

Manatee County Public Schools

Manatee Elementary School



2021-22 Schoolwide Improvement Plan

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Manatee Elementary School

1609 6TH AVE E, Bradenton, FL 34208

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

Demographics

Principal: Lourdes Gonzalez

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: C (43%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	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	90%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Manatee Elementary School partners directly with the families and community to focus on consistent Attendance, appropriate Behavior, academic Competencies, whole-child Development, engaging Enrichment, and comprehensive Health.

Provide the school's vision statement.

Manatee Elementary strives to achieve: improved student learning, stronger families, and a healthier community.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
	Assistant Principal	The Assistant Principal supports the Principal in providing the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.
Cuffaro, Maria	Reading Coach	To generate improvement in reading instruction and reading achievement by conducting on-site, on-going literacy related professional development; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; and supporting school-wide progress monitoring programs.
Lehman, Maria	Administrative Support	To manage and monitor all aspects of Elementary curriculum and instruction, with an emphasis on the integration of reading across content areas and the implementation, monitoring, and revision of the elementary curriculum and instructional plans.
Harms, Samantha	Instructional Coach	To generate improved student achievement in relevant content areas by providing teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.
Gonzalez, Lourdes	Principal	The Principal provides the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.
Williams, Renita	SAC Member	Director of the Community Partnership School. Assist with parental involvement and support of after school programs.

Demographic Information

Principal start date

Thursday 7/1/2021, Lourdes Gonzalez

Number of teachers with a 2019 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.*

2

Number of teachers with a 2019 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.*

6

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

547

Identify the number of instructional staff who left the school during the 2020-21 school year.

25

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

29

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	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	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	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	0	0	
Number of students with a substantial reading deficiency	0	0	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	3	3	2	0	0	0	0	0	0	0	0	0	0	0	0	8

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	0	0	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - As Reported

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	69	78	80	105	80	74	0	0	0	0	0	0	0	486
Attendance below 90 percent	46	16	74	198	101	17	0	0	0	0	0	0	0	452
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
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 ELA assessment	0	0	0	21	0	0	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	18	0	0	0	0	0	0	0	0	0	18

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	0	0	0	0	0	0	0	0	0	0	0	0	1

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	13	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	69	78	80	105	80	74	0	0	0	0	0	0	0	486
Attendance below 90 percent	46	16	74	198	101	17	0	0	0	0	0	0	0	452
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
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 ELA assessment	0	0	0	21	0	0	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	18	0	0	0	0	0	0	0	0	0	18

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	0	0	0	0	0	0	0	0	0	0	0	0	1

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	13	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	52%	57%	27%	50%	56%
ELA Learning Gains				57%	57%	58%	39%	54%	55%
ELA Lowest 25th Percentile				63%	55%	53%	44%	47%	48%
Math Achievement				49%	63%	63%	40%	60%	62%
Math Learning Gains				74%	68%	62%	56%	61%	59%
Math Lowest 25th Percentile				62%	53%	51%	54%	47%	47%
Science Achievement				35%	48%	53%	39%	49%	55%

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
03	2021					
	2019	25%	51%	-26%	58%	-33%
Cohort Comparison						
04	2021					
	2019	44%	56%	-12%	58%	-14%
Cohort Comparison		-25%				
05	2021					
	2019	38%	52%	-14%	56%	-18%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	36%	60%	-24%	62%	-26%
Cohort Comparison						
04	2021					
	2019	62%	65%	-3%	64%	-2%
Cohort Comparison		-36%				
05	2021					
	2019	46%	60%	-14%	60%	-14%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	31%	48%	-17%	53%	-22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady(ELA and Math), District Benchmark Exams and NGSSS

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.1%	9.6%	26.8%
	Economically Disadvantaged	21.5%	9.7%	25.4%
	Students With Disabilities	20%	9.1%	18.2%
	English Language Learners	25%	8.7%	39.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.7%	13.3%	32.1%
	Economically Disadvantaged	17.5%	12.5%	30%
	Students With Disabilities	20%	0%	0%
	English Language Learners	20%	4.3%	26.1%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11.1%	25%	45.1%
	Economically Disadvantaged	11.4%	22.6%	45.6%
	Students With Disabilities	0 %	18.2%	27.3%
	English Language Learners	0%	21.4%	23.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.5%	15.6%	36.4%
	Economically Disadvantaged	11.9%	14.3%	37%
	Students With Disabilities	0%	0%	18.2%
	English Language Learners	4.5%	10.7%	32%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12.2%	24.1%	37.3%
	Economically Disadvantaged	11.3%	23.4%	36.6%
	Students With Disabilities	0%	13%	17.4%
	English Language Learners	6.9%	12.9%	22.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5.5%	13.1%	27.4%
	Economically Disadvantaged	3.2%	11.7%	25.8%
	Students With Disabilities	0%	4.3%	13%
	English Language Learners	0%	6.7%	25.8%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21.2%	13.8%	21.3%
	Economically Disadvantaged	20.9%	15.5%	22.5%
	Students With Disabilities	14.3%	0%	0%
	English Language Learners	16.3%	0%	4.2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5.8%	24.7%	49.4%
	Economically Disadvantaged	6.6%	26.4%	50%
	Students With Disabilities	9.1%	5.3%	26.3%
	English Language Learners	4.7%	12.5%	54.2%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5.3%	9.7%	13.4%
	Economically Disadvantaged	6%	6.9%	11.1%
	Students With Disabilities	0%	0%	0%
	English Language Learners	10.7%	0%	4.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4%	28.2%	36.1%
	Economically Disadvantaged	4.5%	24.6%	32.8%
	Students With Disabilities	0%	22.2%	10.5%
	English Language Learners	3.4%	15.4%	19.2%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	14.8%	8.7%	4.3%
	Economically Disadvantaged	12%	5.4%	5.4%
	Students With Disabilities	0%	0%	0%
	English Language Learners	4.3%	0%	0%

Subgroup Data Review

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	10	35	53	14	30	38	5				
ELL	21	26		43	50		16				
BLK	16	25		32	48	64	9				
HSP	23	28	58	46	52		21				
WHT	45			55							
FRL	21	27	56	39	47	47	16				
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	18	44	54	34	74	69	23				
ELL	44	65	65	53	82	76	42				
BLK	24	53	69	35	65	46	22				
HSP	45	61	63	56	80	86	43				
WHT	36			64							
FRL	36	56	60	50	76	65	36				
2018 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 2016-17	C & C Accel 2016-17
SWD	6	31	33	23	37	29					
ELL	28	42	31	43	53	40	25				
BLK	19	38	47	27	46	56	29				
HSP	34	45	47	52	61	53	46				
MUL	20			40							
WHT	40			50							
FRL	28	40	45	40	56	56	39				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

Manatee Elementary decreased in most areas across all subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Using 2020 data, ELA demonstrated the greatest need with a drop of 15 percentage points.

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, aside from the pandemic attendance issues, included teacher shortage, teacher turnover, and inconsistent instruction.

The new actions include a creation of a comprehensive core instructional program with a focus on differentiated instruction that is responsive to the needs of students. Close monitoring of student progress will guide decisions to improve instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Improvement was not made with the circumstances. However, students in our lowest quartile showed some progress.

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

Our hypothesis is that small groups targeting L25 students in ELA and Math produced learning gains.

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

The strategies needed include building teacher capacity to provide strong tier 1 instruction aligned to state standards, and supporting teachers in diagnosing and remediating the needs of our students both academically and socially to become future leaders.

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 meet with reading coach, School Coordinator, and other support staff to collaboratively plan, analyze data, reflecting and revising practices to suit student needs. Professional development will include targeted support for teachers to provide highly effective instruction to students.

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

Social emotional activities and implementation of Leader in Me will aid in improving teacher retention and student involvement in the school.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale: Based on the 2020-2021 behavior referrals, culture and climate was identified as a critical need.

Measurable Outcome: The number noncompliant students will be reduced by 60 percent in the 2021-2022 school year as tracked by behavior referrals in Focus.

Monitoring: This area of focus will be monitored monthly by the PBIS and Lighthouse Team. The data will be analyzed to create a tiered support system for teachers and students who are in needs.

Person responsible for monitoring outcome: Lourdes Gonzalez (gonzalezl@manateeschools.net)

Evidence-based Strategy: PBIS and Leader in Me will be implemented and teachers will be provided with professional development and support for the initiatives throughout the year.

Rationale for Evidence-based Strategy: The specific strategy was selected based on the data and student needs. According to the PBIS guidelines, the amount of referrals demonstrated the need to create a school wide discipline plan and a focus on social emotional learning for students, families and staff.

Action Steps to Implement

- July 2021 School wide training Leader in Me
- July 2021 PBIS Team and School-Wide Training
- August 2021 Behavior Tracking Forms and implementation guide
- August 2021 PBIS Kick Off Assemblies
- August 2021 Leader in Me implementation with students
- Monthly Celebrations for PBIS and PBIS Team Meetings
- September 2021 Teacher SEL Kick Off and SEL support monthly
- Lighthouse team meetings monthly to support implementation of SEL for students. (Leader in Me)
- Quarterly data reflections to adjust and revise the programs to meet the needs identified.
- January 2022 Check in on goals for SEL
- May 2022 Reflection and planning for PBIS and Leader in Me.

Person Responsible: Natalie Jadid (jadidn@manateeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	With a continued decrease in achievement in the area of ELA, this was identified as a critical need.
Measurable Outcome:	ELA achievement will increase from 21 to 50% as measured by the FSA 2022.
Monitoring:	Ongoing school based assessments, district benchmarks, individual reading assessments, and progress monitoring data will be used.
Person responsible for monitoring outcome:	Maria Cuffaro (cuffarom@manateeschools.net)
Evidence-based Strategy:	Differentiated small group instruction, collaborative planning for tier one instruction, and data driven decision making will be used to support this area of focus.
Rationale for Evidence-based Strategy:	Based on the data points gathered in ELA, students need high quality tier 1 instruction and a multi-tiered support system that meets the diverse needs of the students.

Action Steps to Implement

- Summer 2021 Collaborative Planning to analyze data and plan for instruction
 - August 2021 Professional Development with a focus on small group targeted instruction.
 - Monthly ongoing collaborative planning
 - Data meeting bi weekly to monitor student progress. TCT and IST will address tier 2 and tier 3 supports.
 - Quarterly Instructional Leadership Team Meetings to analyze data, create action plans, and provide support/professional learning
 - Coaching, modeling, and mentoring will be provided as needed for all team members.
- Person Responsible** Maria Cuffaro (cuffarom@manateeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	With a continued decrease in achievement in the area of Mathematics , this was identified as a critical need.
Measurable Outcome:	Math achievement will increase from 40 to 50% as measured by the FSA 2022.
Monitoring:	Ongoing school based assessments, district benchmarks, individual reading assessments, and progress monitoring data will be used.
Person responsible for monitoring outcome:	Maria Lehman (lehmanm@manateeschools.net)
Evidence-based Strategy:	Differentiated small group instruction, collaborative planning for tier one instruction, and data driven decision making will be used to support this area of focus.
Rationale for Evidence-based Strategy:	Based on the data points gathered in Math, students need high quality tier 1 instruction and a multi-tiered support system that meets the diverse needs of the students.

Action Steps to Implement

Summer 2021 Collaborative Planning to analyze data and plan for instruction
 August 2021 Professional Development with a focus on small group targeted instruction, Acaletics, and using district resources to provide high quality tier 1 instruction.
 Monthly ongoing collaborative planning
 Data meeting bi weekly to monitor student progress. TCT and IST will address tier 2 and tier 3 supports.
 Quarterly Instructional Leadership Team Meetings to analyze data, create action plans, and provide support/professional learning
 Coaching, modeling, and mentoring will be provided as needed for all team members.

Person Responsible Maria Lehman (lehmanm@manateeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The discipline data shows that our students had more incidences of aggressive behavior. Discipline data will be monitored by administration, guidance department, and the PBIS team monthly to determine the need for tiered support and needed adjustments to the discipline plan.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

The school addresses building a positive school culture and environment through the use of PBIS, Leader in Me, Community Partnerships, and ongoing Social Emotional supports. The leadership team and community partners provide monthly culture and climate checks.

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

Community Partnerships-MCR behavioral health and other services
 Leadership Team-plan and provide support, assess the culture and adjust
 Staff-Personal learning of 7 Habits, leadership of committees, professional growth
 Families-Sharing Leader in Me and programs to meet the needs

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00