Manatee County Public Schools

Blanche H. Daughtrey Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Blanche H. Daughtrey Elementary

515 63RD AVE E, Bradenton, FL 34203

https://www.manateeschools.net/blackburn

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to model and encourage students to acquire new knowledge, accept others, explore their passions, and build connections to the community. As a school family, this is accomplished through ongoing staff development, restorative practices, extra-curricular activities, and our community partnerships.

Provide the school's vision statement.

Our vision is to prepare students to be lifelong learners that think critically and make a positive impact on society using their unique gifts and talents.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
McCullough, Melissa	Principal	The principal will oversee the Instructional Leadership Team and all of the systems of the school that impact student achievement. The ILT meets weekly to analyze data and discuss needs and celebrations during weekly collaborative, facilitated grade level planning. The team will participate in weekly instructional walk to check for the major 4 look fors within every classroom. The team will monitor the fidelity of the core 90 minute reading block, math block, science instruction, and supplemental learning blocks. The team will analyze data and identify students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books cadres, assist with committees, and support school-wide professional development and/or training related to effective instruction and community.
Flynn, Scott	Assistant Principal	The assistant principal is an active member of the Instructional Leadership Team. The AP works to support the functions of the ILT including the implementation and fidelity of all school curriculum. The AP actively participates in analyzing school data to make instructional decisions. The team will analyze data and identify students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books cadres, assist with committees, and support school-wide professional development and/or training related to effective instruction and community.
Caldwell, Jennifer	Assistant Principal	The assistant principal is an active member of the Instructional Leadership Team. The AP works to support the functions of the ILT including the implementation and fidelity of all school curriculum. The AP actively participates in analyzing school data to make instructional decisions. The team will analyze data and identify students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books cadres, assist with committees, and support school-wide professional development and/or training related to effective instruction and community.
Hajduk, Michelle	Reading Coach	The reading coach is an active member of the school's Instructional Leadership Team. The coach assists the team in analyzing data and identifying students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books cadres, assist with committees, and support school-wide professional development and/or training related to effective instruction and community. The Reading Coach monitors all school reading initiatives related to the School Improvement Plan. The coach assists with modeling classrooms and completes regular coaching cycles with identified teachers.
Lovy, Lisa	Other	The SSS is an active member of the Instructional Leadership Team. The SSS assists the team in analyzing data and identifying students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books cadres, assist with committees, and support

Name	Position Title	Job Duties and Responsibilities
		school-wide professional development and/or training related to effective instruction and community. The SSS supports classroom community initiatives including restorative practices, MTSS, and district and state testing.
Schroeder, Claire	Other	The SSS is an active member of the Instructional Leadership Team. The SSS assists the team in analyzing data and identifying students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books cadres, assist with committees, and support school-wide professional development and/or training related to effective instruction and community. The SSS supports classroom community initiatives including restorative practices, MTSS, and district and state testing.
Regula, Megan	Other	The Interventionist is an active member of the Instructional Leadership Team. The Interventionist assists the team in analyzing data and identifying students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books cadres, assist with committees, and support school-wide professional development and/or training related to effective instruction and community. Additionally, the interventionist supports all tiers of instruction including tier 2 and tier 3, providing support to teachers through modeling and teaching.
Corbett, Katrena	Other	The Interventionist is an active member of the Instructional Leadership Team. The Interventionist assists the team in analyzing data and identifying students that need additional support through tutoring, during and after school. The Leadership Team will conduct faculty books cadres, assist with committees, and support school-wide professional development and/or training related to effective instruction and community. Additionally, the interventionist supports all tiers of instruction including tier 2 and tier 3, providing support to teachers through modeling and teaching.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders have been given the opportunity to provide feedback through meetings and digital collection of feedback related to student achievement. Specifically, teachers, school staff, and parents were asked to give their feedback on the learning successes at Daughtrey. Additionally, feedback was collected on our areas of need that contribute to student learning. Business, community leaders, parents, teachers, and staff are invited to our School Advisory Council meetings to build communication and collect feedback that was used to develop the SIP. The community partnership cabinet meets monthly and recently developed goals related to attendance, discipline, and academics that are reflected in the SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be referred to and goals will be monitored on a monthly basis during ILT meetings. During meetings, we will look at data, make instructional changes including support to teachers and or students that show deficits or regression. During monthly data chats with teachers, we will discuss student progress related to ongoing assessment and unit assessment data. Additionally, during SAC meetings, data and program implementation will be shared and used to progress monitor each goal outlined in the SIP.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	9	43	36	34	21	34	0	0	0	177
One or more suspensions	3	6	2	5	8	8	0	0	0	32
Course failure in English Language Arts (ELA)	0	2	7	28	54	45	0	0	0	136
Course failure in Math	0	7	7	21	46	31	0	0	0	112
Level 1 on statewide ELA assessment	72	69	71	83	52	61	0	0	0	408
Level 1 on statewide Math assessment	70	26	50	59	36	40	0	0	0	281
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	4	7	17	14	0	0	0	46

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	26	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	49	35	31	26	20	28	0	0	0	189
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	28	9	23	0	0	0	60
Course failure in Math	0	0	0	30	5	23	0	0	0	58
Level 1 on statewide ELA assessment	0	0	0	75	56	63	0	0	0	194
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	28	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	49	35	31	26	20	28	0	0	0	189
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	28	9	23	0	0	0	60
Course failure in Math	0	0	0	30	5	23	0	0	0	58
Level 1 on statewide ELA assessment	0	0	0	75	56	63	0	0	0	194
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	28	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	23	51	53	27	55	56	28		
ELA Learning Gains				39			46		
ELA Lowest 25th Percentile				41			77		
Math Achievement*	48	62	59	56	50	50	54		
Math Learning Gains				61			62		
Math Lowest 25th Percentile				50			74		
Science Achievement*	25	51	54	21	65	59	20		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress	53	59	59	51			51		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	171
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	2
ELL	26	Yes	2	1
AMI				
ASN				
BLK	52			
HSP	32	Yes	2	
MUL				
PAC				
WHT	41			
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	50			
HSP	40	Yes	1	
MUL				
PAC				
WHT	58			
FRL	42			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	23			48			25					53
SWD	11			20			5				5	51
ELL	12			33			16				5	53
AMI												
ASN												
BLK	39			64							2	
HSP	20			46			24				5	52
MUL												
PAC												
WHT	38			53			40				4	
FRL	23			50			27				5	53

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	27	39	41	56	61	50	21					51
SWD	8	26	36	30	49	39	13					45
ELL	15	32	31	45	55	43	13					51
AMI												
ASN												
BLK	33	56		57	73		31					
HSP	24	34	35	55	58	48	18					51
MUL												
PAC												
WHT	44	53		63	71							
FRL	28	37	39	59	61	50	18					46

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	46	77	54	62	74	20					51
SWD	14	49	87	39	57	69	5					35
ELL	25	47	77	53	63	79	20					51
AMI												
ASN												
BLK	20	46		57	69		0					
HSP	25	45	76	54	61	71	21					53
MUL												
PAC												
WHT	47			53								45
FRL	27	46	81	54	58	67	15					48

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	53%	-34%	54%	-35%
04	2023 - Spring	30%	54%	-24%	58%	-28%
03	2023 - Spring	18%	47%	-29%	50%	-32%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	62%	-20%	59%	-17%
04	2023 - Spring	52%	64%	-12%	61%	-9%
05	2023 - Spring	44%	61%	-17%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	49%	-27%	51%	-29%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA for grades Kindergarten through 5th showed the lowest performance. Contributing factors to low performance are new BEST standards, new curriculum in ELA, many teachers with less than 5 years of teaching experience, more than 80% of teachers are not reading endorsed, high percentage of non-English speaking students, high poverty population, and low student attendance accompanied by 3 years of COVID.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in 3rd grade ELA proficiency which fell by 10% from FSA 2021-22 to FAST PM3 2022-23. The factors that contributed to this decline were a first year out of field teacher, an unfilled teaching unit filled by Student Support Specialist with poor attendance, a second year, inexperienced teacher, new BEST standards with new state assessment, and new ELA basal series.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap existed in 5th grade with a 36% difference between the school and state. The factors that contributed to this gap was teacher's lack of familiarity and experience teaching 5th grade standards, an unfilled teaching position filled by the media specialist, new BEST standards with new state assessment, and new ELA basal series.

Which data component showed the most improvement? What new actions did your school take in this area?

The most improvement component occurred in 4th grade which improved by 4%. No new actions were taken in this area.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The EWS data shows significant absenteeism among students and ELA course failure increased each grade level.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improve all tiered instruction for grades Kindergarten to 5th in ELA to impact proficiency.
2. Increase learning gains in ELA for grades 3rd, 4th, and 5th.
3. Improve all tiered instruction for grades Kindergarten to 5th in Math to impact proficiency.
4. Increase learning gains in Math for grades 3rd, 4th, and 5th.
5. Improve instruction for all grade in Science to impact 5th grade proficiency.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data reviewed, areas of need are based on previous year's teacher vacancies and a lack of certified, experienced teachers.

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

The goal for 2023-24 is to recruit and retain 100% of teachers rated effective and highly effective.

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

This area of focus will be monitored through data evaluation after assessments, teacher evaluation data, monitoring monthly teacher attendance, and participation in weekly collaborative planning and professional development.

Person responsible for monitoring outcome:
Scott Flynn (flynns@manateeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence based interventions includes biweekly professional development with choice based on teacher's needs. Other PD opportunities may include conferences and on-site professional development opportunities. Our teacher mentor program provides each new teacher with an experienced staff member. Weekly standards based collaborative planning provides an opportunity for all teachers to know and understand state standards and resources. The leadership team hosts monthly mixers for all staff to participate as well as appreciation events such as tailgating, food trucks, and monthly themed dress days.

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

These strategies are designed to build best practices for teachers in order recruit and retain teachers that are effective and highly effective to impact student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Recruit certified teachers for 2023-24.
Retain teachers and build teacher's toolbox to reflect 100% of teaching staff rated effective or highly effective for 2023-24.
Provide biweekly professional development targeted to meet the needs of teachers based on walk data, observation data, and both state and classroom assessment data.

Provide opportunities for staff to build relationships amongst each other through monthly mixers, shout outs, and staff celebrations.

Person Responsible: Scott Flynn (flynns@manateeschools.net)

By When: May 2024

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELLs did not meet the target 41%.

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

100% of the ELLs will meet grade level expectations in ELA and Math as measured by FAST.

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

This area of focus will be monitored through state progress monitoring with FAST, monthly grade level data chats to review and compare FAST data with unit benchmark assessment data, and individual student goal setting with the classroom teacher.

Person responsible for monitoring outcome:

Melissa McCullough (mcculloughm@manateeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

One evidence based intervention is staff training and implementation on the Elevation Platform with assistance provided by our ESOL teachers and ESOL specialist. The platform provides individualized instructional components that align with each student's language (WIDA) descriptors. Additionally, the GET will be monitoring daily attendance for all ELLs and providing support to families to increase student attendance.

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

The rationale for these strategies are to target student's learning needs in the language domains and to increase daily student attendance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide professional development and support for teachers to both identify ELLs and implement best practices to support learning within the subgroup.
Monthly data chats to review student assessment data and create action plans to target student needs and develop professional learning to support teacher's instruction with ELLs.
Biweekly professional development to target tiered instruction including opportunities for best practices in ELL instruction.

Person Responsible: Melissa McCullough (mcculloughm@manateeschools.net)

By When: My 2024

#3. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Hispanic subgroup did not meet the target 41%.

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

100% of the Hispanic will meet grade level expectations in ELA and Math as measured by FAST.

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

This area of focus will be monitored through state progress monitoring with FAST, monthly grade level data chats to review and compare FAST data with unit benchmark assessment data, and individual student goal setting with the classroom teacher.

Person responsible for monitoring outcome:

Melissa McCullough (mcculloughm@manateeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The GET will monitor daily attendance for all Hispanic students and support families to increase student attendance. Hispanic students that scored a level 1 on the FAST will receive differentiated instruction using SRA during the extended reading block.

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

The rationale for the attendance strategy is to improve student attendance to increase learning time. For SRA, students receive small group intensive direct instruction based on their individual reading needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monitoring of daily attendance of students in this subgroup and providing support to those students/ families with chronic absenteeism.
Implement to SRA program in grades 3rd, 4th, and 5th during the extended reading block.
Ongoing progress monitoring in ELA for Hispanic students including monthly data chats to analyze assessment data, implement small group instruction, and attend to students that are in tier 2 or 3 for MTSS.

Person Responsible: Melissa McCullough (mcculloughm@manateeschools.net)

By When: May 2024

#4. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities did not meet the target 41%.

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

100% of the SWDs will meet grade level expectations in ELA and Math as measured by FAST.

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

This area of focus will be monitored through state progress monitoring with FAST, monthly data chats with the ESE teachers, resource teacher, and classroom teachers to monitor student progress on assessments and with their IEP goals, and individual student goal setting with appropriate teachers.

Person responsible for monitoring outcome:

Jennifer Caldwell (caldwellj@manateeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Intensive direct instruction using SRA during the extended reading block with a certified teacher. Other interventions include the inclusion model and small group instruction specific to the student's needs.

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

The rationale is that we must close the achievement gap for student's with disabilities, individualized, targeted instruction that meets the needs of the learner.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monthly data chats to monitor student's progress with the classroom and ESE resource teachers and IEP goal progress.
Implement SRA during the extended reading block with fidelity.
Teachers work individually with students to set goals that align with grade level standards.

Person Responsible: Jennifer Caldwell (caldwellj@manateeschools.net)

By When: May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The needs of the students is based on state assessment data and all efforts go towards those goals. All funding sources are considered in order to provide the means to meet the needs of all learners. The School Advisory Council will review, revise and approve the budget based on the needs of the school.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Students in grades K-2 will receive direct and explicit instruction on the ELA BEST standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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

Students in grades 3-5 will receive direct, explicit instruction on the ELA BEST standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on ongoing progress monitoring data. Teachers will integrate writing across all content areas to strengthen student's ability to synthesize information with organizational, structured writing that shows students' abilities to express ideas through reasoning, citing evidence, and problem solving.

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 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 Measurable Outcomes

As measured by 2024 ELA Spring FAST, 50% or more of students in grades K-2 will earn a level 3 or higher.

Grades 3-5 Measurable Outcomes

If Tier 1 instruction is aligned to the rigor of the benchmarks, scaffolded to address individualized students' needs, and designed to increase accountability for learning among all students, then ELA and Math proficiency will increase by 10% or more as measured by 2024 Spring FAST. This expected growth is applied to all students at each grade level and for each ESSA Subgroup to meet or exceed 41% proficient. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

Monitoring

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 impact student achievement outcomes.

Systems for monitoring high-quality instruction include (1) facilitated, collaborative planning; (2) regular classroom observations with feedback and coaching; (3) routine use of student performance data to make instructional decisions; (4) Multi-Tiered System of Support; and (5) regular team meetings such as ILT, PLCs, and TCTs, to monitor progress toward school improvement.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

McCullough, Melissa, mcculloughm@manateeschools.net

Evidence-based Practices/Programs

Description:
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. §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?

Facilitated, collaborative planning to increase teacher expertise of remedial and intervention instruction for small groups and opportunities for problem-solving, discussion of highly-effective practices, and ongoing review of student performance data. Teachers will use decision-tree instructional materials, including Benchmark Advance, Lexia CORE, guided reading, and SRA to ensure explicit and rigorous instruction for intervention.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The purpose of planning, implementing, and monitoring responsive instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. Effectively delivered core, remedial, and intervention instruction with move students along the trajectory toward proficiency. The Comprehensive Evidenced-based Reading Plan, decision-tree, and Literacy Leadership Teams will provide guidance on literacy intervention instruction.

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
Facilitated, collaborative planning to increase teacher expertise of what students must know, understand, and be able to do aligned to the rigor required of the benchmarks and to plan instructional tasks that engage all students. Weekly collaborative planning will address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of highly-effective practices, and ongoing review of student performance data.	McCullough, Melissa, mcculloughm@manateeschools.net
Define look fors related to high-quality instruction that are present every day, in every classroom, and for the benefit of every student. Create and use systems for monitoring look fors to strengthen alignment of daily instructional tasks to grade level benchmarks, ensure fidelity in the use of instructional resources for remedial and intervention instruction, and utilize strategies to engage all students.	McCullough, Melissa, mcculloughm@manateeschools.net
Identify the instructional practice(s) that will increase teacher capacity and create a plan for coaching to accelerate improvement. Create systems for monitoring the focus, frequency, and types of coaching and support for improved teaching and learning.	McCullough, Melissa, mcculloughm@manateeschools.net
Create a calendar of yearlong meeting structures (ILT, TCT, PLC, and IST) to analyze student performance data, define key attributes of learners to address their unique needs, and evaluate available resources best matched to students' needs.	McCullough, Melissa, mcculloughm@manateeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be made public on the school's webpage: https://www.manateeschools.net/daughtrey
The SIP plan, budget, and SWP will be shared with the Community Partnership Cabinet, the staff, and the School Advisory Council. Information will be shared with families in both English and Spanish (translated).

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

To fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress, the school will host monthly opportunities for Parent and Family Engagement. These events include, but are not limited to, a literacy night, a Math and Science night, Hispanic Heritage Night, a Fall Festival, ESOL parent meetings, SAC Meetings, Community Partnership Cabinet Meetings, parent meetings hosted by grade levels, and ESOL Saturday Academy for students and parents. Our GET provides support to families and helps build relationships between families and the school so that together we can overcome barriers that families face. ClassDoJo, student agendas, individual parent phone calls, the school website, and Facebook are used to communicate with parents on a daily and as needed basis.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic program, the school will provide ongoing professional learning to staff. These opportunities will provide staff options that fit their instructional needs. The master schedule will be followed and bell-to-bell teaching will be implemented. Before and after school tutoring and Saturday School will be used to increase academic performance through acceleration and enrichment and extend learning time. Accelerated learning occurs during extended reading and core math for intermediate students based on their FAST data.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

ESOL program
Project Heart (Homeless Act)
SAVE promise club

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school counselors have developed a program to target needs of students through 8 week group cycles. Groups include, but are not limited to, grief, parent divorce, and social skills with the goal of providing students support based on their needs. Participation requires parental consent and does not interfere with instructional time. An outside contracted behavior support professional provides identified students with 60 minutes of individual support weekly with parental consent. The Community Partnership includes MCR health which will be opening an onsite health facility (scheduled to open in January 2024). Also part of the partnership, Boys and Girls Club provides an after school program for social and academic enrichment opportunities. The school has planned after-school events to bridge learning and social skills development for all students and their families.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The IST and MTSS function as a way to identify and address the needs of students that are not making academic or behavioral progress. MTSS for behavior and academics is facilitated by an ILT member to provide support for students and teachers with tier 2 and tier interventions. Progress monitoring data for MTSS is reviewed monthly so that interventions and goals can be adjusted as needed. ESE teachers provided tiered interventions aligned with student's IEP goals.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The schools has a professional development learning program that is comprehensive to target the needs of the school and staff. Biweekly professional development opportunities using a menu that includes classroom management, instruction and curriculum, technology, and assessment focuses. Our reading coach, interventionist, and leadership team members facilitate professional development for all staff members to recruit and retain effective teachers. Teachers, paraprofessionals, and others participate in district professional development through MyPGS. Additionally, staff members are able to participate in professional development sessions and conferences as they arise and meet the needs of the school.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

In the spring, we participate in Kindergarten Round up to recruit students for the upcoming school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Hispanic	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No