

Manatee County Public Schools

Electa Lee Magnet Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	17
Positive Culture & Environment	29
Budget to Support Goals	30

Electa Lee Magnet Middle School

4000 53RD AVE W, Bradenton, FL 34210

<http://www.edline.net/pages/sdmcleems>

Demographics

Principal: Ginger Collins

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grades History	<p>2018-19: C (49%)</p> <p>2017-18: C (43%)</p> <p>2016-17: D (40%)</p> <p>2015-16: C (46%)</p>
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Manatee County School Board on 9/16/2021.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Electa Lee Magnet Middle School is to inspire students to reach their highest potential and to acquire a love of learning by providing an artistically enriched education.

Provide the school's vision statement.

Improve academic achievement and personalize the educational experience, for all students.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Collins, Ginger	Principal	Team leaders, Administrators, Coaches and District support personnel meet once a month to focus on school wide implementation of meeting instructional quantitative and qualitative challenges. Each member attends the meeting and has an opportunity to add to the agenda. The team leaders responsibility are to communicate the shared decisions back to the teacher staff for conclusion of the process.
Cornwell, Tamara	Assistant Principal	
Marshall, Terrance	Assistant Principal	
Smith, Crestie	Teacher, K-12	
Daly, Stefania	Teacher, K-12	
Johnson, Susan	Teacher, K-12	
Herlihy, Karen	Teacher, K-12	

Demographic Information

Principal start date

Wednesday 7/1/2020, Ginger Collins

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

772

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

4

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	257	251	264	0	0	0	0	772
Attendance below 90 percent	0	0	0	0	0	0	83	115	123	0	0	0	0	321
One or more suspensions	0	0	0	0	0	0	6	12	8	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	24	22	21	0	0	0	0	67
Course failure in Math	0	0	0	0	0	0	21	63	42	0	0	0	0	126
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	72	88	95	0	0	0	0	255
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	56	69	77	0	0	0	0	202
Number of students with a substantial reading deficiency	0	0	0	0	0	0	116	129	155	0	0	0	0	400
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	0	0	0	15	2	3	0	0	0	0	20
--------------------------------------	---	---	---	---	---	---	----	---	---	---	---	---	---	----

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
---------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-------------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Number of students enrolled	0	0	0	0	0	0	238	292	328	0	0	0	0	858
-----------------------------	---	---	---	---	---	---	-----	-----	-----	---	---	---	---	-----

Attendance below 90 percent	0	0	0	0	0	0	3	3	10	0	0	0	0	16
-----------------------------	---	---	---	---	---	---	---	---	----	---	---	---	---	----

One or more suspensions	0	0	0	0	0	0	7	1	2	0	0	0	0	10
-------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

Course failure in ELA	0	0	0	0	0	0	0	0	3	0	0	0	0	3
-----------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Course failure in Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	92	113	108	0	0	0	0	313
--	---	---	---	---	---	---	----	-----	-----	---	---	---	---	-----

Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	78	102	123	0	0	0	0	303
---	---	---	---	---	---	---	----	-----	-----	---	---	---	---	-----

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	0	0	0	1	3	8	0	0	0	0	12
--------------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	0	0	10	0	0	0	0	10
---------------------------------	---	---	---	---	---	---	---	---	----	---	---	---	---	----

Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-------------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	238	292	328	0	0	0	0	858
Attendance below 90 percent	0	0	0	0	0	0	3	3	10	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	7	1	2	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	92	113	108	0	0	0	0	313
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	78	102	123	0	0	0	0	303

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	3	8	0	0	0	12

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	33%	52%	-19%	54%	-21%
Cohort Comparison						
07	2021					
	2019	26%	48%	-22%	52%	-26%
Cohort Comparison		-33%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	39%	54%	-15%	56%	-17%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	36%	57%	-21%	55%	-19%
Cohort Comparison						
07	2021					
	2019	37%	57%	-20%	54%	-17%
Cohort Comparison		-36%				
08	2021					
	2019	14%	41%	-27%	46%	-32%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	28%	45%	-17%	48%	-20%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	77%	-6%	71%	0%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	65%	2%	61%	6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

6-8th grade will use the Reading Plus insight benchmark assessment 3 times a year for Tier 2 students. Tier 3 students will be monitored using the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) foundational skills program. 6-8th grade students receiving Tier 2 instruction in math will be progress monitored using Acaletics data and i-Ready's online instructional program 45-60 minutes per week. SDMC benchmark tests are also used to monitor ELA, math, civics and science data.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	24%	26%
	Economically Disadvantaged	25%	24%	26%
	Students With Disabilities	8%	3%	5%
	English Language Learners	17%	19%	19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26%	26%	25%
	Economically Disadvantaged	26%	26%	25%
	Students With Disabilities	14%	9%	8%
	English Language Learners	14%	22%	22%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	24%	20%
	Economically Disadvantaged	26%	24%	20%
	Students With Disabilities	7.3%	7%	5%
	English Language Learners	19%	20%	19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33%	42%	26%
	Economically Disadvantaged	33%	42%	26%
	Students With Disabilities	20%	30%	15%
	English Language Learners	24%	41%	28%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	68%	71%	55%
	Economically Disadvantaged	68%	71%	55%
	Students With Disabilities	43%	41%	28%
	English Language Learners	62%	66%	52%

Grade 8				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	40%	40%	35%
	Economically Disadvantaged	40%	40%	35%
	Students With Disabilities	15%	16%	0%
	English Language Learners	23%	33%	18%
Number/% Proficiency		Fall	Winter	Spring
Mathematics	All Students	42%	36%	14%
	Economically Disadvantaged	42%	36%	14%
	Students With Disabilities	44%	28%	5%
	English Language Learners	41%	36%	10%
Number/% Proficiency		Fall	Winter	Spring
Science	All Students	25%	26%	29%
	Economically Disadvantaged	25%	26%	29%
	Students With Disabilities	0%	0%	2%
	English Language Learners	13%	16%	19%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	43	44	12	43	50	11	33			
ELL	17	45	55	21	41	55	16	52	57		
BLK	28	51	45	26	35	38	7	70	62		
HSP	29	48	51	32	45	56	26	67	75		
MUL	52	45		43	47		73	92	57		
WHT	43	50	62	49	51	56	40	81	68		
FRL	30	49	53	33	43	49	25	71	69		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	27	26	13	28	27	12				
ELL	9	30	35	18	31	30	5				
BLK	21	33	35	22	39	36	18	85	64		
HSP	27	37	32	32	37	33	24	91	57		
MUL	43	47		41	47		46				
WHT	43	43	37	46	41	23	48	81	60		
FRL	29	38	37	33	38	34	28	87	62		

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

This analysis is based on data from two years prior.

Our ESE student population is at 31% and has been low performing for two years and must earn a 10% learning gain for the 2021-2022 school year. Additional low performance groups were ELL students and Black/African (B/A) American students both at 40% with a need of a 1% gain for the 2021-2022 school year.

After aggregation of data, analyzing surveys and holding subject level collaborative meetings we determined the following trends:

The ESE population needs highest levels of support with a two year trending cycle. Contributing factors include; finding teachers certified to teach ESE students including all core curriculum areas and ESE certification, push-in and pull-out sessions - offering students extra support, engaging students in curriculum activities that are age level appropriate, motivating students to continue to try to progress at their personal best.

ELL students were not receiving the support needed to overcome the language differences. Further break down of strategies needed to be put into place to assist students with understanding the meaning of specific vocabulary in tested subjects such as Science and Civics, as examples. Subject area teachers strengthened these vocabulary needs by incorporating Interactive Word-Walls, Vocab.com and Notebook use as strategies for increasing student language understanding.

B/A students had a lack of engagement and hands-on, real-life learning. A survey of the students indicated wanting more use of collaborative activity lessons and less work-sheet individualized-work.

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

We continue to struggle with improvement in the ESE population with a two year trend. This decline can be contributed to the need to change and increase support strategies for all ESE population including class-work completion support and push-in and pull-out opportunities. Students need to be scheduled with certified teachers who have the training to be able to progress students who need remediation and encouragement. Benchmark data has indicated a loss of learning progression due to the Pandemic. A continued effort will be applied with implementation of strategies to meet the needs of the whole child both personally and academically.

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

The Math and Science Departments had the largest gap at 22 percentage points below the State.

The factors that contributed to the low Math scores were the placement of students in high level math without push-in support. The loss of a Math Coach to support classrooms and organize data points. Lack of tutor and pull-out opportunities for small group support.

The factors that contributed to the Science department scores is the high ELL population

at our school and unique vocabulary to scientific terms. Science is only tested in one grade level and has a spiral curriculum with students being State tested in only eighth grade. A final factor is lack of inclusion of hands-on and engaging science activities.

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

The area with the most improvement was English Language Arts lowest 25% percentile.

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

The action we took to increase this area was in hiring proficient reading teachers and a Reading Coach. We provided reading remediation to all Level 1 students. We also incorporated a new reading program called Reading Plus and all core curriculum teachers focused on using Vocab.com to increase students vocabulary understanding.

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

Math

Target small group instruction with the school-based Math Interventionist. Maintain an increased focus on remediation for missing foundational skills; lead FSA boot camps and acceleration boot camps; guide students in participation in data chats and facilitate the growth of student self-efficacy as it pertains to tracking growth. Use ALEKS for Algebra and Geometry students.

Science

Understanding and emphasizing all science laws; focus on identified power standards; infuse kinesthetic activities into instruction to allow for student driven learning; focus on mastery of vocabulary, application, and critical thinking in all grade levels with specific emphasis on key standards for each specific course; emphasize inquiry with questions like "What is logical?" "What can I eliminate?" "What content do I need to know?"; consistent data chats with students.

ELA/Reading

Learning activities will be prepare students for rigorous assignments, graphic organizers will reflect higher order thinking and reading comprehension, collaborative discussions will occur amongst teachers and students , activating strategies will be used to build background knowledge on content being taught, and vocabulary will be incorporated into instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development on Reading Plus best practices; collaborative planning; data driven instruction in Science focused on power standards.

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

Collaborative planning for ELA, Math, Science with standard item analysis, MPIC Reports (most popular incorrect choice by subject); By the Numbers exercise; review of Acaletics scrimmages and iReady sweet spot time and 80% or better monitored weekly by math coach. Before and after school tutoring for all tested areas, Monday - Thursday. Class and school motivation programs for Reading and Acaletics. Coaches work with identified

teachers in a coaching cycle based on Benchmark Assessment data (math coach to pull groupings in Acaletics to ensure growth).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

English Language Arts (ELA) is a focus area with the School Achievement being at 34%, which is 20% below the State percentile. As well, the school ELA Learning Gains were at 49% which was below the State learning gains by 5%. These comparisons fall greatly below the State averages and therefore are considered a critical need.

This percentile impacts student learning in areas of the need for remediation and applying a focus on power standards assisting with achieving highest levels of learning gains. The reading coach will help with monitoring data assessments both in the regular and remedial classroom, as well as, on benchmark assessments. District curriculum maps will be used to have a focused academic journey and will be present within daily lesson plans.

Area of Focus Description and Rationale:

The rationale behind ELA as a focus area was identified through aggregation of State Standard results and review of benchmark data that indicated ELA as a critical need area. Remediation programs for all Level 1 and 2 students include Reading Plus and vocab. com to support reinforcement of ELA standards. 54% of school students do not have English as their first language (ELL) and struggle with reading and writing applications. ELL students receive additional support with Achieve 3000 and National Geographic Inside curriculum supplements. Our overall goal is to increase School Achievement and Learning Gains by 5%.

Measurable Outcome:

The school measurable outcome would be to increase the school achievement by 5% increasing steps toward proficiency from 34% to 39%. The learning gain plan is to increase by 5% to meet the current State average of 54%.

Monitoring:

The Quarterly Benchmark Assessments (district created) will be used to monitor data. Teacher created assignments and assessments - ongoing Administrators and teachers monitor teacher-based assignments and assessments through FOCUS platform.

Person responsible for monitoring outcome:

Ginger Collins (collinsg@manateeschools.net)

Evidence-based Strategy:

The evidence we will gather is through district and Reading Plus benchmark assessment monitoring, use of the Tier 3 program SIPPS data (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and sharing results through data chats and making goals with students, as well as, using Reading Plus data for all Level 1 and Level 2 students as scored in the 2019-2020 FSA. Teachers will share this data with students and focus on power-curriculum standards.

Rationale for Evidence-based Strategy:

The rationale for selecting this strategy is the need to increase the school achievement percent by 20% and the learning gain percent by 5% to meet the State average. The resources we will use are: Reading Coach, Reading plus for Level 1 and 2 readers, Vocab.com used by all core instructors. ELL students will receive support from a push-in teacher assistant.

Action Steps to Implement

To achieve these to goals the reading coach will plan with grade level teams in ELA and Reading to create lessons that focus on improving our ESSA student sub-group: Teachers will engage students in data chats on benchmark test results, Reading Plus data and formative assessment data. Reading Coach will use district data and weekly Reading Plus data to drive classroom support. The reading coach will model lessons, co-teach and analyze data with grade level teams.

Professional development in writing will be provided.

Reading Plus

- Review class level reports with comprehension (80%+)

Writing 6-8:

Grades 6-8 are using the PEARL paragraph structure for writing as a response to text across all content areas.

Resources:

- FSA portal
- HMH Writing Skills, Performance Assessment Notebook, Tasks, Grammar/Language support
- *Standards-Based Planning and Instruction, Align to Curriculum Maps and Scope and Sequence
- Use assessment data to guide instruction

Person

Responsible

Ginger Collins (collinsg@manateeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: The area of focus for Math is a need to increase the school student achievement from 36% as earned on the 2018-2019 FSA to a 5% gain for a total of 41%. Another area of focus is in learning gains with a 2018-2019 school percentage score of 45% a need to increase by 5% for an overall total of 50%.

The student learning impact includes remediation for all Level One learners on iReady and support from the Math Coach in Push-in and Pull-out tutorial sessions.

The rationale has been identified as a critical need due to comparing the 2018-2019 earned school average percentages to the State average percentages and noticing the assessment differences.

Measurable Outcome: The math coach will monitor the district math benchmark data, i-Ready data and Acaletics data to progress monitor our ESSA subgroups.

District Benchmark assessment; iReady math 45-60 minutes a week; Acaletics monthly monitoring

Monitoring: Teacher created assignments and assessments - ongoing
 Administrators and teachers monitor teacher-based assignments and assessments through FOCUS platform.

Person responsible for monitoring outcome: Ginger Collins (collinsg@manateeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented for increasing math proficiency is in monitoring the common assessments and holding teacher and student data-chats and goal setting opportunities. The math coach will monitor the fidelity of these meetings and monitor assessment gains. Teachers will monitor students for implementation of specific learning goals. Data increases will be considered achievement and data decreases or maintenance will be considered a need for remediation and re-assessment of the learning goal. Data chats will be held following the benchmark assessment. Students will set personal goals based on the evidence they unpack through analysis of their results.

Rationale for Evidence-based Strategy: The rationale for selecting this specific strategy was to create a need for urgency in making the needed 22% increase in Student Achievement Component and the 12% increase needed in the Learning Gains Component. These scores rate among the lowest in reviewing our overall student achievement.

Action Steps to Implement

The Teachers are responsible for using and monitoring the following Math tools. The Department Head will coordinate collaboration and will monitor student tutoring and Saturday School achievement-camps. The following materials and applications will be used to enhance student achievement.

- *Acaletics-Quik piks, pre-post assessment, midterm review booklets and online resources
- *iReady
- *Math Nation

*ALEKS

*Schoology

*Nearpod

*Team Department Meetings

*McGraw Hill 6-8 Consumable book and online resource

*McGraw Hill-algebra textbook, workbook and online resource

*McGraw Hill- geometry textbook, workbook and online resource

The Math Coach will monitor all assessment points and hold pull-out sessions with teachers and students to review all results.

Person Responsible Ginger Collins (collinsg@manateeschools.net)

The action steps include:

1. Students in 6th, 7th and 8th grade will take a diagnostic test at the beginning and end of the year to monitor for mastery from each grade level.
2. Review scores with administrative team and create a list of focused standard-based instructional needs, unpacked by sub-groups.
3. Provide opportunities for teacher collaboration time.
4. Align the outcomes to budget support
5. Provide students and families the opportunity of learning and monitoring individualized standard assessment.
6. Provide a teacher, student and family survey to meet all stakeholder needs.
7. Use Vocab.com, Study Island and IXL to assist with Science standard mastery

Person Responsible Ginger Collins (collinsg@manateeschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

School scores indicated a consistent decline in Science achievement. The aggregated data from the 2018-2019 State Assessment indicated the school science scores are among the lowest in the district. Science is taken in the eighth grade and is a culmination of three years of science. It becomes very difficult to assess year to year mastery when the test is taken only once a year.

Measureable Outcome:

The scores are measured from a State Standard Test taken two years prior. The School Science scores are at 29% in Achievement and are 22% below the State Achievement score of 51%. The School Science score dropped 3% from the previous year assessment. The goal is to increase the School Science score on the State Assessment by 5%.

Monitoring:

The Quarterly Benchmark Assessments (district created) will be used to monitor data.

Teacher created assignments and assessments - ongoing
Administrators and teachers monitor teacher-based assignments and assessments through FOCUS platform.

Person responsible for monitoring outcome:

Ginger Collins (collingsg@manateeschools.net)

Evidence-based Strategy:

The evidence based strategy was derived from collaborative Science Teacher meetings and survey results from students. Strategies for success include student Saturday curriculum camps, focus on power standards through classroom assessments monitoring for continuous mastery. The student survey results indicated a desire to have more hands-on and engaging classroom activities "not boring". The student survey reinforced the State data for ESSA sub-group drop in student scores due to lack of engaging classroom opportunities.

Vocab.com use will reinforce specific Science vocabulary and the ELA and Science teachers will reinforce specific language in reading and writing (nonfiction). IXL and Study Island are supplemental curriculum enhancements. Two benchmarks tests will be given to monitor for mastery and teachers will have data chats with students on test results and establish specific student goals for focused improvement. Teachers will have time to collaborate to create real-life standard-based instructional opportunities for students.

Rationale for Evidence-based Strategy:

The rationale for selecting Science is the continuous drop in science achievement and the low assessment school scores on the State Science Achievement Test in comparison to the District and State achievement scores. This data-based analysis includes a student survey and classroom observations and teacher reflections.

Action Steps to Implement

The action steps include:

1. Students in 6th, 7th and 8th grade will take a diagnostic test at the beginning and end of the year to monitor for mastery from each grade level.
2. Review scores with administrative team and create a list of focused standard-based instructional needs, unpacked by sub-groups.
3. Provide opportunities for teacher collaboration time.

4. Align the outcomes to budget support
5. Provide students and families the opportunity of learning and monitoring individualized standard assessment.
6. Provide a teacher, student and family survey to meet all stakeholder needs.
7. Use Vocab.com, Study Island and IXL to assist with Science standard mastery.

Person Responsible Ginger Collins (collinsg@manateeschools.net)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Black/African American (BA) subgroup are not showing adequate progression through data analysis and are achieving at 40% which is 1% below acceptable State achievement standard. B/A students declined by 2% overall, specifically in a 4% loss in Math Achievement, 11% in Science and a 15% in Social Science as compared to the previous testing year.

Measureable Outcome: The data base outcome is to increase the Black/African American subgroup by 5% in the 2020-2021 school year. Teachers will receive a focus on cultural professional development during small group sessions and be offered to attend the AVID summer conference with a focus on culture and diversity. Teachers as well, will be given opportunities for learning about Trauma Informed teaching through book and article studies. Teachers will be given time to collaborate to create engaging real-life lessons and supplement with remediation opportunities to encourage student learning gains.

Monitoring: Lesson plans will be monitored for a focus on literature that is culturally appropriate. The Quarterly Benchmark Assessments (district created) will be used to student monitor data. Teacher created assignments and assessments - ongoing Administrators and teachers monitor teacher-based assignments and assessments through FOCUS platform.

Person responsible for monitoring outcome: Ginger Collins (collingsg@manateeschools.net)

Evidence-based Strategy: B/A students will receive formative assessments through out the year using benchmark assessments, iReady, Reading Plus, IXL and Study Island Scores to help supplement power State Standards. Students will be given the opportunity to join Advancement Via Individual Determination (AVID), as one of their electives, to help understand the importance of applying their personal best to active learning. Students will be surveyed for opinions and by-in on growing academic learning opportunities for themselves and others.

Rationale for Evidence-based Strategy: The rationale for selecting this strategy is to use data-driven instruction for the opportunities of continuous analysis of mastery of State standards. Evidence will include results from surveys, assessments, collaborative reflections and classroom observations.

Action Steps to Implement

- Action Steps:
1. Survey of all stakeholders
 2. Data-driven instruction
 3. Application of professional development on Trauma Informed and Cultural diversity
 4. Classroom observations by administrators for standard-based instruction, engagement and PD applications.
 5. Collaboration opportunities to unpack and problem solve
 6. Align the outcomes with budgetary support.
 7. Provide inclusion of family and community stakeholders
 8. District support

Person Responsible Ginger Collins (collinsg@manateeschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

There has been a two year decline trend in the Student with Disabilities (SWD) sub-group. SWD declined by 1% in Math and Science Achievement and a need for a 10% gain in overall achievement. SWD earning gains need to be reinforced and supported by remediation, tutoring and consequentially mastery of standards. Push-in and pull-out tutoring opportunities will be made available through scheduling teacher aides to specific classrooms and supplementing learning opportunities with iReady, Reading Plus, vocab. com, IXL and Study Island.

The rationale for identifying the critical need was from review of all data points. These data points include results from FSA, Benchmark Assessments, Classroom Assessments (Formative and Summative), Remediation data through iReady and Reading Plus and supplemental academic support through Brain Pop, vocab.com. IXL and Study Island. These data point indicators allowed for collaborative conversations on problem solving deficits in student learning.

Measureable Outcome:

SWD students will make a 10% learning gain with the inclusion of an individualized student academic plan and provide supplemental learning opportunities to remediate standards not yet mastered. The goal is to focus on 3-5 power standards to gain mastery of these tested standards. Formative tests and quizzes will be enlisted throughout the year to continuously monitor for student mastery. Remediation will be provided for standards not yet mastered through classroom focus, intensive subject area classes in Math for all Level 1 students and ELA for all Level 1 and Level 2 students. Saturday curriculum camps will be offered as well as push-in and pull-out tutorial support.

Monitoring:

The Quarterly Benchmark Assessments (district created) will be used to monitor data.

Teacher created assignments and assessments - ongoing
Administrators and teachers monitor teacher-based assignments and assessments through FOCUS platform.

Person responsible for monitoring outcome:

Ginger Collins (collinsg@manateeschools.net)

Evidence-based Strategy:

SWD will receive formative assessments through out the year using benchmark tests, iReady, Reading Plus, classroom tests and quizzes and supplemental data results. These assessment results will be unpacked and standard based alignment with a concentration of poser standards will be used. Teachers will be made aware of the results of these assessments by the Administrators, Data Coach and Math and ELA Coach. Teachers will focus on achieving a mastery at 80% on each power standard. Mastery will be considered as having been achieved through consistencies within formative assessments. Teachers will be given the opportunity to collaborate and create engaging, real-life standard-based instructional opportunities. Students will be surveyed for inclusion of the academic process.

Rationale for Evidence-

The rationale for selecting this strategy is determined through data-based analysis of why there is a declining trend assessed by unpacking the State assessment results. While these results are two-years old there is still a

based Strategy: sense of urgency heightened by the pandemic-effect and potential learning loss.

Action Steps to Implement

The action steps include:

1. Consistent review of all assessment material by the administrative team and creation of a specific standard-based instructional plan.
2. Provide opportunities for group leadership sessions on support opportunities and reach out for district support as applicable.
3. Align the outcomes with budget support.
4. Give teachers time to collaborate and create opportunities for strengthening student mastery of standard based instruction.
5. Provide family stakeholders the opportunities to monitor learning and support student goals for individualized learning gains and standard mastery. Surveys will be sent out for communication purposes.
6. Provide opportunities for remediation and tutoring on an individualized basis derived through data-based analysis and goal setting.

Person Responsible Ginger Collins (collinsg@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

All other needs will be dealt with using data to prioritize the list. Repetitive (2 years or more) needs with continuous loss will be addressed first and are listed as an area of focus. Other needs will be monitored and data will be assessed to establish goals to enhance school improvement.

Other areas of focus may include:

***School Safety: Students will attend small homeroom and on-line assemblies on remaining safe. Drills will include social distancing and reduction of any close and personal exposure. Social distancing special considerations will take place within classrooms, cafeteria and gymnasiums using table shields and designating attendance areas for additional protection. Students wear masks throughout the day and consideration is enhanced for no sharing of equipment nor papers.**

***Trauma Informed and Cultural Diversity: Teachers will be presented with strategies on recognizing and reporting trauma. Giving support to students during the Pandemic-Times will be critical to continue educational progress. Focusing on meeting the crucial needs of a child first will allow for the opportunity to expand learning gains. Teachers will be given opportunities to attend AVID and focus on cultural differences for supporting and understanding teaching students from different cultures.**

***Attendance: With three modalities currently present due to the pandemic-times, attendance records have not been recorded with diligence. Once home, hybrid students do not readily sign-in for their on-line teaching components. Phone calls in dual language and persistent connections with families have assisted with attendance accuracy.**

***Discipline: Reduction of students being out of the classroom is a significant goal. This would include In-School Suspensions, Alternative School Suspensions and Out-of-School suspensions. The goal is to keep students in the classroom and focus on academics not behaviors. Positive rewards will be offered to students to encourage making correct choices.**

***AVID: Advancement Via Individual Determination is offered at Lee Middle School. Teachers receive professional development opportunities to attend AVID conferences and workshops to assist students with learning the importance of establishing life-long goals for success.**

***Future Business Leaders of America (FBLA), Technology Student Association (TSA), and the Builders Club (BC) are career pathway organizations. FBLA and TSA provides opportunities for students to compete in different categories expanding their knowledge of future career pathways as well as earning scholarship opportunities. BC is aligned with Kiwanis and works alongside with this community organization. All of these clubs provide outreach to the community and enhance students' understanding of philanthropy, public speaking and future opportunities in college and career advancement.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

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

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

Teachers, Staff, Parents, Students and community members are surveyed to learn about best forms of communication and to assess any needs. School establishes an atmosphere for a safe learning environment in which all students can learn. School stakeholders are asked to participate in writing the SIP plan. The school Improvement plan is then presented to all stakeholders and opportunities for change and enhancements are provided. School communicates through both Spanish and English for highest levels of family stakeholder understanding.

Parent learning opportunities are made available during all school activities and through online tutorials. Families are invited to school thematic social events. During the pandemic-effect many of the meetings and social events are offered through on-line sessions.

Teachers reinforce communication by making phone calls home and using the email system. All communications are offered with dual-language support. Currently, volunteers and outside mentors services are not able to be used within the brick and mortar school. However, we use Micro-Team meetings whenever possible to provide support services. Every message home has the ability of being sent via the home language. AVID, TSA, FBLA and Builders Club enhance students understanding of college and career opportunities. These organization give positive outreach to all community stakeholders and provide students with competition, goal setting and communication opportunities build lifelong skills. These on-campus organizations work with multiple business, community and university systems to further students knowledge for future success. The philanthropic experiences gained by belonging to these organizations give intrinsic value to supporting and making a difference in community lives. Many of the projects change a student's life and prospective by creating a cultural sensitivity in the joy of supporting one another.

Continue our 2nd annual summer bridge camp to support students coming from elementary to secondary school. Visitation at feeder elementary schools by student and staff to best support the elementary transition. Saturday curriculum camps to support standard based instruction with a focus on power standards and engaging activities. Transition meetings for 8th graders to high school with high school counselor visits and Spring registration. Performances through-

out the community and on campus. Lee Night at the Museum with curriculum fairs presented at the local museum and entrance to the museum being waved. Parental Micro-Team meetings and classes focusing on areas of concern (dual language). Communications posted (dual language) on website, School Face-book and use of Connect-Ed phone and technological communications.

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

- Blue Ribbon School Committee
- Ginger Collins - Principal
- Terrance Marshall - Assistant Principal
- Dr. Tamara Cornwell - Assistant Principal
- Starloe Galletta - Teacher (World History/Theatre)
- Terri Rohde - Media Specialist (TV Production)

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00