

Manatee County Public Schools

Louise R Johnson K 8 School Of International



2023-24

Schoolwide Improvement Plan (SIP)

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Louise R Johnson K 8 School Of International Studies

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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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Losada, Anthony (Tony)	Principal	PERFORMANCE RESPONSIBILITIES:
		Instructional Program Management / Development
		<p>Manage and administer the instructional program so as to ensure all students the opportunity to learn.</p> <p>Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities.</p> <p>Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.</p> <p>Oversee the administration of the testing program for the school.</p> <p>Provide for the articulation of the school's instructional program among school personnel.</p> <p>Oversee the selection and acquisition of instructional materials and equipment.</p> <p>Facilitate, coordinate, and monitor the implementation of Exceptional Student Education programs and services.</p>
		Personnel Action Services
		<p>Interview and select qualified personnel to be recommended for appointment.</p> <p>Supervise assigned personnel, conduct annual performance</p> <p>Implement and administer negotiated employee contracts at the school site.</p> <p>Facilitate the development and implementation of an effective staff development program.</p> <p>Provide training opportunities and feedback to personnel at the assigned school.</p> <p>Assign tasks and supervise personnel in task accomplishment.</p> <p>Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p>
		School Operations / Delivery Systems
		<p>Supervise the operation, activities, and functions at the school site.</p> <p>Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>Establish and manage student accounting and attendance procedures at the assigned school.</p> <p>Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials.</p> <p>Use technology effectively.</p> <p>Coordinate school maintenance and facility needs and monitor progress toward meeting those needs. Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p>

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

Name	Position Title	Job Duties and Responsibilities
		<p>accomplishments</p> <p>Access District and community resources to meet school needs.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Anticipate difficult situations and develop plans to handle them.</p> <p>Establish procedures used in the event of school crisis and / or civil disobedience and provide leadership in the event of such incidents.</p> <p>Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>Deal with problems associated with change.</p> <p>Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Rivero, Heather	Assistant Principal	<p>Assist in developing, implementing, and evaluating instructional programs and activities at the assigned school.</p> <p>Assist the Principal in providing atmosphere conducive to learning and teaching.</p> <p>Assist in coordinating the selection and acquisition of instructional materials and equipment.</p> <p>Assist in coordinating all testing programs at the school.</p> <p>Assist the Principal in supervising and evaluating school-based personnel.</p> <p>Assist in the over site and management of the school site.</p> <p>Assist in implementing negotiated employee contracts.</p> <p>Assist in the coordination and supervision of before and / or after school programs or activities.</p> <p>Assist in selection and employment of school personnel.</p> <p>Assist with the development and implementation of an effective staff development program.</p> <p>Assist the Principal in implementing the induction program for beginning teachers.</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Assist in overseeing programs for student with identified special needs, e.g., ESE, ESOL, and 504.</p> <p>Assist with development and implementation of the School Improvement Plan.</p> <p>Assist in identifying and writing grants to enhance school goals.</p> <p>Assist in overseeing food services at the school, including free and reduced lunch eligibility.</p> <p>Assist the Principal in supervising and evaluating school-based personnel.</p> <p>Facilitate the implementation of the Code of Student Conduct in accordance with school and District policy to ensure a safe and orderly learning environment.</p> <p>assist in developing and implementing family and community involvement programs and initiatives such as business partnerships.</p> <p>Support and assist in implementing the school's Student services plan and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>program.</p> <p>Demonstrate initiative and a proactive orientation to fulfilling performance responsibilities and seeking solutions to problems and concerns.</p> <p>Analyze student performance data as a basis for curriculum improvement and staff development needs.</p> <p>Assist in the selection and supervision of substitute personnel.</p> <p>Assist in developing and monitoring the school budget.</p> <p>Assist in managing student accounting and attendance procedures.</p> <p>Assist in supervising transportation services at the assigned school.</p> <p>Prepare or oversee the preparation of required reports and maintain all appropriate records.</p> <p>Assist in implementing and monitoring Exceptional Student Education programs and services.</p> <p>Model and maintain high standards of professional conduct.</p> <p>Set high standards and expectations for self, others, and school.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>Facilitate problem-solving by individuals and groups.</p> <p>Counsel with parents and staff to resolve problems and concerns.</p> <p>Assist parents in contacting school and agency support services.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>Use effective communication techniques with students, teachers, parents, and other stakeholders.</p> <p>Assist in preparing and disseminating school newsletters, memos, and letters.</p> <p>Make presentations to faculty, students, and parents as requested by the Principal.</p> <p>Collaborate with school and District personnel in planning and implementing District initiatives.</p> <p>Demonstrate commitment to and support for the vision and mission of the District and school.</p> <p>Assist in developing and implementing positive public relations for the school.</p> <p>Assist the Principal in the development and implementation of procedures for dealing with school crises.</p> <p>Deal with emergency situations quickly and effectively.</p> <p>Deal effectively and appropriately with abuse situations.</p> <p>Investigate student accidents and other incidents and take appropriate action.</p> <p>Serve as an administrator of the physical plant to which they are assigned during an emergency and cooperate with district officials and Manatee County Emergency Management Agencies to assure that all emergency procedures are implemented as detailed in the Shelter Operations Plan.</p> <p>Perform other tasks consistent with the goals and objectives of this position.</p>
Tayloe, Lisandra	Assistant Principal	<p>Assist in developing, implementing, and evaluating instructional programs and activities at the assigned school.</p> <p>Assist the Principal in providing atmosphere conducive to learning and teaching.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assist in coordinating the selection and acquisition of instructional materials and equipment.</p> <p>Assist in coordinating all testing programs at the school.</p> <p>Assist the Principal in supervising and evaluating school-based personnel.</p> <p>Assist in the over site and management of the school site.</p> <p>Assist in implementing negotiated employee contracts.</p> <p>Assist in the coordination and supervision of before and / or after school programs or activities.</p> <p>Assist in selection and employment of school personnel.</p> <p>Assist with the development and implementation of an effective staff development program.</p> <p>Assist the Principal in implementing the induction program for beginning teachers.</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Assist in overseeing programs for student with identified special needs, e.g., ESE, ESOL, and 504.</p> <p>Assist with development and implementation of the School Improvement Plan.</p> <p>Assist in identifying and writing grants to enhance school goals.</p> <p>Assist in overseeing food services at the school, including free and reduced lunch eligibility.</p> <p>Assist the Principal in supervising and evaluating school-based personnel.</p> <p>Facilitate the implementation of the Code of Student Conduct in accordance with school and District policy to ensure a safe and orderly learning environment.</p> <p>assist in developing and implementing family and community involvement programs and initiatives such as business partnerships.</p> <p>Support and assist in implementing the school's Student services plan and program.</p> <p>Demonstrate initiative and a proactive orientation to fulfilling performance responsibilities and seeking solutions to problems and concerns.</p> <p>Analyze student performance data as a basis for curriculum improvement and staff development needs.</p> <p>Assist in the selection and supervision of substitute personnel.</p> <p>Assist in developing and monitoring the school budget.</p> <p>Assist in managing student accounting and attendance procedures.</p> <p>Assist in supervising transportation services at the assigned school.</p> <p>Prepare or oversee the preparation of required reports and maintain all appropriate records.</p> <p>Assist in implementing and monitoring Exceptional Student Education programs and services.</p> <p>Model and maintain high standards of professional conduct.</p> <p>Set high standards and expectations for self, others, and school.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>Facilitate problem-solving by individuals and groups.</p> <p>Counsel with parents and staff to resolve problems and concerns.</p> <p>Assist parents in contacting school and agency support services.</p> <p>Maintain visibility and accessibility on the school campus and at school-related</p>

Name	Position Title	Job Duties and Responsibilities
		<p>activities and events.</p> <p>Use effective communication techniques with students, teachers, parents, and other stakeholders.</p> <p>Assist in preparing and disseminating school newsletters, memos, and letters.</p> <p>Make presentations to faculty, students, and parents as requested by the Principal.</p> <p>Collaborate with school and District personnel in planning and implementing District initiatives.</p> <p>Demonstrate commitment to and support for the vision and mission of the District and school.</p> <p>Assist in developing and implementing positive public relations for the school.</p> <p>Assist the Principal in the development and implementation of procedures for dealing with school crises.</p> <p>Deal with emergency situations quickly and effectively.</p> <p>Deal effectively and appropriately with abuse situations.</p> <p>Investigate student accidents and other incidents and take appropriate action.</p> <p>Serve as an administrator of the physical plant to which they are assigned during an emergency and cooperate with district officials and Manatee County Emergency Management Agencies to assure that all emergency procedures are implemented as detailed in the Shelter Operations Plan.</p> <p>Perform other tasks consistent with the goals and objectives of this position.</p>

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 associated with SAC including, school leadership, teachers, parents, student representation, community representation, and business partners reviewed and approved the SIP for the 23-24 school year.

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 regularly monitored for effective implementation during monthly ILT meetings and weekly PLC meetings. During this time, grade-level team leads will facilitate data chats with team members, reading coach, and administrators to monitor student progress through standard/benchmark analysis using district benchmark assessments, FAST progress monitoring assessments, weekly unit assessments, and intervention/acceleration data. Changes will be made in an effort to maintain fidelity to SIP initiatives when necessary. Those changes will be monitored for effectiveness and documented in 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)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	71%
2022-23 Economically Disadvantaged (FRL) Rate	71%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	14	5	13	10	14	7	13	22	16	114	
One or more suspensions	3	2	4	2	0	1	11	10	2	35	
Course failure in English Language Arts (ELA)	0	0	0	0	2	0	0	0	0	2	
Course failure in Math	0	0	0	3	2	0	0	0	0	5	
Level 1 on statewide ELA assessment	0	7	9	17	12	18	34	27	24	148	
Level 1 on statewide Math assessment	0	2	1	6	15	12	6	8	4	54	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	9	17	12	18	34	27	24	148	

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	0	0	0	0	0	0	0	0	0	

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	4	0	0	0	0	0	4
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	39	28	30	36	37	31	66	75	67	409
One or more suspensions	5	1	2	1	0	0	12	5	5	31
Course failure in ELA	0	0	0	8	1	10	2	6	9	36
Course failure in Math	0	0	0	8	3	15	7	12	10	55
Level 1 on statewide ELA assessment	0	0	0	2	7	13	9	26	11	68
Level 1 on statewide Math assessment	0	0	0	2	12	8	7	15	6	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	2	7	13	9	26	11	72

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	5	1	2	3	4	5	8	6	3	37

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	2	0	0	0	0	0	2
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	39	28	30	36	37	31	66	75	67	409
One or more suspensions	5	1	2	1	0	0	12	5	5	31
Course failure in ELA	0	0	0	8	1	10	2	6	9	36
Course failure in Math	0	0	0	8	3	15	7	12	10	55
Level 1 on statewide ELA assessment	0	0	0	2	7	13	9	26	11	68
Level 1 on statewide Math assessment	0	0	0	2	12	8	7	15	6	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	2	7	13	9	26	11	72

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	5	1	2	3	4	5	8	6	3	37

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	2	0	0	0	0	0	2
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*	55	48	53	62	50	55	63		
ELA Learning Gains				52			58		
ELA Lowest 25th Percentile				51			52		
Math Achievement*	74	57	55	77	40	42	73		
Math Learning Gains				69			65		
Math Lowest 25th Percentile				70			69		
Science Achievement*	52	53	52	60	56	54	58		
Social Studies Achievement*	89	72	68	96	57	59	80		
Middle School Acceleration	89	70	70	85	53	51	70		
Graduation Rate		63	74		52	50			
College and Career Acceleration		53	53		76	70			
ELP Progress	72	46	55	75	66	70	74		

* 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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	697
Total Components for the Federal Index	10
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	38	Yes	1	
ELL	61			
AMI				
ASN	94			
BLK	51			
HSP	70			
MUL	82			
PAC				
WHT	78			
FRL	64			

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	46			
ELL	61			
AMI				
ASN	92			
BLK	63			
HSP	67			

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%
MUL	85			
PAC				
WHT	75			
FRL	66			

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	55			74			52	89	89			72
SWD	22			44			21				5	65
ELL	41			64			27	83	81		7	72
AMI												
ASN	94			94							2	
BLK	37			60			33	76	80		6	
HSP	52			75			46	83	88		7	73
MUL	78			85							2	
PAC												
WHT	62			78			71	100	93		6	
FRL	46			71			42	82	86		7	70

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	62	52	51	77	69	70	60	96	85			75
SWD	22	36	38	33	57	70						67
ELL	43	39	43	68	64	69	31	91	88			75
AMI												
ASN	95	79		100	95							

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
BLK	45	47	56	66	60	67	54	87	86			
HSP	58	46	46	75	68	71	54	96	82			74
MUL	89	69		95	88							
PAC												
WHT	73	61	59	82	72	67	74	97	89			
FRL	53	47	50	72	65	69	54	94	84			72

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	63	58	52	73	65	69	58	80	70			74
SWD	21	36	34	40	73	80	13					67
ELL	48	54	55	66	70	81	29	67	50			74
AMI												
ASN	95	76		86	76							
BLK	53	48	50	60	54	63	48	76	56			
HSP	57	57	56	72	63	70	47	77	61			73
MUL	67	40		87	60							
PAC												
WHT	77	67	33	83	73	75	87	84	81			
FRL	57	56	49	69	62	68	43	76	62			74

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	55%	53%	2%	54%	1%
07	2023 - Spring	47%	43%	4%	47%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	60%	45%	15%	47%	13%
04	2023 - Spring	58%	54%	4%	58%	0%
06	2023 - Spring	54%	45%	9%	47%	7%
03	2023 - Spring	58%	47%	11%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	74%	59%	15%	54%	20%
07	2023 - Spring	82%	58%	24%	48%	34%
03	2023 - Spring	79%	62%	17%	59%	20%
04	2023 - Spring	71%	64%	7%	61%	10%
08	2023 - Spring	43%	41%	2%	55%	-12%
05	2023 - Spring	70%	61%	9%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	57%	45%	12%	44%	13%
05	2023 - Spring	43%	49%	-6%	51%	-8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	58%	31%	50%	39%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	56%	42%	48%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	69%	20%	66%	23%

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.

The components showing the lowest performance for the 22-23 school year are ELA and Science. Contributing factors to last year's low performance for ELA were a shift from FSA to FAST. There is an evident correlation between Science achievement and ELA achievement; these are reflective of standard mastery deficiencies in ELA.

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

Science achievement showed the greatest decline from 21/22 to 22/23. Factors include assessing multiple grade level standards in one year, rather than assessing grade level mastery in each respective grade.

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 reading component for second grade had the greatest gap when compared to the state average. Due to a teacher leaving at the beginning of the school year, 4 classes were split into 3. This resulted in higher class ratios, larger tiered groups resulting in fewer opportunities for individualized, targeted instruction.

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

Math across the board, in all grade levels, showed the most improvement. Fidelity to the district curriculum, tiered resources, and intentional scheduling to meet the needs of all students; math acceleration was introduced at the elementary level.

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

Reflecting on the EWS data from Part 1, an area of concern are the number of students with substantial reading deficiencies.

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

Our highest priorities are reading across the curriculum, ELA, and increasing Science achievement.

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**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.

Instructional practices, ELA and Science proficiency are the areas of focus identified as a crucial need particularly in 2nd grade (ELA) and 5th grade (Science) based on our data review.

Measurable Outcome:

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

If Tier 1 instruction is aligned to the rigor of the benchmarks, scaffolded to address individualized student's needs, and designed to increase accountability for learning among all students, then ELA proficiency will increase by 15% or more as measured by 2024 Spring FAST. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

Monitoring:

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

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:

Anthony (Tony) Losada (losadaa@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.)

Florida's Multi-Tiered Systems of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS framework has the following components: 1) Strong, high quality classroom instruction for all students; 2) Use of assessment data to measure and monitor academic/behavior progress; 3) Identification of at-risk students 4) Targeted, evidenced-based interventions; and 5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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.

1. 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 task that engage all students. Weekly collaborative planning will also address remedial and accelerated instruction for small groups and provide opportunities for problem solving, discussion of high-effect

practices, and ongoing review of student performance data.

2. 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 usage of instructional resources for remedial and intervention instruction, and utilize strategies to engage all students.

3. 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 instruction.

4. 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.

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

By When: On-going

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

CHAMPS is an area of focus identified to support an on-going positive culture and environment yielding a reduction in referrals.

Measurable Outcome:

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

We will reduce our referrals related to aggression by 20% as measured by FOCUS discipline data.

Monitoring:

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

We will monitor our discipline data using a Behavior Tracker System. During monthly IST data meetings, the team will review and problem-solve around growing incidents and behaviors on campus.

Person responsible for monitoring outcome:

Heather Rivero (riveroh@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.)

CHAMPS is a school-wide intervention being implemented as a means to decrease referral rates and increase positive referrals. All teachers will submit a CHAMPS Behavior Management Plan at the beginning of the year describing how Class Dojo will support and reinforce positive behaviors. PYP SSS will create CHAMPS posters for all common areas and explicitly teach and review those expectations if/when necessary. Middle grades can use DOJO points at the school store to earn rewards for following school-wide and classroom CHAMPS expectations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This is a research-based district initiative receiving positive results. We will continue to align with district initiatives and make the necessary changes to meet the needs of our school community.

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.

PYP SSS will create CHAMPS posters for all common areas and explicitly teach and review those expectations if/when necessary. Middle grades can use DOJO points at the school store to earn rewards for following school-wide and classroom CHAMPS expectations. SSS will also engage in CHAMPS fidelity walks quarterly and report findings to administration as well as district using MTSS B Implementation Survey. Classroom coaching will be provided as needed.

Person Responsible: Heather Rivero (riveroh@manateeschools.net)

By When: On-going

#3. -- Select below -- specifically relating to

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.

CHAMPS is another area of focus identified to support the on-going positive culture and school environment.

Measurable Outcome:

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

Our goal is to reduce the referral rates related to aggression by 20% during the 23-24 school year as measured by FOCUS discipline data.

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

No action steps were entered for this area of focus