

Manatee County Public Schools

Myakka City Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Myakka City Elementary School

37205 MANATEE AVE, Myakka City, FL 34251

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

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.

The mission of Myakka City Elementary School is to provide the Myakka City community with a safe environment where the entire community can thrive academically, emotionally, and socially.

Provide the school's vision statement.

The vision of Myakka City Elementary School is to become a community partnership school that grows lifelong readers, leaders, and achievers.

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
Ricks, Carol	Principal	<ol style="list-style-type: none"> 1. Manage and administer the instructional program so as to ensure all students the opportunity to learn. 2. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. 3. Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. 4. Provide for the articulation of the school's instructional program among school personnel. 5. Oversee the selection and acquisition of instructional materials and equipment. 6. Facilitate a program of family and community involvement. 7. Supervise the guidance program to ensure individual student educational and developmental needs are addressed. 8. Develop and maintain positive school / community relations and act as liaison between the two. 9. Facilitate and coordinate the development of the School's Improvement Plan. 10. Initiate programs and organize resources to carry out the School Improvement Plan. 11. Provide recognition and celebration for student, staff, and school accomplishments. 12. Access District and community resources to meet school needs.
Bickel-Perry, Elizabeth	Assistant Principal	<ol style="list-style-type: none"> 1. Assist in developing, implementing, and evaluating instructional programs and activities at the assigned school. 2. Assist the Principal in providing atmosphere conducive to learning and teaching. 3. Assist in coordinating the selection and acquisition of instructional materials and equipment. 4. Assist in coordinating all testing programs at the school. 5. Assist the Principal in supervising and evaluating school-based personnel. 6. Assist with the development and implementation of an effective staff development program. 7. Assist the Principal in implementing the induction program for beginning teachers. 8. Assist in overseeing programs for student with identified special needs, e.g., ESE, ESOL, and 504. 9. Assist with development and implementation of the School Improvement Plan. 10. Assist in identifying and writing grants to enhance school goals. 11. Facilitate the implementation of the Code of Student Conduct in accordance with school and District policy to ensure a safe and orderly learning environment.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 12. Assist in developing and implementing family and community involvement programs and initiatives such as business partnerships. 13. Analyze student performance data as a basis for curriculum improvement and staff development needs 14. Demonstrate commitment to and support for the vision and mission of the District and school.
<p>Anges, Kali</p>	<p>Administrative Support</p>	<ol style="list-style-type: none"> 1. Assist in the development of guidelines for proper student conduct, disciplinary policies, and procedures that ensure a safe and orderly environment. 2. Design short-and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents and community agencies. 3. Collect, review, and analyze discipline data. Implement strategies with parents, students, and teachers to facilitate student behavior change. 4. Recognize indicators of disruption of the orderly conduct of the school and implement strategies. 5. Participate as a member of school educational planning and staffing teams to determine student placement or to develop assistance plans. 6. Initiate and engage in continuing professional growth such as in-services, district meetings, classes, to complete the professional development. 7. Provide guidance to and instruction for teachers in the implementation of discipline policies and school safety, with training provided as needed.
<p>Veldkamp, Debbie</p>	<p>School Counselor</p>	<ol style="list-style-type: none"> 1. Provide personal counseling to students 2. Provide group counseling when need arises 3. Provide assistance to students through testing and interpretation. 4. Assist students who are experiencing attendance problems 5. Assist teachers with problem solving and interventions. 6. Recognize and appreciate the cultural differences and special needs of students and families. 7. Recognize indicators of student distress or abuse and take appropriate steps. 8. Serve as an advocate for students.
<p>Hennessy-Seguin, Megan</p>	<p>Instructional Coach</p>	<ol style="list-style-type: none"> 1. Models for teachers by instructing students at least 51% of the instructional time. 2. Provides specialized instruction and assessment strategies to teachers through demonstration and modeling. 3. Facilitates the review, evaluation, and integration of instructional resources. 4. Acquaints teachers with successful and innovative strategies for

Name	Position Title	Job Duties and Responsibilities
		<p>classroom instruction and assessment.</p> <ol style="list-style-type: none"> 5. Provides information about materials and resources. 6. Works with the district Curriculum Specialist for Reading/Math/Science to promote the district curriculum initiatives. 7. Collaborates with other departments, schools/districts to emphasize balanced literacy. 8. Remains current through study and discussion of professional literature, membership in professional organizations and attendance. 9. Performs other related duties to promote literacy as necessary
<p>York, Jennifer</p>	<p>Teacher, ESE</p>	<ol style="list-style-type: none"> 1. Establish short- and long-range goals based on student needs and District and state curriculum requirements. 2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. 3. Plan and prepare lessons which are meaningful and engaging. 4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. 5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. 6. Assist in assessing changing curricular needs and plans for improvement. 7. Establish and maintain effective and efficient record keeping procedures. 8. Use effective student behavior management techniques. 9. Assist in enforcement of school rules, administrative regulations and School Board policies. 10. Develop effective assessment strategies to assist the continuous development of students. 11. Interpret data for diagnosis, instructional planning and program evaluation. 12. . Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification
<p>Moreau, Maya</p>	<p>Other</p>	<ol style="list-style-type: none"> 1. Provide Program Support: Consult with school personnel in the delivery and analysis of diagnostic assessments for determining the English language proficiency levels of students in listening, speaking, reading and writing. 2. Provide Program Support: Collaborate with school personnel in maintaining appropriate documentation of ESOL instruction, services and student records to comply with local, state, federal and related policies, procedures and laws.

Name	Position Title	Job Duties and Responsibilities
		<p>3. Provide Program Support: Collaborate with guidance counselors, teachers and other school personnel in scheduling and conducting parent/teacher conferences related to EL progress and providing awareness activities for school faculties.</p> <p>4. Provide Program Support: Consult with teachers, guidance counselors and administrators to select and schedule ELs into appropriate educational courses to meet their social and developmental needs and in determining the eligibility of ELs referred for staffing.</p> <p>5. Provide Program Support: Ensure that oral and written communication with families of ELs, is in their heritage language when feasible.</p> <p>6. Provide Program Support: Serve as a member of the school-based ELL Committee, attend and support ESOL Parent Leadership Council, and Parent and District Advisory Council meeting.</p> <p>7. Provide Coaching: Analyze and evaluate data related to EL progress, and coach personnel in data-based decision-making for progress monitoring and academic enhancement.</p> <p>8. Provide Coaching: Assess, facilitate and model various ESOL strategies to address language development, academic achievement, and differentiated instructional needs for ELs, ensuring the delivery of comprehensible instruction and assessment development to all levels of ELs English proficiency.</p> <p>9. Provide Coaching: Collaborate with Language Arts, Developmental Language Arts through ESOL, Reading, content area and teachers of elective courses in planning and delivering appropriate instruction for ELs.</p> <p>10. Provide Coaching: Plan with the ESOL bilingual paraprofessional to establish a schedule for providing instructional and heritage language support to ELs within the classroom setting.</p> <p>11. Provide Coaching: Pursue professional growth opportunities through reading, workshops, seminars, conferences, membership in appropriate professional organizations, and advanced course work.</p> <p>12. Provide Coaching: Conduct monthly professional learning offerings specific to supporting instruction of ELs.</p> <p>13. Provide Student Support: Push in to classrooms to provide small group instruction for language development and academic achievement.</p> <p>14. Provide Student Support: Pull out ELs for targeted intervention in vocabulary and English language development.</p> <p>15. Provide Student Support: Meet with ELs and their parents to discuss progress monitoring and to set goals</p>

Name	Position Title	Job Duties and Responsibilities
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for continued progress.

16. Provide Student Support: Coordinate the articulation for ESOL students moving from one grade level to another and monitor the progress of ELs in the transition from elementary to middle and to high school.

17. Provide Student Support: Progress monitor ELs to ensure ongoing academic success.

18. Provide Student Support: Meet with students and mentor ELs at risk to ensure academic progress.

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.

Involving stakeholders in the development of the SIP is a crucial step to ensure that the plan reflects the diverse perspectives & needs of the school community. The process of involving stakeholders begins with identifying the SAC representatives for each group that plays a role in the school process. Our SAC committee is made up of teachers, staff, parents, and business/community leaders that represent the demographics of our school and community.

School administration gathers the input from the stakeholders. School staff and teachers are among the first to provide insights into the strengths & weaknesses of the school. Their experience & expertise highlights areas that need improvement and potential strategies to address them. Parents and families bring in a different perspective offering insight into the overall school experience, student needs, and areas for growth. Business and community leaders contribute to aligning the school's goals with the needs of the broader community, fostering partnerships that enhance the learning environment and opportunities for students.

The collected input is then analyzed & synthesized by the school leadership team. Common themes, suggestions, and innovative ideas that emerge from the stakeholder input are carefully considered in shaping the SIP. This demonstrates that the voices of stakeholders are not only heard but also valued in the decision-making process.

After analyzing the input, the SIP development process moves into the phase of drafting the plan. Here, the insights from the stakeholders are integrated into the plan's objectives, strategies, and action steps. This alignment ensures that the plan is practical, relevant, and rooted in the real needs of the school community.

The draft SIP is then presented to stakeholders for review and feedback. This process encourages further collaboration, ensuring that stakeholders have the opportunity to validate whether their input has been accurately incorporated and to suggest any necessary adjustments. Once the SAC committee has time to review and adjust, the SAC will vote on the approval of the SIP.

Involving stakeholders in the SIP development process is integral to creating a comprehensive and effective plan. By engaging the school leadership team, staff, parents, families, and business/community leaders, a diverse range of perspectives is considered, leading to a more well-rounded plan that

addresses the school's goals and challenges. This collaborative approach not only enhances the quality of the SIP but also fosters a sense of community ownership and commitment to its successful implementation.

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))

To monitor the SIP's implementation and impact, the school employs a multifaceted approach. Regular data collection and analysis form the cornerstone of this process. The school leadership team, in collaboration with staff and educational experts, establishes specific metrics and benchmarks aligned with Florida's academic standards. These metrics are used to track student progress and identify areas where the achievement gap persists. Data is collected through assessments, classroom observations, and various progress-tracking tools.

Equally important is stakeholder engagement throughout the monitoring process. Regular communication with teachers, parents, students, and community leaders helps in gauging the plan's effectiveness from various perspectives. Feedback loops, surveys, and focus groups provide invaluable insights into the on-ground impact of the plan, enabling the school to make informed adjustments.

The gathered data and stakeholder feedback are reviewed and analyzed by the school leadership team on a regular basis. This process involves identifying trends, recognizing areas of success, and pinpointing potential challenges. By comparing the collected data against the established benchmarks, the school determines whether progress is being made toward reducing the achievement gap and enhancing student achievement across the board.

In cases where the data reveals that the SIP is not yielding the desired outcomes or is not effectively closing the achievement gap, the school initiates a revision process. This process is built on a commitment to continuous improvement and adaptability. The school leadership team collaborates with staff, educators, and stakeholders to identify areas for refinement or transformation.

During the revision process, the school considers both quantitative data and qualitative feedback. Lessons learned from successful strategies are integrated, and innovative approaches are explored to address persistent challenges. This iterative approach ensures that the SIP remains dynamic and responsive to the evolving needs of the student body.

As the revised plan takes shape, it undergoes the same rigorous evaluation and approval process as the initial SIP. Stakeholders are engaged once again to review and provide feedback on the proposed revisions. Transparency in this process reinforces trust and underscores the school's commitment to addressing the achievement gap.

The revised plan is then put into action, and the monitoring cycle begins anew. By consistently monitoring implementation and analyzing impact, and by demonstrating a willingness to adapt through revision, the school demonstrates its dedication to the continuous improvement of student achievement. This comprehensive approach not only aligns with Florida's academic standards but also underscores the school's unwavering commitment to ensuring that every student has the opportunity to succeed.

In summary, the SIP's regular monitoring for effective implementation and its impact on student achievement involves data collection, stakeholder engagement, and consistent review by the school leadership team. The iterative process of revising the plan ensures continuous improvement and adaptability to address the achievement gap. Through this comprehensive approach, the school remains

committed to fostering student success and narrowing the achievement gap in line with Florida's academic standards.

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	No
2022-23 Minority Rate	38%
2022-23 Economically Disadvantaged (FRL) Rate	70%
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) 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: B 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	4	3	3	3	3	4	0	0	0	20
One or more suspensions	0	0	0	1	0	6	0	0	0	7
Course failure in English Language Arts (ELA)	0	6	2	14	9	5	0	0	0	36
Course failure in Math	0	5	0	13	13	1	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	2	8	10	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	1	5	13	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	14	24	30	21	0	0	0	106
	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	0	1	0	7	5	1	0	0	0	14

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	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) 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	13	28	25	36	19	23	0	0	0	144
One or more suspensions	1	3	0	2	7	6	0	0	0	19
Course failure in ELA	0	0	0	6	2	0	0	0	0	8
Course failure in Math	0	0	0	4	1	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	10	12	6	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	7	3	7	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	24	12	16	12	6	0	0	0	83

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	6	8	14	14	7	0	0	0	49

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	10	12	3	0	0	0	27
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	13	28	25	36	19	23	0	0	0	144
One or more suspensions	1	3	0	2	7	6	0	0	0	19
Course failure in ELA	0	0	0	6	2	0	0	0	0	8
Course failure in Math	0	0	0	4	1	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	10	12	6	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	7	3	7	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	24	12	16	12	6	0	0	0	83

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	6	8	14	14	7	0	0	0	49

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	10	12	3	0	0	0	27
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*	43	51	53	47	55	56	50		
ELA Learning Gains				64			57		
ELA Lowest 25th Percentile				70			60		
Math Achievement*	60	62	59	52	50	50	61		
Math Learning Gains				61			62		
Math Lowest 25th Percentile				59			44		
Science Achievement*	40	51	54	52	65	59	46		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress	50	59	59	49			30		

* 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)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	237
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	454
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	29	Yes	2	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK				
HSP	35	Yes	1	
MUL				
PAC				
WHT	55			
FRL	40	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	33	Yes	1	
ELL	53			
AMI				
ASN				
BLK				
HSP	55			
MUL				
PAC				
WHT	58			
FRL	56			

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	43			60			40					50
SWD	15			26							4	62
ELL	24			45			23				5	50
AMI												
ASN												
BLK												
HSP	30			54			20				5	44
MUL												
PAC												
WHT	51			62			50				4	
FRL	33			57			35				5	46

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	47	64	70	52	61	59	52					49
SWD	4	33		16	60	55						31
ELL	39	66	70	47	50	60	40					49
AMI												
ASN												
BLK												
HSP	40	68	67	42	54	64	53					51
MUL												
PAC												
WHT	52	61		58	65		54					
FRL	43	68	73	46	58	62	44					50

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	50	57	60	61	62	44	46					30
SWD	16	45	55	28	38	31	14					13
ELL	29	50	50	45	50	36	15					30
AMI												
ASN												
BLK												
HSP	32	52	50	48	52	33	23					29
MUL												
PAC												
WHT	66	63		73	71		74					
FRL	35	43	57	52	56	41	28					29

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	54%	53%	1%	54%	0%
04	2023 - Spring	49%	54%	-5%	58%	-9%
03	2023 - Spring	45%	47%	-2%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	69%	62%	7%	59%	10%
04	2023 - Spring	47%	64%	-17%	61%	-14%
05	2023 - Spring	61%	61%	0%	55%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	49%	-10%	51%	-12%

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.

Our science proficiency rate of only 39% highlights several contributing factors that have led to this low performance. Understanding these factors is crucial for devising effective strategies to improve science achievement during the 23-24 school year and beyond.

One significant factor is the retirement of two veteran teachers who possessed extensive experience and familiarity with the school's curriculum and teaching methods. Their departure created a void in terms of institutional knowledge and effective pedagogical practices, potentially affecting the overall quality of science education provided to students.

The subsequent transition to brand new teachers who were unfamiliar with the school's environment, standards, and curriculum further exacerbated the situation. These teachers required time to acclimate to the school's specific educational framework, which likely impacted the delivery of content and the implementation of effective teaching strategies. Their need to adapt to new ELA and Math standards and new curricular requirements may have affected the coherence and consistency of science education, contributing to the low proficiency rate.

Poor classroom management is another factor that likely influenced the low performance in science

proficiency. Ineffective management can lead to disruptions, reduced engagement, and an overall decline in learning outcomes. Students might struggle to focus and comprehend the subject matter, resulting in suboptimal performance on assessments.

Lack of fidelity in implementing the curriculum also played a role in the low proficiency rate. Inconsistencies in how the curriculum was delivered across classrooms likely lead to uneven learning experiences for students. Without a uniform approach, students might miss out on crucial concepts and skills, which could negatively impact their overall science proficiency.

Collaboration with support classrooms is another area that requires attention. Isolating science education from other subjects can hinder interdisciplinary learning opportunities and holistic student development. Collaborative efforts across subjects can enrich the learning experience, help students see the interconnectedness of knowledge, and potentially lead to improved performance.

In conclusion, the low science proficiency rate at 39% can be attributed to a combination of factors including the retirement of experienced teachers, the transition to new teachers, adjusting to new ELA/Math standards and curriculum, poor classroom management, lack of curriculum fidelity, limited grade level data-based decision-making, and inadequate collaboration with support classrooms. Acknowledging these factors is essential for the school to design targeted strategies that address each challenge and work towards elevating the level of science education provided to students. By addressing these contributing factors comprehensively, the school can move closer to achieving improved science proficiency and enhancing overall student success.

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

The 13% decline in science proficiency from the previous year can be attributed to a range of factors that have already been identified as contributors to the overall low performance in this subject last year. The departure of experienced teachers and transition to new teachers, adjusting to new ELA/Math standards and curriculum, poor classroom management, lack of curriculum consistency, limited grade level data based decision making, and inadequate collaboration with support teachers (STEM and Ag. Science) collectively contributed to the decline. Addressing these challenges with targeted strategies is essential for MCES to reverse this trend and work towards enhancing science achievement.

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 significant 12% gap in 5th-grade science proficiency scores compared to the state average can be attributed to a combination of factors, many of which have already been discussed in previous answers above. However, an additional crucial factor that contributed to this gap was the impact of the community devastation caused by hurricane Ian, which resulted in the school having three fewer instructional days than other schools in the district and likely the state.

Much like the factors mentioned earlier, the transition to new teachers, retirement of experienced educators, and inconsistencies in curriculum implementation played a role in the lower science proficiency scores. The lack of experienced teachers due to retirements, along with the presence of new teachers unfamiliar with the school's educational practices, could have led to disruptions in continuity and effectiveness of science instruction.

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

The remarkable 45% increase in proficiency scores in 3rd to 5th-grade math, from Performance Measure 1 (PM1) to Performance Measure 3 (PM3), is a testament to the strategic actions taken by the school to

enhance math education. These actions centered on a holistic approach that combined effective instructional programs, targeted interventions, student engagement, and personalized support.

One key action that contributed to the improvement was the implementation of the Acaletics math program. This program likely provided a structured and comprehensive framework for teaching math concepts, ensuring that students received consistent and high-quality instruction aligned with state standards. The program's emphasis on fostering conceptual understanding and critical thinking may have directly contributed to the significant increase in math proficiency.

Another crucial factor was the introduction of math acceleration in grades 3 and 4. Accelerating students who showed strong math skills provided them with appropriately challenging material that encouraged them to stretch their capabilities. This approach not only prevented potential boredom but also cultivated a sense of achievement and engagement, which likely positively impacted their overall math performance.

The integration of First in Math for fact fluency played an essential role in building a strong math foundation. Proficiency in basic math facts is vital for students to tackle more complex mathematical concepts. By focusing on fact fluency, students gained the foundational skills necessary for higher-level math problem-solving.

Student goal setting and achievement celebrations also contributed significantly to the improvement. Setting clear goals and tracking progress provided students with a sense of direction and motivation. Celebrating their achievements reinforced their hard work and dedication, fostering a positive learning environment that encouraged continued growth.

The incorporation of behavioral economics into the educational framework was a unique and innovative approach. This likely involved leveraging principles from economics to motivate and influence student behavior positively. This could have included strategies to enhance intrinsic motivation, such as providing rewards or recognition for consistent effort and improvement.

Engaging directly with students and parents of 5th-grade students not working to their full potential is a powerful approach. These personalized meetings likely allowed for open discussions about challenges and barriers to learning. By addressing concerns and offering tailored support, the school created a more supportive and understanding atmosphere, motivating students to strive for improvement.

In conclusion, the remarkable 45% increase in math proficiency scores from PM1 to PM3 in 3rd to 5th-grade math can be attributed to a multifaceted approach that combined instructional programs, student engagement strategies, personalized support, and innovative methods. The Acaletics math program, math acceleration, First in Math for fact fluency, student goal setting, achievement celebrations, behavioral economics, and personalized meetings all collectively contributed to the significant improvement. This comprehensive approach underscores the school's commitment to fostering a strong math foundation, engaging students, and promoting a positive learning environment, resulting in impressive gains in math proficiency.

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

Reflecting on the Early Warning System (EWS) data presented in part one is a sobering reminder of the critical importance of addressing educational challenges promptly and effectively. The identification of 106 students in grades K-5 with substantial reading deficiencies is indeed an alarming statistic, particularly when considered in the context of a relatively small student population of 292 states. This data underscores the urgency of providing targeted support and interventions to address these deficiencies and ensure the academic success of every student.

The fact that over one-third of the student population is grappling with significant reading challenges is a call to action that cannot be ignored. Early literacy skills are the foundation upon which a child's entire educational journey is built. Reading proficiency not only impacts academic achievement but also influences cognitive development, critical thinking abilities, and overall confidence.

The EWS data underscores the need for a multifaceted approach to address this issue. First and foremost, it highlights the importance of early intervention and prevention strategies. Identifying and addressing reading deficiencies at an early stage can mitigate the risk of these challenges compounding and becoming more difficult to overcome as students progress through their education.

Moreover, the data reinforces the need for a comprehensive and individualized approach to instruction. Recognizing that each student's learning profile is unique, it is imperative to tailor interventions to suit the specific needs of the students. This may involve small-group instruction, one-on-one tutoring, technology-based learning tools, and other evidence-based strategies designed to bolster reading skills effectively.

Additionally, collaboration among educators, parents, and support staff is paramount. A united effort that involves teachers, reading specialists, parents, and even community partners can create a supportive environment for struggling students. Open lines of communication can facilitate the sharing of insights, progress updates, and best practices, resulting in a holistic approach that addresses reading deficiencies from multiple angles.

While the data may be unsettling, it also presents an opportunity for growth and positive change. It encourages schools to implement data-driven decision-making processes that continually assess progress and adjust strategies as needed. Furthermore, the data can serve as a rallying point for advocacy and resource allocation to ensure that struggling students receive the necessary support and interventions.

In conclusion, the EWS data highlighting the identification of 106 students with substantial reading deficiencies among a student population of 292 is a stark reminder of the challenges that need to be addressed. This data calls for a swift and coordinated response that leverages early intervention, individualized instruction, collaborative efforts, and data-driven decision-making. It is an opportunity to prioritize literacy education, ensuring that every student has the opportunity to unlock their full potential and achieve academic success. By acknowledging the data and taking proactive steps, the school can work toward reversing this alarming statistic and fostering an environment of academic excellence for all students.

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

1. Increase ELA/Math/Science proficiency by at least 10%
2. Reduce the number of students showing a significant reading deficiency.
3. Decrease discipline referrals by at least 10%
4. Meet or exceed 41% proficiency in the ESE subgroup

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.

The reviewed data underscores the critical need for instructional practices that specifically align with benchmarks. This alignment is pivotal for several reasons.

Firstly, benchmark-aligned instruction ensures a precise targeting of expected learning outcomes. With a significant number of students displaying reading deficiencies, addressing these gaps demands a focused approach. Benchmarks provide clear indicators of grade-level skills and knowledge. Aligning instruction with these benchmarks creates a well-defined roadmap, eliminating ambiguity.

Secondly, instructional efficiency is maximized through benchmark alignment. In a resource-constrained environment, optimizing teaching moments to address identified deficiencies is vital. Aligned instruction ensures that every concept taught contributes directly to bridging reading gaps highlighted in the data.

Moreover, benchmark alignment enhances data-driven decision-making. Aligned instruction empowers assessment data to measure progress and inform teaching adjustments. This allows for accurate identification of struggling students, facilitating personalized support and effective progress tracking.

Furthermore, benchmark-aligned instruction promotes cohesion across grade levels and classrooms. Consistent alignment ensures smooth student transitions, preventing gaps due to curriculum disparities.

In conclusion, the data review underscores the urgent need for benchmark-aligned instructional practices. Such alignment offers clear instructional direction, optimizes efficiency, supports data-driven decision-making, and ensures consistency. Prioritizing benchmark-aligned instruction will systematically address reading deficiencies, working towards improved student achievement and success.

Measurable Outcome:

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

If Tier I 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/Math/Science 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:

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:

Elizabeth Bickel-Perry (bickel-perryb@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 Multi-Tiered System 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.

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 also address remedial and accelerated instruction for small groups and provide opportunities for problem-

Person Responsible: Megan Hennessy-Seguín (hennessyseguinm@manateeschools.net)

By When: Fall 2023

Define "Look Fors" related to high-quality instruction that are present every day, in every classroom and for the benefit of every student. Create & use systems for monitoring "Look Fors" to strengthen alignment of daily instructional tasks to grade level benchmarks, ensure fidelity use of instructional resources for remedial and intervention instruction, and utilize strategies to engage all students

Person Responsible: Elizabeth Bickel-Perry (bickel-perryb@manateeschools.net)

By When: Fall 2023

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

Person Responsible: Megan Hennessy-Seguín (hennessyseguinm@manateeschools.net)

By When: Fall 2023

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: Elizabeth Bickel-Perry (bickel-perryb@manateeschools.net)

By When: Fall 2023

Implement a response to intervention framework (MTSS) to support students' academic and behavioral success.

Person Responsible: Kali Angesk (angesk@manateeschools.net)

By When: Fall 2023

#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.

The reviewed data emphasizes the need for a positive culture and environment, particularly concerning student motivation and success. This necessity becomes apparent for several key reasons.

The data highlights varying levels of student motivation and success, indicating room for improvement. A positive culture can nurture intrinsic motivation and growth mindsets, fostering a love for learning and the belief that effort leads to achievement.

Additionally, the connection between student motivation and academic success is evident. Not fully realized potential among students impacts achievement levels. A positive culture that recognizes and rewards efforts and accomplishments can inspire students to take charge of their learning.

Moreover, the data suggests an opportunity to strengthen the sense of community. A positive culture fosters belonging and collaboration, promoting engagement. A connected student body is more likely to actively participate and contribute to the learning process.

A supportive environment that prioritizes student well-being and resilience can help them overcome setbacks and persevere.

Myakka's 22-23 SY data underscores the need for a positive culture and environment, particularly focusing on enhancing student motivation and success. By prioritizing these aspects, the school can create an atmosphere empowering students to achieve their full potential both academically and personally.

Measurable Outcome:

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

As measured by FOCUS, discipline referrals will decrease by 10% for the 23-24 school year in comparison to the 22-23 SY.

Monitoring:

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

Monitoring school climate and culture regarding student effort and motivation involves analyzing discipline referrals and conducting classroom walkthroughs.

1. **Discipline Referral Analysis:** By tracking changes in disciplinary incidents over time, trends can be identified that indicate shifts in student motivation. Decreased referrals for disruptive behavior signal improved self-discipline and engagement.
2. **Classroom Walkthroughs:** Observing student engagement and teacher practices in classrooms offers qualitative insights. Active participation signifies a motivating environment, while observing teaching strategies can identify practices fostering effort and motivation.

Analyze if reduced referrals align with positive classroom observations. Improved engagement often results in fewer disciplinary incidents.

Regularly review data to assess intervention impact. Adjust strategies for a positive and motivating school atmosphere.

Analyzing discipline data and conducting classroom walkthroughs offer a comprehensive approach to monitor student effort and motivation. This method enables trend identification, change measurement, and informed decision-making for a more positive learning environment.

Person responsible for monitoring outcome:

Kali Anges (angesk@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.)

Implementing evidence-based interventions to enhance school climate and culture, particularly with a focus on student effort and motivation. Evidence based-interventions that will be implemented at Myakka City Elementary School include: Resiliency Skills Lessons; PBIS /CHAMPS schoolwide; Student Goal Setting and Quarterly Goal Achievement Celebrations, Practices in place that encourage positive teacher-student relationships, Mentoring Program (Big Brothers/Big Sisters), Incorporate evidence-based classroom strategies like cooperative learning, differentiated instruction, & formative assessment; Professional Development for teachers on evidence-based instructional programs that enhance student motivation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The purpose for selecting these specific evidence-based interventions are:

- 1.) Resiliency Skills Lessons: Resiliency skill programs have been shown to improve student motivation, engagement, and overall well-being.
- 2.) PBIS/CHAMPS strategies reinforce positive behaviors, recognize/reward students for demonstrating effort, respectful behavior, engagement, and creating a culture of positivity.
- 3.) Student Goal Setting/Quarterly Goal Achievement Celebration: Goal setting enhances motivation, as students have a sense of ownership over their learning journey, can track their progress, and celebrate their success.
- 4.) Teacher-Student Relationships: Research shows that positive teacher-student relationships enhance student motivation & engagement.
- 5.) Incorporate Evidence Based Classroom Strategies like cooperative learning: These practices create dynamic and engaging learning environments.
- 6.) Mentoring: Positive role models can inspire & motivate students
- 7.) PD for teachers: When teachers have effective tools, they can create motivating classroom environments

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. School counselor will teach monthly lessons for each of the 10 resiliency skills and encourage student engagement during the lessons. Distinct Brag Tags for each skill will be distributed monthly to students caught demonstrating the monthly skill. Students earning Brag Tags for the resiliency skills will get to pick

an item from the "Woot Woot Wagon" at the end of each month. Teachers will integrate the skills into daily instruction.

Person Responsible: Debbie Veldkamp (veldkampd@manateeschools.net)

By When: Fall 2023

2. To sustain PBIS/CHAMPS schoolwide, ongoing actions are essential. The ILT team will guide implementation and decision-making. Monthly meetings of the "Student Success" committee will ensure alignment and accountability.

Conduct regular training sessions to familiarize new staff with PBIS/CHAMPS principles and practices. Share success stories in the Weekly Staff update to motivate and engage teachers. Continuously assess and update the schoolwide discipline plan to ensure relevance. Maintain constant communication with parents/guardians through the Weekly Mustang Messenger newsletter, Family Engagement Nights, and SAC/PTO meetings. Use data to monitor behavior trends & identify areas for improvement. Adjust interventions based on data findings. Recognize & celebrate positive behaviors through frequent rewards & acknowledgements. Incorporate PBIS/CHAMPS strategies into professional development to reinforce their importance. Regularly assess the program's impact on student behavior and school climate through surveys and observations. Adjust strategies based on feedback and outcomes to foster a positive & productive school environment.

Person Responsible: Kali Anges (angesk@manateeschools.net)

By When: Spring 2024

3. Administration/ILT will oversee the Student Goal Setting/Quarterly Goal Achievement celebrations. SSS will enlist the assistance of the staff selected "5th Grade Ambassadors" to help plan and run the event. Teachers will regularly integrate goal-setting activities into the curriculum, reinforcing the practice as an essential aspect of learning. Teachers will guide students in setting specific, measurable, achievable, relevant, & time-bound (SMART) goals. Quarterly goal achievement celebrations will be held to recognize and reward students who have met their goals. ILT/TCT/PLCs will utilize data to assess the effectiveness of the program, tracking the percentage of students achieving their goals & gauging overall student motivation. Adjust strategies as needed based on feedback and outcomes. Parents will be included in the goal setting process to ensure alignment between home & school expectations. By fostering a culture of goal setting & achievement, the school can inspire students to take ownership of their academic success.

Person Responsible: Carol Ricks (ricksc@manateeschools.net)

By When: Fall 2023

4. Partner with the local Big Brothers Big Sisters Chapter for guidance and support in program development. Conduct informational sessions to introduce the program to potential mentors and mentees, explaining its benefits and expectations. Screen and match mentors with mentees based on shared interest and goals. Utilize the early warning system to identify potential mentees. Develop a structured mentoring framework, outlining frequency and methods of interaction. Regularly monitor and assess mentor/mentee relationships, ensuring they remain positive and beneficial. Encourage open communication between mentors/mentees, & their families fostering a supportive network. Celebrate milestones & achievements to motivate and acknowledge participants. Collect data to measure program impact, tracking improvements in mentees' academic performance, self-esteem, and overall well-being. Continuously evaluate the program's success & make adjustments as needed to ensure its effectiveness.

Person Responsible: Elizabeth Bickel-Perry (bickel-perryb@manateeschools.net)

By When: Fall 2023

5. To foster teacher-student relationships, continue classroom morning meetings schoolwide and interactive lunch & recess engagements. Allocate time for daily morning meetings where teachers and students can share, connect, and set a positive tone for the day. For K-3, implement teacher-student lunch sessions, where teachers eat with their class. This promotes informal interactions, allowing students to

bond with their teachers on a personal level. Similarly, for grades 4-5, encourage teachers to actively participate in recess with their class. Engaging in play fosters a sense of camaraderie and breaks down barriers between students and teachers. Provide resources and training to help teachers facilitate effective morning meetings and guide their interactions during lunch & recess periods. Regularly gather feedback from teachers and students to assess the impact of these initiatives on relationship building. Adjust strategies based on feedback to enhance connections between teachers and students, creating a supportive and nurturing learning environment.

Person Responsible: Debbie Veldkamp (veldkampd@manateeschools.net)

By When: Fall 2023

6. To integrate evidence-based classroom strategies school-wide, start by identifying key strategies aligned with student needs & learning goals. Develop a comprehensive plan that outlines the selected strategies and their implementation across all classrooms.

Provide professional development sessions to familiarize teachers with the chosen strategies. Offer training workshops, resources, and practical examples to ensure teachers understand and feel confident in applying these strategies effectively.

Provide ongoing collaboration time among teachers to share experiences, successes, and challenges related to implementing the strategies. Foster a supportive environment where educators can learn from one another.

Conduct regular classroom informal walks and feedback exchanges to ensure strategies are being effectively implemented and making a positive impact on student learning.

Utilize data to assess the effectiveness of these strategies in improving student engagement, participation, and achievement. Adjust strategies as necessary based on data insights to continuously enhance their impact.

Person Responsible: Megan Hennessy-Seguín (hennessyseguinm@manateeschools.net)

By When: Spring 2024

7. Staff Professional Development Opportunities:

Offer comprehensive professional development on conscious discipline techniques and evidence-based classroom strategies. Arrange training sessions where teachers can learn about conscious discipline techniques, focusing on fostering emotional regulation, positive behavior, and resiliency skills.

Integrate practical examples and demonstrations to help teachers understand how to apply these techniques in real classroom scenarios. Provide resources, handouts, and access to online platforms for ongoing learning.

Combine the training with sessions that introduce evidence-based classroom strategies aligned with curriculum goals. Offer step by step guidance on integrating these strategies seamlessly into daily instruction.

Promote active participation, encourage questions, and facilitate group discussions during training sessions to ensure teachers feel confident in implementing what they've learned.

Provide follow-up sessions to address challenges, share success stories, and refine strategies. Provide a supportive environment where teachers can collaborate and seek guidance from experts and peers.

Person Responsible: Elizabeth Bickel-Perry (bickel-perryb@manateeschools.net)

By When: Spring 2024

#3. 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.

Setting a target for the students with disabilities subgroup to meet or exceed 41% proficiency on the 2024 Spring FAST assessment is a strategic and equitable goal that aligns with promoting inclusive education and ensuring every student's academic success. This target recognizes the unique needs of students with disabilities and aims to provide them with a fair and supportive educational experience.

As educators, our responsibility is to provide all students with an equal opportunity to succeed. By setting a proficiency target specifically for the students with disabilities subgroup, we acknowledge their potential for growth and achievement. This approach shifts the focus from merely accommodating their needs to actively facilitating their academic progress.

This goal is rooted in the principles of inclusive education. A fair and equitable education system ensures that students with disabilities are not left behind and are included in the broader learning community. When students with disabilities meet or exceed the proficiency target, it reflects a commitment to creating an environment that values diversity and fosters a sense of belonging for all students.

Achieving this goal will demonstrate the effectiveness of instructional practices tailored to individual needs. It highlights the success of targeted interventions, differentiated instruction, and inclusive teaching strategies that have been employed to support students with disabilities.

Reaching the 41% proficiency target is a step toward closing the achievement gap that often exists for students with disabilities. By aiming for a level of proficiency that aligns with their peers, we strive to bridge this gap and create a more equitable educational experience. This endeavor contributes to a school culture that values growth, progress, and the potential for excellence in all students.

Measurable Outcome:

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

By Spring 2024, the students with disabilities ESSA subgroup will meet or exceed 41% proficiency.

Monitoring:

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

Progress toward achieving the goal of the Students with Disabilities ESSA subgroup meeting or exceeding 41% proficiency on the 2024 Spring FAST will be closely monitored through a combination of data analysis and ongoing assessment. Regular data collection and analysis will track subgroup performance on classroom assessments, allowing for timely identification of trends and areas requiring targeted interventions.

Periodic reviews of IEPs will ensure alignment with instructional strategies tailored to meet student's specific needs. The Special Education team will collaborate with general education teachers to assess progress, adjust interventions, and provide differentiated support. Frequent communication with parents and guardians will keep them informed about their child's progress and involve them as partners in achieving the desired outcome. Continuous evaluation of data trends, IEP effectiveness, and communication channels will guide adjustments to strategies and interventions ensuring that the subgroup is on track to meet or exceed the 41% proficiency goal.

Person responsible for monitoring outcome:

Jennifer York (yorkj@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 System 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, evidence-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.

Intensive support will be provided to SWD students during core instruction, involving small-group support, personalized learning plans, and differentiated materials to address individual needs.

ESE training and guidance will be provided to classroom teachers, equipping them with the strategies to effectively support SWD students. Collaborative planning sessions will facilitate the integration of accommodations within lesson plans.

Regular fidelity checks will be conducted to confirm that ESE accommodations are implemented consistently and appropriately. These checks will involve observation, documentation, and feedback loops. Progress will be consistently monitored through data analysis of formative and summative assessments, enabling timely intervention adjustments. Effective communication channels will be established with parents and guardians, keeping them informed of their child's progress and engaged in the process.

Person Responsible: Carol Ricks (ricksc@manateeschools.net)

By When: Spring 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 process of reviewing school improvement funding allocations and ensuring resources are allocated based on need is a comprehensive endeavor that involves careful analysis, collaboration, and strategic decision-making. This process is essential to ensure that resources are utilized effectively to support student growth, achievement, and overall school improvement efforts.

(1.) Gathering Data & Information; The process begins by collecting data and information on student demographics, academic performance, achievement gaps, and school-wide needs. This includes reviewing assessment results, identifying areas of improvement, and recognizing groups of students who require targeted support, such as English language learners or students with disabilities.; (2) Needs Assessment and Prioritization:

A needs assessment is conducted to prioritize the areas requiring the most attention and intervention. This involves reviewing data to determine the most significant needs that impact student success and school improvement goals. (3) Budget Analysis: The current school budget is thoroughly reviewed to identify available funds and their allocation across various programs, resources, and initiatives. This analysis helps identify gaps between available resources and identified needs.; (4) Stakeholder Engagement: Collaboration with stakeholders is critical. This includes discussions with school administrators, teachers, support staff, parents, and community members. Their input offers insights into specific needs, resource allocation recommendations, and considerations for program effectiveness.; (5) Resource Mapping: Resources are mapped out based on identified needs. This includes not only financial resources but also personnel, technology, curriculum materials, and professional development opportunities.; (6) Prioritizing High-Impact Strategies: High-impact strategies are determined based on evidence-based practices and research. These strategies target areas with the most significant potential for positive student outcomes and are aligned with the school improvement plan. (7) Equity Considerations: Ensuring that resources are allocated fairly and equitably to address achievement gaps and support all students, particularly those who may be historically underserved, is paramount. (8) Allocating Funds & Resources: Funds are assigned to areas that have the potential to generate the greatest impact on student achievement and school improvement. (9) Implementation and Monitoring: Regular monitoring and evaluation of resource utilization are conducted to assess the effectiveness of interventions and to make data-driven adjustments if needed. (10) Clear communication is maintained with stakeholders throughout the process. This includes explaining how funds are allocated, why certain decisions were made, and how the allocated resources are contributing to school improvement goals. (11) Period Reviews & Adjustments: The process is cyclical and requires periodic reviews and adjustments. As data continues to inform progress, the allocation process is revisited to ensure alignment with evolving needs and priorities.

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-5 will receive direct & explicit instruction on the ELA B.E.S.T benchmarks. 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 K-5 will receive direct & explicit instruction on the ELA B.E.S.T benchmarks. 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.

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 the 2024 spring ELA FAST, 50% or more of students in grades K-2 will earn a Level 3 or higher.”

Grades 3-5 Measurable Outcomes

As measured by 2024 ELA Spring FAST, 50% or more of students in grades 3-5 will earn a level 3 or higher.

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.

Bickel-Perry, Elizabeth, bickel-perryb@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 high-effect practices, and ongoing review of student performance data. Teachers will use Decision Tree instructional materials, including Benchmark Advance, Lexia Core, Guided Reading, In Tandem and SIPPS 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 will move students along the trajectory toward proficiency. The Comprehensive Evidence Based Reading Plan, Decision Trees, 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
Strengthening systems to monitor Tier 1 instruction and building teacher capacity through coaching for accelerated improvement.	Hennessy-Seguin, Megan, hennessyseguinm@manateeschools.net
School teams will participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction. The instructional coach will participate in monthly coaches' academy aligned to the BSI Coaching for Accelerated Improvement.	Ricks, Carol, ricksc@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.	Ricks, Carol, ricksc@manateeschools.net