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Anna Maria Elementary School

4700 GULF DR, Holmes Beach, FL 34217

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

Demographics

Principal: Michael Masiello

Start Date for this Principal: 8/24/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: A (66%) 2017-18: B (61%) 2016-17: A (65%) 2015-16: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* 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.

Growing together as we plant seeds to learn, dream and succeed; "We strive to support student experiences that will provide them the tools to be successful individuals and members of our community."

Provide the school's vision statement.

To become a community of learners that celebrates our differences and embraces our future.

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
Masiello, Mike	Principal	<ul style="list-style-type: none"> a. Serves as curriculum leader b. Serves on the School Data Team c. Coordinate activities with team members to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units e. Oversees District and State Assessment processes g. MTSS Team member, ILT Chair, Literacy Leadership Team member h. Oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs i. Provides support for students and parents in all aspects of the school environment to promote a positive school environment and academic achievement
Graham, Ivory	Dean	<ul style="list-style-type: none"> a. Discipline c. SEL Chair Person d. Serve on MTSS/ILT Team.
Sherburne, Kim	Guidance Counselor	<ul style="list-style-type: none"> a. Coordinator Caring School Community and responsible for implementation and teacher training. b. Serve as Data Team Member d.. 504 coordinator e. MTSS coordinator f. Testing Coordinator g. Guidance Counselor
Wooten, Gary	Teacher, K-12	<ul style="list-style-type: none"> Music/Art Teacher PTO Teacher Representative Fine Arts Team Leader Medical Response Team
Buff, Pamela	Teacher, K-12	<ul style="list-style-type: none"> 2nd Grade Teacher and serves on the Instructional Leadership Team, BEST Standards Champion
Davis, Stephanie	Teacher, K-12	<ul style="list-style-type: none"> 5th Grade Teacher
McIntosh, Beth	Teacher, ESE	<ul style="list-style-type: none"> ESE Teacher and ESE Team Leader, serves no the Instructional Leadership Team

Demographic Information

Principal start date

Tuesday 8/24/2021, Michael Masiello

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.*

1

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.*

2

Total number of teacher positions allocated to the school

11

Total number of students enrolled at the school

188

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

2

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	28	31	21	39	34	34	0	0	0	0	0	0	0	187
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	3	1	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	3	4	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	3	1	0	0	0	0	0	0	0	4
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Students with two or more indicators	0	0	0	0	2	1	0	0	0	0	0	0	0	3
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The number of students identified as retainees:

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

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Thursday 8/26/2021

2020-21 - As Reported

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

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

Number of students enrolled	19	34	34	41	45	40	0	0	0	0	0	0	0	213
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Attendance below 90 percent	0	1	1	0	0	0	0	0	0	0	0	0	0	2
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One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA	0	0	1	2	0	0	0	0	0	0	0	0	0	3
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	0
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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	1	2	0	0	0	0	0	0	0	0	0	3
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	19	34	34	41	45	40	0	0	0	0	0	0	0	213
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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	3	1	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	2	3	4	0	0	0	0	0	0	0	9

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	1	2	0	0	0	0	0	0	0	0	0	3
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 Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	78%			75%	52%	57%	73%	50%	56%
ELA Learning Gains	59%			62%	57%	58%	59%	54%	55%
ELA Lowest 25th Percentile				58%	55%	53%	42%	47%	48%
Math Achievement	77%			85%	63%	63%	80%	60%	62%
Math Learning Gains	73%			68%	68%	62%	72%	61%	59%
Math Lowest 25th Percentile				55%	53%	51%	53%	47%	47%
Science Achievement	63%			60%	48%	53%	50%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	51%	18%	58%	11%
Cohort Comparison						
04	2021					
	2019	80%	56%	24%	58%	22%
Cohort Comparison		-69%				
05	2021					
	2019	74%	52%	22%	56%	18%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	88%	60%	28%	62%	26%
Cohort Comparison						
04	2021					
	2019	90%	65%	25%	64%	26%
Cohort Comparison		-88%				
05	2021					
	2019	77%	60%	17%	60%	17%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	48%	11%	53%	6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

- k-2: I-Ready, Running Records (Next Steps)
- 3-5: I-Ready, District Benchmark Assessments, FSA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	IR-16%	IR-45%	IR-60%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0%	33%	67%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	IR-22%	IR-48%	IR-85%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	-	-	-
	English Language Learners	N/A	N/A	N/A
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	IR-38%	IR64%	IR-72%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	33%	50%	50%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	IR-33%	IR-58%	IR-66%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	33%	33%	40%
	English Language Learners	N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	BM-72	BM-77	FSA-86
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	BM-17%	BM-40%	FSA-50%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	BM-45%	BM-81%	FSA-71%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	BM-0%	BM-20%	FSA-33%
	English Language Learners	N/A	N/A	N/A
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	BM-88%	BM-82%	FSA-83%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	BM-67%	BM-75%	FSA-50%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	BM-88%	BM-74%	FSA-82%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	BM-67%	BM-50%	FSA-50%
	English Language Learners	N/A	N/A	N/A

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		BM-59%	BM-68%	FSA-66%
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		BM-50%	BM-75%	FSA- 67%
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		BM-54%	BM-62%	FSA-73%
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		BM-50%	BM-25%	FSA-33%
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		BM-50%	BM-46%	FSA-63%
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		BM-50%	BM-25%	FSA-67%
	English Language Learners		N/A	N/A	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	62			38							
HSP	82			80							
WHT	78	59		78	75		67				
FRL	71	50		67			36				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	44			60							
HSP	50			60							
WHT	78	66	67	86	77	63	58				
FRL	65	47	50	80	70		67				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29			19							
HSP	73			73							
MUL	67			83							
WHT	73	58	44	80	69	47	52				
FRL	76	68		78	79		56				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	70
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	
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	5
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	50
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	81
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 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	71
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

Overall ELA achievement in grades 3-5 increased from 75% in 2019 to 78% in 2021. Overall ELA learning gains decreased from 62% in 2019 to 59% in 2021. Overall Math achievement in grades 3-5 decreased from 85% in 2019 to 77% in 2021. Math learning gains increased from 68% in 2019 to 73% in 2021. Science achievement increased from 60% in 2019 to 63% in 2021.

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

In grades 3-5 overall ELA learning gains decreased 3%, Overall Math achievement decreased 8%.

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

Lack of face to face instruction contributed to a decline in math achievement scores. Students will need an additional 30 minutes of instruction in math and remediation for tier 2/3 students in both ELA and Math. Proficient students will need acceleration to make learning gains and struggling students who did not meet proficiency will need remediation.

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

Overall ELA achievement in grades 3-5, overall Math learning gains and Science achievement showed the most improvement.

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

Students identified as having skill deficits were provided with intensive intervention and remediation in reading and math. Science vocabulary was a focus through "spaced practice" review, students received additional Science instruction during STEM Lab 2 days per week.

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

Acaletics supplemental Math curriculum offers a standards based spiral review which will be implemented daily in grades 4 and 5, students will be assessed monthly on progress towards mastering math standards and skills retaught as needed. Students in all grade levels are scheduled for an additional 30 minutes of math instruction per day.

WOZ Science kits will be utilized in 4th and 5th grade to reinforce science standards, Nature of Science Standards are brought to life through hands-on learning experiences. All students in grades k-5 will engage in hands on learning during STEM Lab 2 days per week.

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

Teachers in grades 4 and 5 including administration will be provided professional development, lesson modeling and data review from the Acaletics representative.

Teachers in 4th and 5th grade will be provided professional development around utilization of WOZ Ed Science kits.

Teachers in kindergarten, 1st and 2nd grade will receive professional development around the new state B.E.S.T. Standards.

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

The STEM Lab is being upgraded with new furniture and resources to provide all students in k-5 interactive, hands on learning experiences with Science, Technology and Math lessons. Teachers will participate in collaborative planning, analyzing student data and formulating lessons.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on 2021 FSA data overall math achievement decreased from 85% in 2019 to 77% in 2021.

Measureable Outcome: By May 2022, students in grade 3-5 will increase overall math achievement on the Florida Standards Assessment (FSA) from 77% to 84%. Math learning gains will increase to 84%. Overall Math L25 gains will be 64%.

Monitoring: District Benchmark Assessments, classroom formative assessments, Iready Math Assessments, year end FSA data.

Person responsible for monitoring outcome: Mike Masiello (masiellm@manateeschools.net)

Evidence-based Strategy: Implement Acaletics Math in grades 4 and 5 and provide additional 30 minutes of math instruction in all grade levels. Differentiated instruction for struggling students and students in need of acceleration will be provided.

Acaletics offers students multiple exposures to math problems based on Florida State Standards and provides corrective feedback from the teacher to target misconceptions students have. Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge. Related effect sizes ; Time on task – 0.62, Spaced practice – 0.71, Feedback – 0.73. (Hattie, Lemov, Marzano, and the Teaching and Learning Toolkit – Australia (EducationEndowment Foundation, 2015)

Rationale for Evidence-based Strategy: Acaletics reinforces motivation with opportunities for students to achieve monthly goals with participate in monthly incentives. Differentiated teaching refers to methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. Response to Intervention (RTI) combines highly tailored differentiation with evidence-based interventions which are constantly (RTI is also known as Multi-Tier System of Supports). Research shows a remarkable effect size of 1.07 for RTI (Hattie (2012)) Small group instruction has an effect size of 0.49 on student learning when the groups are flexible instead of fixed, and are formed based on data that points to student need (Fisher, Frey, and Hattie, 2016).

Action Steps to Implement

Teachers in 4th and 5th grade will be provided professional development in using Acaletics. Students will practice a spiral review of math standards daily for an additional 30 minutes using Acaletics Math, students will test monthly to determine progress on state standards. Teachers in all grade levels will provide an additional 30 minutes of math instruction and small group differentiated instruction in Math.

Person Responsible Mike Masiello (masiellm@manateeschools.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Based on 2021 FSA data overall Science proficiency increased from 60% in 2019 to 63% in 2021. Student reading proficiency was 69%. This year's 5th grade students reading achievement in 2021 was 82% which may translate into higher Science achievement when students are provided with additional Science instruction with hands on tasks in STEM, supplemental technology based lessons with Nearpod and spaced practice.

Measureable Outcome: By May 2022, students in grade 5 will increase Science achievement on the Florida Standards Assessment (FSA) from 63% to 79%.

Monitoring: Student progress will be monitored using District Benchmark Assessments and classroom formative assessments.

Person responsible for monitoring outcome: Mike Masiello (masiellm@manateeschools.net)

Evidence-based Strategy:

1. To increase Science vocabulary and through "spaced practice" learning strategy, which will increase retention of previously taught science standards
2. Utilize Woz Science Curriculum kits in 4th and 5th grade
3. Utilize Nearpod and IXL online lessons with interactive Promethean Boards

1. Professor John Hattie, author of Visible Learning, and researcher of educational practices, developed quantitative values for influences that relate to learning outcomes. He found the average effect size to be 0.40. According to his barometer, "spaced practice" has an effect size of 0.60.

Rationale for Evidence-based Strategy:

2. Woz ED specializes in the development of units of study that allow students to develop an engineering mindset. These turnkey units were written for the science standards and can immediately be implemented in the classroom. The Next Generation Sunshine State Science Standards require more hands-on, project-based experiences for students to grasp concepts. The standards call for students to form hypotheses, test theories, and analyze data.
3. Utilizing supplemental programs Nearpod in addition to our current science curriculum, and STEM Lab will reinforce science concepts/vocabulary increasing achievement of Science standards. Providing supplemental engaging Science, Math, Reading lesson through technology increases student engagement with lesson content. Using technology with elementary students has an effect size of 0.44 which has the potential to accelerate student achievement. (Hattie, Visible Learning Plus, 2017)

Action Steps to Implement

1. Teachers will be trained in utilization of the "spaced practice" strategy.
2. One teacher will be assigned as the "Trainer" for the Woz Ed Kits and attend a Train the Trainer session. All 4th and 5th grade teachers will be trained. The Woz Ed Curriculum will be implemented in 4th and 5th grade classrooms.
3. IXL and Nearpod will be purchased to supplement instruction for Science.

Person Responsible Mike Masiello (masiellm@manateeschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale: Overall ELA learning gains decreased from 62% in 2019 to 59% in 2021

Measureable Outcome: By May 2022 Students in grades 3-5 will increase overall achievement to 79%. Overall learning gains in ELA will increase to 84%. Overall ELA learning gains for the lowest 25% will be 71%.

Monitoring: Learning gains in ELA will be monitored using I-Ready Diagnostic Assessment three times per year, District Benchmark Assessments 3 times per year, and end of year Florida Standards Assessment. Student data will be monitored at monthly Instructional Leadership Team meetings to determine student progress and the need for additional intervention.

Person responsible for monitoring outcome: Mike Masiello (masiellm@manateeschools.net)

Evidence-based Strategy:

1. Struggling students in grades 3-5 will receive additional tutoring in reading after school, pending funding.
2. Collaborative planning time for teacher planning to analyze student work and craft lesson plans for remediation and accleration.
3. Classroom based interventions utilizing SIPPS, K-5 - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words

Rationale for Evidence-based Strategy: Struggling students need additional targeted instruction in reading to fill gaps in learning. After school tutoring will be offered to students in grades 3-5 who demonstrate a reading deficiency.

Action Steps to Implement

1. Students in grades 3-5 with reading deficits will be identified using progress monitoring data and invited to participate in after school tutoring.
2. Teachers in k-5 will be paid using available unding sources to plan collaboratively around student data.
3. Teachers will be trained using the SIPPS program in order to provide intervention to struggling readers.

Person Responsible Mike Masiello (masiellm@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

Anna Maria Elementary's discipline data does not reflect a major area of concern based on previous year's data. However the area of disruptive behavior was identified as one area that staff could continue to be proactive in preventing by incorporating "brain breaks" for students. Adult SEL training will also be offered to staff to assist in teaching Social Emotional Learning skills to students.

Implementing the Districts "Character Strong" curriculum reinforcing positive character traits monthly. Providing character traits lessons in the classroom. Students in grades 3-5 will participate in surveys to determine how they feel about school.

The school culture and environment will be monitored using student surveys, monitoring discipline data during Instructional Leadership Team with an MTSS-B 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.

Implementing the Districts "Character Strong" curriculum reinforcing positive character traits monthly. Providing character traits lessons in the classroom. Students in grades 3-5 will participate in surveys to determine how they feel about school.

At Anna Maria Elementary we believe that communication and collaboration is the key to building a supportive and appreciative environment in which to work and learn. Our goal is to involve all stakeholders in data driven decision-making to benefit the school as a whole. Our staff was invited to volunteer to assist in the writing of our School Improvement Plan. All staff are involved in the implementation of the plan. Professional Development for all of our staff is available through Schoology this year to meet the challenges of meeting the needs of all staff virtually and in person. Teachers will write their PDP goals to align with our SIP goals.

Each year we hold elections for our SAC board and have always in the past had well attended SAC meetings. They bring the perspectives and viewpoints to our SAC meetings so that as a school community we are able to work together to solve issues and concerns. Our SAC will also be involved in the approval of the SIP for our school. Our PTO is also involved in ensuring the successful implementation of our SIP through raising funds to purchase necessary supplements to our curriculum and learning environment. PTO organizes many events for parents to stay involved with the school community.

We strive to provide timely communication to our staff of current trends using both qualitative and

quantitative data. Our culture is one of collaboration and trust. The Instructional Leadership Team meets monthly to analyze student progress monitoring data and trends and works with the MTSS Team to insure all student needs are met.

Grade level teachers collaborate to review current academic data and discuss interventions to meet the individual needs of students. Our MTSS team meets each Tuesday to ensure that individual students are receiving appropriate interventions to help them grow academically and socially.

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

The Student Support Specialist provides ongoing support for all students needing behavioral intervention in order to be successful in school.

The Guidance Counselor provides counseling services and provides positive character trait lessons for students.

The PTO organizes events for the school community to attend , celebrates staff members, and provides funds for supplemental curricular resources.

SAC meets four times per year for updates and to provide input into the schools current plan.

The School Resource Officer provides security for the campus and interacts in a positive manner with students, staff and families.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00