Manatee County Public Schools

MYAKKA CITY ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Manatee County School Board on Original date for School Board approval 10/8/24 - Rescheduled due to Hurricane. School Board approved 10/22/24.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Carol Ricks

Position Title

Principal

Job Duties and Responsibilities

- Manage and administer the instructional program so as to ensure all students the opportunity to learn.
- 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.
- Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.
- Provide for the articulation of the school's instructional program among school personnel.
- Oversee the selection and acquisition of instructional materials and equipment.
- Facilitate a program of family and community involvement.
- Supervise the guidance program to ensure individual student educational and developmental needs are addressed.
- Work with parents to resolve complaints or concerns.

- Serve as final arbitrator for serious discipline problems.
- Develop and maintain positive school / community relations and act as liaison between the two.
- Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders.
- Build teams to accomplish plans, goals, and priorities.
- Facilitate and coordinate the development of the School's Improvement Plan.
- Initiate programs and organize resources to carry out the School Improvement Plan.
- Provide recognition and celebration for student, staff, and school accomplishments.
- Access District and community resources to meet school needs.
- Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.

Leadership Team Member #2

Employee's Name
Betsy Bickel-Perry

Position Title
Assistant Principal

Job Duties and Responsibilities

- Assist in developing, implementing, and evaluating instructional programs and activities at the assigned school.
- Assist the Principal in providing atmosphere conducive to learning and teaching.
- Assist in coordinating the selection and acquisition of instructional materials and equipment.
- Assist in coordinating all testing programs at the school.
- Assist the Principal in supervising and evaluating school-based personnel.
- Assist in the coordination and supervision of before and / or after school programs or activities.
- Assist in selection and employment of school personnel.
- Assist with the development and implementation of an effective staff development program.
- Assist the Principal in implementing the induction program for beginning teachers.
- Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.
- Assist in overseeing programs for student with identified special needs, e.g., ESE, ESOL, and 504.
- Assist with development and implementation of the School Improvement Plan.
- Assist the Principal in supervising and evaluating school-based personnel.
- Facilitate the implementation of the Code of Student Conduct in accordance with school and

District policy to ensure a safe and orderly learning environment.

- Assist in developing and implementing family and community involvement programs and initiatives such as business partnerships.
- Support and assist in implementing the school's student services plan and program.
- Analyze student performance data as a basis for curriculum improvement and staff development needs.
- Assist in developing and monitoring the school budget.
- Assist in managing student accounting and attendance procedures.
- Prepare or oversee the preparation of required reports and maintain all appropriate records.
- Assist in implementing and monitoring Exceptional Student Education programs and services.
- Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- Facilitate problem-solving by individuals and groups.
- Counsel with parents and staff to resolve problems and concerns.
- Maintain visibility and accessibility on the school campus and at school-related activities and events.
- Assist in preparing and disseminating school newsletters, memos, and letters.
- Collaborate with school and District personnel in planning and implementing District initiatives.
- Demonstrate commitment to and support for the vision and mission of the District and school.
- Assist in developing and implementing positive public relations for the school.

Leadership Team Member #3

Employee's Name
Leslie Jones

Position Title
Student Support Specialist

Job Duties and Responsibilities

- Assist in the development of guidelines for proper student conduct, disciplinary policies, and procedures that ensure a safe and orderly environment.
- 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.
- Maintain comprehensive files on each student requiring disciplinary action and maintain records for adults.
- Complete investigative and due-process procedures to include disciplinary action consistent with District Code of Student Conduct.

- Collect, review, and analyze discipline data. Implement strategies with parents, students, and teachers to facilitate student behavior change.
- Use relevant student information, i.e., Individual Education Plan (IEP), as an integral part of recommendations for suspension and expulsion.
- Maintain visibility and accessibility on the school campus and at school-related activities and events during work day.
- Serve as liaison to School Resource Officer (SRO) and other legal authorities.
- Inform administration of impending problems or events of unusual nature.
- Participate as a member of school educational planning and staffing teams to determine student placement or to develop assistance plans.
- Provide guidance to and instruction for teachers in the implementation of discipline policies and school safety, with training provided as needed.
- Assist administration to communicate through meetings and written material, information that will keep staff, students, and parents informed of disciplinary policies and procedures.
- Counsel individual students and, when necessary, make appropriate recommendations for testing, guidance, psychological counseling, or community services.

Leadership Team Member #4

Employee's Name
Debra Veldkamp

Position Title
School Counselor

Job Duties and Responsibilities

- Provide personal counseling to students
- Provide group counseling when need arises
- Provide assistance to students through testing and interpretation.
- Provide assistance to students in class selection and schedules.
- Assist students who are experiencing attendance problems.
- Assist in accurate recording and proper maintenance of student records.
- Impart crises intervention skills when need arises.
- Assist students with special needs according to LRE, IEP and 504 guidelines.
- Assist teachers with problem solving and interventions.
- Recognize and appreciate the cultural differences and special needs of students and families.
- Recognize indicators of student distress or abuse and take appropriate steps.
- Serve as an advocate for students.
- Keep updated on student / school legal issues and procedures.

Leadership Team Member #5

Employee's Name
Megan Hennessy-Seguin

Position Title
Reading Coach

Job Duties and Responsibilities

- Models for teachers by instructing students.
- Provides specialized instruction and assessment strategies to teachers through demonstration and modeling.
- Facilitates the review, evaluation, and integration of reading resources.
- Acquaints teachers with successful and innovative strategies for classroom instruction and assessment.
- Provides information about materials and resources.
- Works with the district Curriculum Specialist for Reading to promote the district reading initiatives.
- Collaborates with other departments, schools/districts to emphasize the Science of Reading.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

Building relationships between students, parents, and teachers is a collaborative effort of all our staff and community. Parents and students are invited to Open House before school starts to begin building a partnership with the school. Other activities that help build relationships with students are family events focusing on strategies parents can use with their children to improve relationships and academics, Fall/Spring Activities such as Parent University/Conference Night, Harvest Vestival, Literacy Night, STEM Night, Re-Make Learning Day, and student-led conferences. Parents and families are invited to attend IST meetings, IEP meetings, Pre-K to K articulation meetings, and 5th grade articulation meetings.

Parents are also invited to attend our Annual Title I Meeting in August where they can give input into the SIP and Title I Plan and budget. Parents are invited to attend School Advisory Council meetings quarterly to give input into the school's plan. Parents receive communication on events weekly via Classroom DoJo, Connect Ed and flyers.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

 To ensure the School Improvement Plan (SIP) is effectively implemented and positively impacts student achievement, particularly for those with the greatest achievement gaps, the following steps will be taken:

Regular Monitoring
1. **Data Collection and Analysis**:
   - **Frequent Assessments**: Conduct regular formative and summative assessments to track student progress.

- **Data Review Meetings**: Hold monthly meetings with teachers and administrators to review assessment data and identify trends.

2. **Progress Reports**:
   - **Student Progress Reports**: Provide detailed reports to parents and stakeholders on student progress towards meeting state academic standards.
   - **School-wide Reports**: Share overall school performance data with the school community to maintain transparency at quarterly SAC meetings.

3. **Classroom Observations**:
   - **Instructional Walkthroughs**: Conduct regular classroom observations to ensure teaching practices align with the SIP goals.
   - **Feedback Sessions**: Provide constructive feedback to teachers based on observations to support instructional improvement.

Impact on Achievement

1. **Targeted Interventions**:
   - **Personalized Learning Plans**: Develop individualized learning plans for students with the greatest achievement gaps.
   - **Additional Support**: Offer tutoring, mentoring, and other support services to help struggling students.

2. **Professional Development**:
   - **Teacher Training**: Provide ongoing professional development for teachers focused on effective instructional strategies and data-driven decision-making.
   - **Collaborative Planning**: Encourage collaborative planning sessions where teachers can share best practices and strategies.

Revising the Plan with Stakeholder Feedback

1. **Stakeholder Involvement**:
   - **Surveys and Feedback Forms**: Regularly collect feedback from parents, students, and staff through surveys and feedback forms.
   - **Stakeholder Meetings**: Hold meetings with stakeholders, including parents, community members, and school staff, to discuss progress and gather input.

2. **Continuous Improvement Cycle**:
   - **Review and Adjust**: Based on feedback and data analysis, make necessary adjustments to the SIP to address any identified issues or gaps.
   - **Action Plans**: Develop action plans for implementing changes and monitor their effectiveness.
   - **Communication**:
   - **Regular Updates**: Keep all stakeholders informed about changes to the SIP and the reasons

behind them.

- **Open Dialogue**: Foster an environment of open communication where stakeholders feel comfortable sharing their thoughts and suggestions.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**36.8%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**75.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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.*	**2023-24: C** **2022-23: C*** **2021-22: B** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	13	15	11	11	19	12				81
One or more suspensions	1	3	2	2	1	0				9
Course failure in English Language Arts (ELA)					2	1				3
Course failure in Math					1					1
Level 1 on statewide ELA assessment	13	33	22	17	10	13				108
Level 1 on statewide Math assessment	28	21	24	12	6	3				94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	13	17	31						77
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	2	6	5	2					21

Current Year 2024-25

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	10	10	8	11	10	3				52

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				11						11
Students retained two or more times										0

Prior Year (2023-24) As Last 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 school days	4	3	3	3	3	4				20
One or more suspensions				1		6				7
Course failure in ELA		6	2	14	9	5				36
Course failure in Math		5		13	13	1				32
Level 1 on statewide ELA assessment				2	8	10				20
Level 1 on statewide Math assessment				1	5	13				19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		17	14	24						106

Prior Year (2023-24) As Last Reported (pre-populated)

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		1		7	5	1				14

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				2						2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	46	55	57	43	51	53	47	55	56
ELA Grade 3 Achievement **	42	55	58	44	51	53			
ELA Learning Gains	48	60	60				64		
ELA Learning Gains Lowest 25%	33	58	57				70		
Math Achievement *	66	66	62	60	62	59	52	50	50
Math Learning Gains	68	63	62				61		
Math Learning Gains Lowest 25%	32	51	52				59		
Science Achievement *	47	54	57	40	51	54	52	65	59
Social Studies Achievement *								66	64
Middle School Acceleration								51	52
Graduation Rate								52	50
College and Career Readiness									80
ELP Progress	69	61	61	31	59	59	49		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	451
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
50%	47%	57%	51%		69%	67%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%
Students With Disabilities	23%	Yes	3	2
English Language Learners	42%	No		
Hispanic Students	47%	No		
White Students	51%	No		
Economically Disadvantaged Students	47%	No		

	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%
Students With Disabilities	29%	Yes	2	1
English Language Learners	31%	Yes	1	1

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%
Hispanic Students	35%	Yes	1	
White Students	55%	No		
Economically Disadvantaged Students	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%
Students With Disabilities	33%	Yes	1	
English Language Learners	53%	No		
Native American Students				
Asian Students				
Black/African American Students				

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%
2021-22 ESSA SUBGROUP DATA SUMMARY				
Hispanic Students	55%	No		
Multiracial Students				
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	56%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	46%	42%	48%	33%	66%	68%	32%	47%					69%
Students With Disabilities	0%	0%	14%	23%	29%	64%	33%						
English Language Learners	25%	36%	26%	27%	53%	74%		27%					69%
Hispanic Students	38%	33%	43%	31%	62%	72%	30%	39%					72%
White Students	50%	48%	54%	42%	69%	64%	29%	54%					
Economically Disadvantaged Students	42%	37%	45%	26%	61%	68%	29%	47%					69%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	44%			60%			40%					31%
Students With Disabilities	15%	13%			26%								62%
English Language Learners	24%	14%			45%			23%					50%
Hispanic Students	30%	29%			54%			20%					44%
White Students	51%	55%			62%			50%					
Economically Disadvantaged Students	33%	28%			57%			35%					46%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	4%		33%		16%	60%	55%						31%
English Language Learners	39%		66%	70%	47%	50%	60%	40%					49%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	40%		68%	67%	42%	54%	64%	53%					51%
Multiracial Students													
Pacific Islander Students													
White Students	52%		61%		58%	65%		54%					
Economically Disadvantaged Students	43%		68%	73%	46%	58%	62%	44%					50%

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	43%	51%	-8%	55%	-12%
Ela	4	40%	52%	-12%	53%	-13%
Ela	5	54%	51%	3%	55%	-1%
Math	3	62%	63%	-1%	60%	2%
Math	4	62%	62%	0%	58%	4%
Math	5	69%	60%	9%	56%	13%
Science	5	48%	49%	-1%	53%	-5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Our English Language Proficiency (ELP) progress went from 31% in 2023 to 42% in 2024. To achieve this, we

- trained teachers in the Science of Reading in grades K-2 which helped the development of primary reading skills.
- implemented UFLI into K-2 classrooms (The Science of Reading)
- used Class Dojo to communicate with parents in their home language.
- strategically scheduled our certified teachers to provide push-in support in grades K-1 during the reading block.
- scheduled ESOL paras to support our third grade classrooms during math and reading.
- provided additional instruction to our students that were nearing proficiency on PM2.
- with help from the migrant department, provided a summer camp to help decrease the summer slide in academics
- thoroughly trained ACCESS for ELL testing administrators
- met frequently as an Instructional Leadership Team and made purposeful decisions based on student performance and need.

Lowest Performance

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

Our Learning Gains showed the lowest performance specifically, ELA learning gains for all students and our L25; and our Math L25 Learning Gains.

ELA Learning Gains
2022: 64%
2024: 48%

ELA Learning Gains for L25 (most concerning)
2022: 70%
2024: 33%

Math L25

2022: 59%

2024: 32%

The contributing factors to these results are:

1. Attendance - overall attendance was concerning. However, our L25 attendance was especially concerning.

2. Teacher Motivation - our fourth grade team was resistant to implement district-wide initiatives and best practices despite the offering the support of our reading coach, frequent team meetings with administration, directives, and frequent walk-throughs by administration with feedback.

3. Student/Teacher Relationships - our fourth grade team struggled to form relationships with students and families even though they were provided with support from our counselor in restorative practices and received support from our SSS with positive behavior management.

Greatest Decline

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

The greatest decline was with our students with disabilities. The achievement levels of our ESE students dropped 15%.

Factors contributing to this include:

- Student attendance
- VE Teacher struggled to scaffold on-level material for her students
- Fourth grade teachers, in spite of reminders, failed to consistently provide ESE support and accommodations.
- PM3 test performance: meaning we saw growth in our ESE students during ILT data chats, however these students did not perform well on the FAST.
- Families of ESE students were not willing to transport their child(ren) to afterschool tutoring specifically provided for our ESE students.
- 3rd-5th grade students struggled in first grade, which was our instructional focus last year. These students have historically struggled with reading foundation skills. Instruction in first grade was our target last year (which was successful), however, it didn't benefit our 3rd-5th grade students.

Greatest Gap

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.

4th Grade ELA has the greatest gap when compared to the state average. This gap is -13%. 3rd grade is close behind with -12%. Factors that contributed to this gap are likely due to learning gaps from COVID, instructional gaps in primary grades that have now been addressed, and student attendance.

EWS Areas of Concern

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

Potential areas for concern:
- Student attendance
- The number of students with a substantial reading deficiency

Highest Priorities

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

MCES 24-25 Highest Priorities
- Student attendance
- ESE achievement
- Math and reading L25 Learning Gains
- Overall ELA Learning gains
- Restorative Practices (school-wide)

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Setting a target for the students with disabilities subgroup to meet or exceed 41% proficiency on the 2025 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By Spring 2025, the students with disabilities ESSA subgroup will have 41% or higher on the Federal Percent of Points Index. 20% of these students will score a Level 3 or above on the Spring 2025 ELA FAST Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress toward achieving the goal of the Students with Disabilities ESSA subgroup meeting or exceeding 41% Federal
Index Score and 20% reaching a Level 3 or above on Spring 2025 ELA FAST assessment 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 20% proficiency goal (and 41% Federal Points Index or higher)

Person responsible for monitoring outcome
Leslie Jones, Student Support Specialist

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Florida's Multi-Tiered System of Support

Rationale:
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:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Multi-Tiered System of Support Action Steps

Person Monitoring:	**By When/Frequency:**
Leslie Jones	Spring 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action 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 throuh data analaysis 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.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The purpose of this Area of Focus is to address early literacy needs by providing structured, evidence-based instruction and personalized support. By focusing on direct and explicit teaching of the ELA B.E.S.T standards, integrating writing across subjects, and using the Science of Reading, the approach aims to build strong foundational skills, close learning gaps early, and enhance students' ability to think critically and express themselves effectively.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students in grades K-2 will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving. Reading instruction will be based on the Science of Reading.

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

Students in Grades 3-5 will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving. Reading instruction will be based on the Science of Reading.

Grades K-2: Measurable Outcome(s)

As measured by 2025 ELA Spring FAST, 50% or more of students in grades K-2 will earn a level 3 or higher.

Grades 3-5: Measurable Outcome(s)

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

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. 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
Carol Ricks, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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, SRA, and/or SIPPs, to ensure explicit and rigorous instruction for intervention.

Rationale:
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 Evidenced-based Reading Plan, Decision-Trees, and Literacy Leadership Teams will provide guidance on literacy intervention instruction.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Professional Development

Person Monitoring:	**By When/Frequency:**
Megan Hennessy-Seguin	Spring 2025 (Weekly Monitoring)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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.

Action Step #2
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Megan Hennessy-Seguin	Spring 2025 (Weekly Monitoring)

Describe the Action to Be Taken and how the school will monitor the impact of this action 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 task that engage all students. Weekly collaborative planning will also address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, and ongoing review of student performance data. 3. Identify the instructional

practice(s) that will increase teacher capacity and create a plan for coaching to accelerate improvement. Create systems for monitoring the focus, frequency, and types of coaching and support for improved teaching and learning. 4. Create a calendar of yearlong meeting structures (ILT, TCT, PLC, and IST) to analyze student performance data, define key attributes of learners to address their unique needs, and evaluate available resources best matched to students' needs.

Action Step #3
Instructional Coaching for Improvement

Person Monitoring:	**By When/Frequency:**
Megan Hennessy-Seguin	Spring 2025 (Weekly Monitoring)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

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.

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.

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.

Benchmark-aligned instruction promotes cohesion across grade levels and classrooms. Consistent

alignment ensures smooth student transitions, preventing gaps due to curriculum disparities.

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
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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 2025 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. Learning Gains in all areas will be at or above 50%. 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. 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
Carol Ricks, Principal

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Florida Multi-Tiered System of Support

Rationale:
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:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Megan Hennessy-Seguin	Spring 2025 (Monitored Weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action 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 task that engage all students. Weekly collaborative planning will also address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, and ongoing review of student performance data.

Action Step #2
High-Quality Instruction Look-Fors

Person Monitoring:	**By When/Frequency:**
Betsy Bickel-Perry	Spring 2025 (Monitored Weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Define Look Fors related to high-quality instruction that are present every day, in every classroom, and for the benefit of every student. Create and use systems for monitoring Look Fors to strengthen alignment of daily instructional tasks to grade level benchmarks, ensure fidelity use of instructional resources for remedial and intervention instruction, and utilize strategies to engage all students.

Action Step #3
Coaching Support

Person Monitoring:	**By When/Frequency:**
Megan Hennessy-Seguin	Spring 2025 (Monitored Weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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.

Action Step #4
Yearlong Meeting Structures

Person Monitoring:	**By When/Frequency:**

Betsy Bickel-Perry   Spring 2025 (Monitored Weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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.

Action Step #5
MTSS Framework

Person Monitoring: **By When/Frequency:**
Megan Hennessy-Seguin   Spring 2025 (Monitored Weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement a response to intervention framework (MTSS) to support students' academic and behavioral success.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Improving student attendance will be achieved through targeted interventions, including creating a welcoming school environment, engaging families, and implementing attendance monitoring and support systems. Improving attendance is crucial because consistent school attendance is directly linked to academic success. The prior year's data showed a high percentage of students with poor attendance, which negatively impacts their learning and overall school performance. By addressing this issue, we aim to ensure that more students are present and engaged in their education, leading to better academic outcomes and a stronger school community.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, the percentage of students with attendance below 90% will decrease from 27% to 15%, as measured by school attendance records.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress towards this goal will be monitored through monthly attendance reports and interventions will be adjusted based on progress towards this goal.

Person responsible for monitoring outcome

Debbie Veldkamp, School Counselor

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Ensure that the school has a positive school-wide culture around attendance. Support teachers around understanding the value of attendance and modeling, promoting and recognizing good attendance. Set a school-wide expectation around all staff communicating with students and families to promote strong attendance as well as acting as a personal contact for students and families who struggle with attendance.

Rationale:
A positive school culture fosters a welcoming and supportive environment where students feel valued, safe, and motivated to attend school. When students perceive their school as a positive place, they are more likely to engage in learning and participate in school activities. This sense of belonging and connection can reduce absenteeism by addressing underlying issues such as lack of motivation, social anxiety, or disengagement. Additionally, a positive school culture encourages strong relationships between students, teachers, and families, which can lead to better communication and collaboration in addressing attendance issues. Overall, creating a positive school culture is essential for improving student attendance and ensuring academic success.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
School-Wide Attendance Plan

Person Monitoring: **By When/Frequency:**
Debbie Veldkamp, School Counselor   Spring 2025 (Monitored Weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
INDIVIDUAL QUARTERLY ATTENDANCE GOALS: Each quarter students will have a quarterly attendance goal. No more than 3 absences AND/OR 3 late arrivals/early dismissals a quarter. Students that meet their quarterly goal will receive a gold medal, a Brag Tag, and potentially the

opportunity to attend the Quarterly Goal Celebration if they achieve 3 of their 4 quarterly goals. MONTHLY CLASSROOM ATTENDANCE COMPETITIONS: Every month the class with the highest attendance percentage in their grade level will receive the Attendance Trophy to display in their class for the month. Individual Students with perfect attendance will have their name written and displayed on the attendance wall in the cafeteria. QUARTERLY ATTENDANCE: Students will be recognized quarterly for perfect attendance at the Quarterly Awards Ceremony. Students with Perfect Attendance will receive a certificate and a Brag Tag. 15 DAY PERFECT ATTENDANCE CHALLENGE: Classes that have received 15 Days of perfect attendance as tracked by the teacher will have the counselor visit with prizes for the class. END OF YEAR PERFECT ATTENDANCE: Students who have perfect attendance all year will receive a trophy of their own to display at home.

Action Step #2
Restorative Practices

Person Monitoring:	**By When/Frequency:**
Debbie Veldkamp, School Counselor	Spring 2025 (Monitored Weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implementing restorative practices in the school and classroom can positively impact student attendance by fostering a sense of community, accountability, and support. Restorative practices focus on building strong, respectful relationships among students and between students and teachers. This approach helps create a classroom environment where students feel valued and understood, which can increase their motivation to attend school regularly. 1. Building Relationships: - Restorative practices emphasize the importance of relationships and community. When students feel connected to their peers and teachers, they are more likely to attend school consistently. 2. Addressing Conflicts: - These practices provide constructive ways to address and resolve conflicts. By focusing on repairing harm and restoring relationships, students learn to handle disputes in a positive manner, reducing the likelihood of absenteeism due to unresolved issues. 3. Promoting Accountability: - Restorative practices encourage students to take responsibility for their actions and understand the impact of their behavior on others. This sense of accountability can lead to improved behavior and attendance. 4. Creating a Supportive Environment: - A restorative approach fosters a supportive and inclusive classroom atmosphere. Students who feel supported and understood are more likely to engage in school and attend regularly. 5. Enhancing Engagement: - By involving students in decision-making and problem-solving processes, restorative practices increase student engagement and investment in their education, which can lead to better attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

To disseminate the School Improvement Plan (SIP), Title I budget, and Schoolwide Program (SWP) information to stakeholders effectively, we will:

1. **Publicly Available Webpage**:
   - Make the SIP, Title I Budget, & SWP publicly available on the school's website. However, note that a webpage alone is not sufficient as the sole method of dissemination.
2. **Positive Relationships with Parents and Families**:
   - Build strong relationships with parents, families, and community stakeholders.
   - Keep parents informed of their child's progress and the school's mission.
   - Share the school's Family Engagement Plan on the website.
3. **Strengthening the Academic Program**:
   - Describe how the school plans to enhance the academic program, increase learning time, and provide an enriched curriculum.
4. **Coordination with Other Services and Programs**:
   - Explain how the SIP aligns with other Federal, State, and local services and programs like RAISE and Title 1. This can be done at the annual Title 1 Parent Meeting and reiterated throughout the school year.
5. **Review and Allocation of Resources**:
   - Detail the process for reviewing school improvement funding allocations.
   - Ensure resources are allocated based on identified needs.
   - This step is essential since we are identified as ATSI.

The information should be presented in a language that parents can easily understand. Transparency

and effective communication are key to engaging stakeholders in the school improvement process.

Our website: www.manateeschools.net/myakka

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

http://www.manateeschools.net/myakka

Building positive relationships with parents, families, and community stakeholders is crucial for achieving the school's mission and supporting students.

1. **Open Communication Channels**:
    - Regularly communicate with parents through newsletters, emails, Dojo, and phone calls.
    - Share updates on school events, student progress, and important dates.
2. **Parent-Teacher Conferences**:
    - Conduct parent-teacher conferences to discuss individual student performance.
    - Provide actionable feedback and suggestions for improvement.
3. **Family Engagement Events**:
    - Organize family nights, workshops, Parent Universities, and school-wide events.
    - Involve parents in decision-making processes and encourage their active participation.
4. **Volunteer Opportunities**:
    - Invite parents to volunteer in classrooms, school activities, or committees.
    - Recognize their contributions and express gratitude.
5. **Cultural Competence**:
    - Understand and respect diverse cultural backgrounds.
    - Adapt communication styles to meet the needs of different families.
6. **Home-School Partnerships**:
    - Collaborate with parents to reinforce learning at home.
    - Share resources and strategies for supporting student success.

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include

the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

To enhance the academic program, increase learning time, and provide an enriched curriculum, the school will implement the following strategies:

1. **Curriculum Enhancement**:
   - Regularly review and update the curriculum to align with state standards and best practices.
   - Incorporate interdisciplinary approaches and real-world applications.
2. **Extended Learning Opportunities**:
   - Offer before- and after-school programs, tutoring, and enrichment activities.
   - Provide opportunities for students to explore their interests beyond the regular classroom hours.
3. **Professional Development**:
   - Invest in teacher training and development.
   - Equip educators with effective high-yield instructional strategies
4. **Area of Focus** :
   - Tailor curriculum enhancements to the Science of Reading.
   - Allocate resources to address the identified literacy needs.
5. **Acceleration and Differentiation**:
   - Continue to implement acceleration programs (math acceleration and in reading through the DBQ project).
   - Differentiate instruction to meet the diverse needs of students.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

1. **Comprehensive Needs Assessment (CNA)**:
   - Involve teachers, parents, and the community.
   - Collect and analyze data for all student groups.
   - Identify strengths and weaknesses.
   - Prioritize goals based on areas for improvement.
2. **Schoolwide/School Improvement Plan Template**:
   - Use a template that addresses all academic areas and other factors affecting achievement.
   - Ensure alignment with existing school documents.

- Monitor progress and revise as needed.
3. **Coordination and Integration**:
    - Utilize various funds and programs (e.g., Title I) to upgrade the entire educational program.
    - Track each portion to allowable program expenditures.
    - Collaborate with other services and resources

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

1. **Counseling Services**:
   - Employ professional counselors who provide emotional support, guidance, and crisis intervention.
   - Address students' social, emotional, and behavioral needs.
2. **School-Based Mental Health Services**:
   - Collaborate with mental health professionals to offer on-site services (Center Stone).
   - Provide counseling, assessments, and referrals for students with mental health concerns.
3. **Specialized Support Services**:
   - Identify students with specific needs (e.g., learning disabilities, English language learners).
   - Offer individualized support, accommodations, and interventions.
4. **Mentoring Programs**:
   - Establish mentorship programs with caring adults or peer mentors.
   - Foster positive relationships and provide guidance.
5. **Other Strategies**:
   - Implement restorative justice practices to address behavior and conflict.
   - Promote life-skills through targeted programs.
   - Encourage community involvement and partnerships.

Preparing for Postsecondary Opportunities and the Workforce

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

- Yearly College and Career week, organized by our School Counselor. This includes a Career Day for fifth grade students which includes real-world professionals on campus to present their trade/profession. Students get to choose which presentations they attend based on interest.

Addressing Problem Behavior and Early Intervening Services

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

1. **Schoolwide Tiered Model**:
   - We use **multi-tiered framework** to address behavior: **Positive Behavioral Interventions and Supports (PBIS)**.
   - PBIS focuses on creating a positive school culture, safety, classroom discipline, and student self-management.
   - It operates across three tiers:
     - **Primary Tier (Universal Level)**: Schoolwide strategies benefit all students.
       - Schoolwide Behavior Flowchart
       - CHAMPS language and strategies schoolwide
     - **Secondary Tier (Targeted Level)**: Additional support for students at risk.
       - Social skill groups led by the School Counselor
       - Behavior management classroom support for teachers/staff
     - **Tertiary Tier (Intensive Level)**: Intensive interventions for individual students.
       - Formal/informal behavior plans
       - Check in/check out with the SSS
2. **Coordinated Early Intervening Services (CEIS)**:
   - CEIS targets students who are not identified as needing special education but require extra academic and behavioral support. Discusses weekly by the Leadership Team.
   - Examples of CEIS include:
     - **Professional development** for teachers to deliver evidence-based interventions.
     - **Behavioral evaluations** and services.
     - **Literacy instruction** for struggling students.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

1. **Improving Instruction and Data Use**:
   - **Formative Assessment Strategies**: Encourage teachers to use ongoing formative assessments to monitor student progress. These assessments provide real-time data that informs instructional decisions.
   - **Quantitative and Qualitative Data Sources**: Teachers should analyze test results,

portfolios, homework, student conferences, journals, and classroom observations to better understand student thinking and learning.

- **Goal Setting**: Help teachers set ambitious yet realistic academic goals for students. Identify reasonable learning targets between assessment periods.

2. **Intentional Educator Assignment Practices**:
    - Review teacher placement policies to remove barriers to hiring and retention.
    - Address seniority policies around placement.

3. **Leadership Matters**:
    - Effective school leadership is key to retaining teachers.
    - Principals play a crucial role in creating a positive school environment.

Strategies to Assist Preschool Children

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

1. **Clear Communication**:
    - Maintain open communication between parents, teachers, and the child.
    - Share information about the upcoming changes, routines, and expectations.

2. **Establish Routines**:
    - Consistent daily routines help children feel secure.
    - Create predictable schedules for activities like arrival, playtime, and meals.

3. **Role-Playing**:
    - Use play to simulate school scenarios.
    - Role-play drop-offs, classroom interactions, and following rules.

4. **Read About It**:
    - Explore age-appropriate books about starting school.
    - Reading stories can ease anxiety and build excitement.

5. **Familiar Faces**:
    - Introduce children to teachers, classmates, and the school environment.
    - Familiarize them with the new setting before the official transition.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The Myakka City Elementary Instructional Leadership Team reviewed academic, behavioral and attendance data. This data analysis determined areas of needed improvement for the current school year as well as trends that have developed over the past three to five years in specific grade levels, content areas and underperforming subgroups. As the school improvement goals were established, the team determined - within the comprehensive needs assessment - how Title I dollars should be spent to best support the indicated areas of concern.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

For the 24-25 School year; Title I funds will be utilized for Family Events/Conferences to increase parent engagement and school/home communication. They will also be used to fund a home/school liason which will help with parent communication, planning family events, answering parent concerns, addressing poor attendance issues, and providing parents with resources needed to help their child succeed. Title I funds will be utilized to provide substitutes for standards-based collaborative planning and Professional Learning on the Science of Reading.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00