

Manatee County Public Schools

Myakka City Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	20
Budget to Support Goals	0

Myakka City Elementary School

37205 MANATEE AVE, Myakka City, FL 34251

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

Demographics

Principal: Carol Ricks

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: A (69%) 2017-18: A (68%) 2016-17: C (49%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Manatee County School Board.

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 Myakka City Elementary is to develop a high level of student success through collaborative efforts among teachers, students, parents, staff, and the community. We will maintain a safe, orderly, and nurturing environment conducive to learning so that Myakka City Elementary becomes a high achieving school of choice. We embrace values of integrity, responsibility, leadership, compassion, citizenship, honesty, and excellence.

Provide the school's vision statement

The Myakka Elementary faculty and staff are committed to providing students exemplary instruction that nurtures intellectual curiosity, critical thinking, and a passion for learning. We will work collaboratively to prepare our students for success to graduate from high school on schedule, with the skills and knowledge required for success in higher education and/or the work place.

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
Ricks, Carol	Principal	Oversees the team & leads in goal setting and preparing agenda.
Lehman, Maria	Instructional Coach	Assist teachers with professional development opportunities and standards-based planning based on the goals of the School Improvement Plan.
Veldkamp, Debbie	Guidance Counselor	Assists with goal discussion, note taking, & accessing student data needs.
Bunyak, Temple	Teacher, K-12	ILT Team Member, Representative for the 3rd Grade Team, Goal Discussion, Data Review, Disseminate Information
Kinyon, Jo Ann	Teacher, K-12	ILT Team Member, Representative for the 5th Grade Team, Goal Discussion, Data Review, Disseminate Information
Kuehn, Anna	Instructional Coach	Assist teachers in the implementation of goals, goal discussion, & small group remediation. Provides PD and curricular support to teachers
Lockhart, Ashley	Teacher, K-12	ILT Team Member, Representative for the 2nd Grade Team, Goal Discussion, Data Review, Disseminate Information
Wedin, Jennifer	Teacher, ESE	Assist teachers in the implementation of goals, goal discussion, and small group remediation/interventions
Bickel-Perry, Elizabeth	Assistant Principal	Analyze assessment data & implement goal plans.
Rivero, Heather	Dean	Assists with goal discussion, note taking, & accessing student data needs.
Washington, Karen	Teacher, K-12	ILT Team Member, Representative for the K Team, Goal Discussion, Data Review, Disseminate Information
Blue, Jackie	Teacher, K-12	ILT Team Member, Representative for the 1st Grade Team, Goal Discussion, Data Review, Disseminate Information
Burton, Leslie	Teacher, K-12	ILT Team Member, Representative for the 4th Grade Team, Goal Discussion, Data Review, Disseminate Information

Demographic Information

Principal start date

Monday 7/1/2019, Carol Ricks

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.*

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.*

Total number of teacher positions allocated to the school

17

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: A (69%) 2017-18: A (68%) 2016-17: C (49%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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	37	53	46	58	42	54	0	0	0	0	0	0	0	290
Attendance below 90 percent	1	2	2	4	0	6	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	

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	1	0	4	5	9	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/10/2020

Prior Year - 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	42	42	46	45	42	38	0	0	0	0	0	0	0	255
Attendance below 90 percent	1	1	1	1	0	0	0	0	0	0	0	0	0	4
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	8	3	0	0	0	0	0	0	0	18

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	0	0	0	0	0	0	

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	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	42	42	46	45	42	38	0	0	0	0	0	0	0	255
Attendance below 90 percent	5	7	8	3	6	6	0	0	0	0	0	0	0	35
One or more suspensions	7	3	3	1	2	0	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	8	3	0	0	0	0	0	0	0	18

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	1	1	3	2	2	3	0	0	0	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	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	52%	57%	65%	50%	56%
ELA Learning Gains	65%	57%	58%	60%	54%	55%
ELA Lowest 25th Percentile	59%	55%	53%	53%	47%	48%
Math Achievement	79%	63%	63%	73%	60%	62%
Math Learning Gains	81%	68%	62%	78%	61%	59%
Math Lowest 25th Percentile	71%	53%	51%	74%	47%	47%
Science Achievement	63%	48%	53%	74%	49%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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
03	2019	60%	51%	9%	58%	2%
	2018	64%	49%	15%	57%	7%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	68%	56%	12%	58%	10%
	2018	55%	51%	4%	56%	-1%
Same Grade Comparison		13%				
Cohort Comparison		4%				
05	2019	49%	52%	-3%	56%	-7%
	2018	71%	52%	19%	55%	16%
Same Grade Comparison		-22%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	60%	7%	62%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	76%	56%	20%	62%	14%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	82%	65%	17%	64%	18%
	2018	73%	61%	12%	62%	11%
Same Grade Comparison		9%				
Cohort Comparison		6%				
05	2019	74%	60%	14%	60%	14%
	2018	63%	58%	5%	61%	2%
Same Grade Comparison		11%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	48%	9%	53%	4%
	2018	71%	49%	22%	55%	16%
Same Grade Comparison		-14%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	22	58		33	83	80					
ELL	41	55	55	79	95		20				
HSP	39	63	55	79	100						
WHT	70	67		77	71		78				
FRL	53	64	54	73	83	77	56				

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 2015-16	C & C Accel 2015-16
SWD	21	50	40	16	50						
ELL	29	32	33	52	68	50					
HSP	31	37	33	48	63	50					
WHT	78	70		81	82		80				
FRL	56	58	47	71	80	71	69				

ESSA Data

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)	N/A
OVERALL Federal Index - All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
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	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	73
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	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance for the 2018-2019 school year was ELA Gains for the L25. Contributing factors include lack of proficiency of the students, discipline issues, and lack of motivation. The Projected Score for 19-20 based on Quarterly Benchmark Data showed an 8 point improvement to 67% from 18-19. Based on the Projected School Grade Data from Quarterly Benchmark Data, the data component that showed the lowest performance was Math L25 Learning Gains. The L25 Math Learning Gains dropped from 71% in 18-19 to a projected score of 47% in 2019-2020. Contributing factors include teacher/student adjustment to a new math curriculum, pacing/timing struggles, and lack of student motivation.

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

Science proficiency in 2018-2019 showed the greatest decline from 2017-2018. Lack of motivation and low reading proficiency of students tested were contributing factors to the decline. The 2019-2020 Grade Projection based on the Quarterly Science Benchmark Assessments showed the proficiency remaining the same at 63%. Low reading proficiency of students tested was a contributing factor to the decline.

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

The school as a whole performed above the state average in all areas. The only area that had a gap was in 5th Grade ELA where proficiency was 49% in comparison to 56% statewide. These students, however, are no longer in attendance at Myakka City Elementary School. Their proficiency was also a factor in previous years. They did make sufficient academic gains.

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

Based on 2018-2019 FSA scores vs. 2017-2018 FSA Scores, Math Proficiency showed the most improvement. (73% in 2017-2018 to 79% in 2018-2019) New actions taken by the school in this area include Acaletics in Grades 2-5, L25 Mentors, and Push-In support. When comparing the 2018-2019 FSA Scores/School Grade vs. the 2019-2020 School Grade Projection Data, the area showing the most improvement was ELA L25 Learning Gains. Based on Quarterly Benchmark Data, the ELA L25 in 2019-2020 showed an improvement from 59% to 67%. Contributing factors to this gain include the use of MindPlay/Virtual Reading Coach to the L25 students, Quarterly Goal Setting Meetings with students/administration, and Reading Mentors.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students with Level 1 on FSA and Poor Attendance

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

1. Increase ELA Learning Gains
2. Increase Math Proficiency and Learning Gains
3. Increase Science Achievement
4. Improve School Climate & Culture

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase ELA Learning Gains to 67%. ELA Learning Gains were identified as a critical area of need based on a review of the 18-19 FSA Data in comparison to student performance/projected scores based on Quarterly Benchmark Data in 19-20. This data shows a drop in ELA Learning Gains from 65% in 18-19 to projected Learning Gains of 57% in 19-20. Academic improvement in ELA is vital to the success of students. Even our non-proficient readers should show learning progress each year.

Measureable Outcome: ELA Learning Gains of 67% or higher as evidenced on the 2021 FSA ELA assessment.

Person responsible for monitoring outcome: Elizabeth Bickel-Perry (bickel-perryb@manateeschools.net)

Evidence-based Strategy: Differentiated small group instruction is provided schoolwide with the support of our Reading Coach, Student Support Specialist, ESOL Migrant Teacher, ESE Teacher, and other support staff. Literacy Footprints will be implemented school-wide. 3rd-5th will utilize it as a reading intervention for students one grade level or more below reading. 3rd Grade will also be utilizing the Ready LAFS books for students needing additional exposure and scaffolding of reading grade level passages. Students schoolwide will set a quarterly reading goal using Accelerated Reader. L25 Mentors will be assigned to monitor student progress towards goals and help with student motivation. Administration will meet with 4th & 5th Grade students quarterly to discuss goal setting. L25 students will utilize MindPlay/Virtual Reading Coach to help improve reading proficiency and make gains in reading ability. Tier 2/3 Reading Students in K-2 will utilize I-Ready Reading or Imagine Learning.

Rationale for Evidence-based Strategy: ELA Learning Gains had the most significant drop when comparing 18-19 FSA performance to 19-20 Q2 Benchmark Assessment Data. Data analysis of benchmark assessments, weekly I-Ready/Imagine/MindPlay/Accelerated Reader Reports, and the Wonders FSA Style assessments will be used to monitor and adjust instruction as needed. Monthly data meetings will be held with each grade level to monitor progress towards our goal in addition to our monthly ILT meetings. Staff members will volunteer to become mentors to students within the L25 ELA to assist with reading progress and achievement. These mentorships will create a positive relationship combined with accountability checks on work completion and goal setting skills to improve their confidence and desire to succeed.

Action Steps to Implement

Facilitated collaborative planning to develop standards based instructional lessons

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

Literacy Footprints Professional Development Opportunities for all support staff and teachers

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

Purchase supplemental reading materials/PPE equipment to support differentiated small group instruction and interventions included: Literacy Footprints Kits, Magnetic Letters/Trays, Ready LAFS, Next Steps for Guided Reading, Fluency Folders, and Generation Genius.

Person Responsible Carol Ricks (ricksc@manateeschools.net)

Individual Goal Setting Meetings and Quarterly Celebrations with Administration and L25 Mentors (Accelerated Reader, etc.)

Person Responsible Carol Ricks (ricksc@manateeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Improve Math Proficiency & Learning Gains. Our 18-19 FSA Math Proficiency and Learning Gains showed a huge increase from 17-18. Based on Quarterly Benchmark Data for the 19-20 school year, Math Proficiency and Learning Gains (All & L25) showed a significant decrease. (Proficiency from 79% to 72%, Learning Gains 81% to 64%, and L25 Gains 71% to 47%). This is likely due to the new adoption of a math series and difficulty pacing lessons to make sure all standards are taught based on the district Curriculum Maps.

Measureable Outcome: Math Learning Gains will be 82% or above as evidenced on the 2021 FSA Math assessment.

Person responsible for monitoring outcome: Carol Ricks (ricksc@manateeschools.net)

Evidence-based Strategy: Professional development and facilitated collaborative planning for Math standards/focused on increased student engagement and math instructional strategies through the use of the Acaletics program, EnVision Math program, and Math in Practice.

Rationale for Evidence-based Strategy: Our data and improvements in Math proficiency and learning gains in previous years shows that the utilization of Acalaetics has been a huge factor in student success in Mathematics. Acalaetics has several monitoring structures within the program and monthly tests will show whether students are using problem analysis effectively. District Benchmark Testing and I-Ready diagnostics will monitor Math Learning Gains as well.

Action Steps to Implement

Acalaetics/Small Group Instruction in 2nd-5th Grades.

Person Responsible Heather Rivero (riveroh@manateeschools.net)

Professional Development Opportunities in Acalaetics & Math in Practice.

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

IXL Math for enrichment and intervention

Person Responsible Heather Rivero (riveroh@manateeschools.net)

Facilitated Collaborative Planning Quarterly

Person Responsible Maria Lehman (lehmanm@manateeschools.net)

Quarterly Goal Setting Meetings w/ 4th and 5th Graders and Administration along with Goal Setting Celebrations based on academic improvements/progress in math.

Person Responsible Carol Ricks (ricksc@manateeschools.net)

L25 Mentors (Staff volunteers assigned to L25 students)

Person Responsible Heather Rivero (riveroh@manateeschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Increase Science Proficiency from 63% to 66%. Based on the FCAT Science data from 2018-2019, our Science Achievement dropped from 74% to 63%. 19-20 Benchmark Assessments indicate that science achievement remained the same at 63%.

Measureable Outcome: Increase Science Proficiency from 63% to 66% as evidenced by the 2021 FSSA assessment.

Person responsible for monitoring outcome: Carol Ricks (ricksc@manateeschools.net)

Evidence-based Strategy: Our Science Lab will work with our 5th Grade team to plan lessons that enhance the learning taking place in the classrooms. They will also work together to close skill deficits by providing hands -on lessons to enhance the learning of Science standards. Our 4th and 5th Grade teams will plan quarterly with our district instructional specialist to align lessons with standards. Science Lab Time will be implemented into the Fine Arts schedule to supplement the classroom science instruction students receive. Science Lab experiments will be utilized to provide additional hands on learning experiences. IXL Science & Study Island will be utilized during our daily WIN Time (What I Need). Generation Genius will be utilized to provide reading lessons connected to science , videos , & hands-on activities for K-5. A Quarterly "Science Quiz Bowl" will be held for our 5th Grade to increase motivation & excitement toward science.

Rationale for Evidence-based Strategy: Our 18-19 FCAT Science data showed a decline in science achievement. Administration will conduct walk-through visits to monitor the use of hands on activities as well as monitoring the instruction taking place in the classrooms. Administration will coordinate quarterly planning dates w/ the instructional specialist. Student data/progress will be monitored using benchmark and classroom assessments.

Action Steps to Implement

Science in the Fine Arts Rotation 3rd-5th

Person Responsible Carol Ricks (ricksc@manateeschools.net)

STEM in Fine Arts Rotation K-5

Person Responsible Carol Ricks (ricksc@manateeschools.net)

Quarterly Science Quiz Bowl "5th Grade"

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

Collaborative Planning and Instructional Support for 5th Grade by Instructional Specialist.

Person Responsible Maria Lehman (lehmanm@manateeschools.net)

IXL Science, Study Island, and Generation Genius as Supplemental Learning Resource for Science

Person Responsible Carol Ricks (ricksc@manateeschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Due to the 19-20 School Closure, COVID/CDC protocols, and the addition of approximately 90 new migrant students this year, enhancing how our school addresses Social Emotional Needs and continuing to improve a positive school culture is vital. If a student's SEL needs are not addressed, their ability to learn is impacted. Behavior/Discipline data from the 18-19 school year showed numerous incidents of bullying, aggression, and disruptions to classroom learning which had a negative impact on the classroom environment. We were making strides in the right direction during the 19-20 school year, but the school closure in March has led to an impact on that progress.

Measureable Outcome: At Myakka City Elementary School, we will establish improved school climate and culture resulting in a 10% decrease in discipline referrals.

Person responsible for monitoring outcome: Heather Rivero (riveroh@manateeschools.net)

Evidence-based Strategy: Our school is piloting the new SEL district program, Character Strong. She has implemented a variety of activities and lessons that raise awareness of SEL traits. She meets with K-2 students twice a month and with 3rd-5th monthly. Positive Behavior Supports will continue to be implemented schoolwide. Schoolwide shirts were provided and students will earn special "patches" for meeting the schoolwide behavior expectations. Positive referrals will be utilized to recognize students showing the "Be a Mustang" traits.

Rationale for Evidence-based Strategy: Behavior data in previous years indicates that the majority of discipline referrals are due to students struggling with regulating their emotions and behavior. Data analysis of discipline referral data and classroom observations completed by administration and district behavior specialist will be used to monitor and adjust behavior supports as needed.

Action Steps to Implement

Character Strong Program K-5

Person Responsible Debbie Veldkamp (veldkampd@manateeschools.net)

Positive Behavior Supports/Be A Mustang Traits and Expectations

Person Responsible Heather Rivero (riveroh@manateeschools.net)

Schoolwide "Mustang Shirts" w/ Recognition Patches and "Mustang" Leadership Awards

Person Responsible Carol Ricks (ricksc@manateeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All schoolwide improvement priorities identified in the Needs Assessment/ Analysis were addressed in our Areas of Focus.

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 ensuring all stakeholders are involved.

Myakka City Elementary builds a positive school culture through connections with our students, staff, parents, and community. One way we help students and staff feel connected is by providing each student and staff member with a Myakka City Elementary t-shirt. We all wear our shirts with pride on "Mustang Mondays." They can earn different iron on patches throughout the school year to show their growth in academic areas, reaching goals, and exceeding school behavior expectations.

Our students are also encouraged to be a "Myakka Mustang" and "Lead the Way" through the utilization of our school-wide behavior plan. This includes using the acronym MUSTANG throughout the school. M stands for make an effort. U stands for use self-control. The S stands for strive to do your best. T stands for take responsibility for your actions. The A stands for always work together. N stands for never gives up. And finally, G stands for get along with others. Using common language and having equal behavior expectations throughout the school helps us to build a positive culture of learners. Students earn points throughout the campus and in the classroom for exhibiting these traits. The points can be traded in weekly by selecting items from the Mustang Prize Cart or saved up for different items on the Mustang Bucks menu. Positive Behavior Referrals are also utilized. Teachers and staff can submit a positive referral when a Mustang goes above and beyond meeting the "Be a Mustang" trait. The student gets to visit with a school administrator, we make a positive phone call home, and they get a "shout out" on our school Facebook page.

To build relationships with parents, our school Facebook page is updated several times a week with school events, information from the district, and pictures of students engaged in learning. The "Mustang on the Move" is passed along among the school staff to recognize their hard work. An appreciation journal is also completed as the "Mustang" travels around the campus.

We also partner with the local newspaper, Myakka Living, by providing a monthly school update for parents and the overall community. We have strong community ties with the two

surrounding childcare centers and with the community church. These businesses and organizations have provided many donations of school supplies, tutors, and surprises for our staff (like lunches, gift cards, and other donations to help staff morale). By working with students, staff, parents, and the community, we hope to increase knowledge about our school's mission and get outside support to assist with our needs.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.