistant Principal	As the Assistant Principal, of Attendance and Discipline, I am responsible for assisting the principal in providing school-wide leadership and performing administrative and supervisory duties as assigned by the principal, particularly in the areas of attendance and discipline. I provide meaningful feedback to students and parents regarding their child's behavior. I ensure that school safety procedures and compliance with rules are followed. I manage attendance and track student performance to support the academic success of the school.
Torres, Erika	Reading Coach	As the literacy coach, the primary focus is to provide staff with instructional support in the area of language arts and writing. They support, monitor, plan, and provide feedback to teachers. In addition, they provide mentoring support to teachers and work collaboratively with the leadership teams to develop a team culture of academic and professional success
Berning, Jennifer	Math Coach	As the mathematics coach, the primary focus is to provide staff with instructional support in the area of mathematics. They support, monitor, plan, and provide feedback to teachers. In addition, they provide mentoring support to teachers and work collaboratively with the leadership teams to develop a team culture of academic and professional success
Ulibarri, Krista	Instructional Coach	Science Department and New Teacher Instruction

Demographic Information

Principal start date

Tuesday 8/16/2022, Matt Dyer

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

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

23

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

743

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

9

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

8

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	0	0	0	0	0	0	234	239	265	0	0	0	0	738
Attendance below 90 percent	0	0	0	0	0	0	15	30	32	0	0	0	0	77
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	2	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	3	12	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	61	96	111	0	0	0	0	268
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	51	68	57	0	0	0	0	176
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	9	11	24	0	0	0	0	44

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	0	0	0	0	1	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/16/2022

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	0	0	0	0	0	0	232	261	294	0	0	0	0	787	
Attendance below 90 percent	0	0	0	0	0	0	65	70	79	0	0	0	0	214	
One or more suspensions	0	0	0	0	0	0	2	3	2	0	0	0	0	7	
Course failure in ELA	0	0	0	0	0	0	0	5	23	0	0	0	0	28	
Course failure in Math	0	0	0	0	0	0	0	2	9	0	0	0	0	11	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	83	79	93	0	0	0	0	255	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	44	56	40	0	0	0	0	140	
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	26	32	46	0	0	0	0	104	

The number of students identified as retainees:

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

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	0	0	0	0	0	0	232	261	294	0	0	0	0	787
Attendance below 90 percent	0	0	0	0	0	0	65	70	79	0	0	0	0	214
One or more suspensions	0	0	0	0	0	0	2	3	2	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	5	23	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	0	2	9	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	83	79	93	0	0	0	0	255
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	44	56	40	0	0	0	0	140
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	26	32	46	0	0	0	0	104

The number of students identified as retainees:

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

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	42%	55%	50%				49%	59%	54%
ELA Learning Gains	41%						51%	55%	54%
ELA Lowest 25th Percentile	28%						43%	45%	47%
Math Achievement	59%	34%	36%				65%	69%	58%
Math Learning Gains	60%						62%	62%	57%
Math Lowest 25th Percentile	56%						60%	57%	51%
Science Achievement	46%	67%	53%				50%	55%	51%
Social Studies Achievement	63%	64%	58%				64%	75%	72%

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
06	2022					
	2019	46%	56%	-10%	54%	-8%
Cohort Comparison						
07	2022					
	2019	46%	55%	-9%	52%	-6%
Cohort Comparison		-46%				
08	2022					
	2019	42%	58%	-16%	56%	-14%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	55%	61%	-6%	55%	0%
Cohort Comparison						
07	2022					
	2019	57%	66%	-9%	54%	3%
Cohort Comparison		-55%				
08	2022					
	2019	45%	36%	9%	46%	-1%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	45%	52%	-7%	48%	-3%
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	58%	72%	-14%	71%	-13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	67%	32%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	21	31	24	33	46	50	18	40			
ELL	28	33	24	50	55	57	27	48	73		
BLK	39	38	29	52	57	50	44	56	93		
HSP	43	42	27	61	60	58	45	64	87		
WHT	57	54	40	68	66		59	81	92		
FRL	41	40	29	58	59	55	44	62	88		
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	27	36	27	41	58	54	33	42			
ELL	32	45	40	58	63	60	43	63	79		
BLK	41	47	44	62	71	71	54	61	93		
HSP	44	50	38	63	67	60	60	66	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
WHT	65	54		58	68		80	79	70		
FRL	43	49	39	62	67	63	57	65	84		
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	31	44	30	47	62	53	39	36	93		
ELL	33	47	47	50	53	61	22	51	96		
BLK	51	50	41	60	61	59	51	66	95		
HSP	47	51	44	67	62	62	47	63	84		
WHT	52	52		70	67	55	60	64	80		
FRL	47	49	43	64	61	59	48	63	87		

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
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?

Only 42% of students can pass the ELA FSA. Only 8% of ESE students passed. Only 13% of ELL students passed.

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

ELA, across all grade levels, is the greatest need. ESE students and ELL students are the two subgroups with the greatest need.

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

Staffing was a large part of the lack of progress within these two groups. Hiring new and more competent staff and moving reading specialists into specialist roles as well as hiring an elementary pedagogy coach to help teachers become more competent in utilizing small group instruction to target students on their individual levels.

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

6th grade math made the most gains and 7th grad math made the most improvement over the previous years' scores.

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

Strong staffing at these grade levels. This includes hiring a math resource teacher to increase the amount of small group and individualized instruction for struggling students. We also incorporated a lunch learning area that gave students multiple ways to improve their math understanding.

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

Students will need to read more. We have created a homework plan to increase the amount of reading, every student does, every week by 40 minutes. This includes on level text, across the curriculum, with embedded questions to assess understanding and comprehension. We have also hired a reading endorsed teacher to teach small group instruction to our L25 students. They will receive extra pull out instruction targeted to their specific needs. We will track homework progress and celebrate goals reached.

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.

For three straight weeks, we will demonstrate and explain what small group instruction can and should look like in classrooms. After three weeks of PD, each department will define what small group instruction looks like in their classrooms. We will also teach staff how to break down reading data to drive

instruction and meet the needs of individual students. Teachers will receive monthly Best Standards training delivered through department chairs and coaches.

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

Teachers will begin tracking their small group instruction in minutes per week. Each teacher will set monthly goals. We will measure students assessment success in correlation with how much small group instruction each students receives and how many of homework reading assignments students master.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to English Language Learners**Area of Focus
Description and
Rationale:**

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

More than 75% of our students come from homes where English is the second language spoken. Only 13% of ELL students scored 3 or higher on the 2022 FSA. We lost a great teacher to pregnancy, early in the school year. We had a weak teacher working with these students.

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

By May 2023, 50% of ELL students will achieve a 3 or greater on the F.A.S.T. assessment at the end of 2022-2023.

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

Students will be monitored with by-weekly common assessments and through F.A.S.T. quarterly assessments. Daily monitoring and tracking will take place in the classroom through small group instruction and the System 44 Individualized learning curriculum.

Person responsible for monitoring outcome:

Erika Torres (torrese1@collierschools.com)

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

Small group instruction will be a large focus during both the core content time and the intensive period. Small group instruction will improve because of a created process and PD for ELA staff. We have included more training for teachers who teach READ 180 to better incorporate small group instruction in the rotational model of READ 180. We have also create multiple System 44 rooms with the support of resource teachers and included a bilingual reading teacher in our ESOL classroom to increase the small group learning time and targeted instruction for all students.

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

Targeting students on their individual levels, with their individual needs, is the most effective way to increase student achievement. Each student knows their current levels and what is needed to make academic growth. It is the responsibility of each teacher to target skills that meets the needs of each individual. We will do this by targeted, small group instruction. READ 180 and System 44 provide each teacher with individual data that drives small group instruction to better target the needs of individual students in small groups.

**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. Set expectations for the number of small group each student should have weekly.
2. Create small group instruction protocols that are best practice for every ELA classroom.
3. Provide professional development to ELA teachers on how to best design and structure small group instruction.
4. Create opportunities to share success with peers to idea share about instruction.
Small group instruction should be the core of instruction to meet the reading needs of every student. Ms. Torres will track teacher implementation.
5. Ensure READ 180 and System 44 data is driving small group instruction.
6. Introduce daily Reading Homework to extend the school day and increase student reading by 40 minutes per week.

**Person
Responsible** Erika Torres (torrese1@collierschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

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

Only 13% of ESE students scored 3 or higher on the 2022 FSA. We did not use progress monitoring data, through our ESE department, to drive instruction for our ESE students. We did not ensure that their needs were being targeted through our small group instruction.

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

By May 2023, 50% of ESE students will achieve a 3 or greater on the F.A.S.T. assessment at the end of 2022-2023.

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

All students have data folders that are tracked in their ELA classroom that includes their previous year's scores. They have reviewed their data so they know where they must improve to make growth. They are tracking their growth data in this folders. Each classroom teacher, across the curriculum, is challenged to embed reading strategies in their daily instruction. Social Studies teachers are focused on text features. Math classrooms are mastering key ideas and vocab clusters. ELA classrooms are specifically targeting item specs from past test data. We will also more effectively track and use READ 180 and System 44 data to track growth and drive instruction in our small groups. The ESE Inclusion teachers will meet bi-weekly to complete progress monitoring with each individual student.

Person responsible for monitoring outcome:

Belliveau Lynne (bellil@collierschools.com)

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

Small group instruction will be a large focus during both the core content time and the intensive period. Small group instruction will improve because of a created process and PD for ELA staff. We have included more training for teachers who teach READ 180 to better incorporate small group instruction in the rotational model of READ 180. We have also create multiple System 44 rooms with the support of resource teachers and included a bilingual reading resource teacher in our ESOL classroom to increase the small group learning time and targeted instruction for all students.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the rationale for selecting this specific strategy. Targeting students on their individual levels, with their individual needs, is the most effective way to increase student achievement. Each student knows their current levels and what is needed to make academic growth. It is the responsibility of each teacher to target skills that meets the needs of each individual. We will do this by targeted, small group instruction. READ 180 and System 44 provide each teacher with individual data that drives small group instruction to better target the needs of individual students in small groups.

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.

1. Set expectations for the number of small group each student should have weekly.
2. Create small group instruction protocols that are best practice for every ELA classroom.
3. Provide professional development to ELA teachers on how to best design and structure small group instruction.
4. Create opportunities to share success with peers to idea share about instruction.
Small group instruction should be the core of instruction to meet the reading needs of every student. Ms. Torres will track teacher implementation.
5. Ensure READ 180 and System 44 data is driving small group instruction.
6. Create a schedule that provides time for ESE inclusion teachers to meet with individual students to complete progress monitoring.

Person Responsible Belliveau Lynne (bellil@collierschools.com)

#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.

Only 24% of our L25 and 59% overall of students scored proficient in Math based on 2022 FSA scores. While our highest achieving students continue to outpace students from schools like ours, our most vulnerable students are falling further behind their peers.

Measurable Outcome:

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

By May of 2023 the number of students scoring a level 3 or higher on the 2022 Math FSA will increase by 5%.

Monitoring:

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

The students will track quarterly benchmark results. All students will identify areas of weakness by analyzing ALEK data, quarter benchmarks, and teacher-student data chats. We will also be more consistent in using the ALEKS platform with fidelity to track and drive instruction.

Person responsible for monitoring outcome:

Jennifer Berning (berninje@collierschools.com)

Evidence-based Strategy:

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

We will use ALEKS data as well as progress monitoring data to identify the needs of students. The math coach will assist with grouping and differentiated instruction.

Rationale for Evidence-based Strategy:

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

We will use 2022 FSA data to drive instruction and begin to fill gaps developed from virtual learning. We will collect and use real time data, common assessments and exit tickets, to drive instruction in classrooms as well as small group instruction to target specific skills.

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. Math coach will work strategically with intensive teachers at each grade level and provide extended learning opportunities during lunches.
2. Focused and strategic scheduling, level 1 and 2 students with peers and resource help for more individualized instruction.
3. Common planning for all math teachers, with the math coach, for more support.
4. Lesson plans will be monitored with a focus on identifying reading strategies that will help students more effectively break down math problems to determine successful outcomes.
5. Small group instruction during ALEKS lab time with grouping based on data and small group lessons targeting areas of concern on benchmark testing.

Person Responsible

Jennifer Berning (berninje@collierschools.com)

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.

At Manatee Middle School, we will develop highly effective students and adults who are leaders in our school and our community. We will do this by creating a school culture that fosters and reinforces leadership opportunities for all stakeholders. Manatee Middle School is in the early stages of becoming a "Leader In Me School." All stakeholders (staff, students, and parents) will participate in trainings that support the "The 7 Habits of Highly Effective People." We believe that the investment made in the Leader In Me Program will have a direct impact on the relationships staff, students, and parents develop while here. These lessons will help 100% of our students make academic gains.

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

Administration- provide instructional support, assign resources, communicate with stakeholders, set goals, plan for intervention, support leadership opportunities.

Office Staff- communicate with families, organize student celebrations, track attendance and behavior concerns, communicate with instructional staff.

Guidance- Support student's social emotional learning, create tier 2/3 interventions based on data, support student celebrations and initiatives.

Support Staff- create interventions, communicate with teachers, analyze data, create SSP's, IEP's, 504's, and EP's, co-teach model.

Teachers- create interventions, communicate with other teachers, analyze data, create SSP's, IEP's, 504's, and EP's, co-teach model.

Students- do their best everyday, show up to class on-time, turn in their assignments, communicate with staff and parents.

Parents- communicate with teachers and school staff, support appropriate school behavior, show up to student events, monitor student's academic progress.

Youth Relation Officer- support with school initiatives, small group interventions, Positive Behavior Support.

Facility Manager- help keep a safe and clean campus.