

The School District of Lee County

Manatee Elementary School



2017-18 Schoolwide Improvement Plan

Manatee Elementary School

5301 TICE ST, Fort Myers, FL 33905

<http://man.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	F	D*	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Manatee Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Manatee commits to a positive school culture, inspiring and supporting one another in a trusting and respectful environment, in which all learners synergize to meet their goals.

b. Provide the school's vision statement.

Committed to excellence and creating lifelong leaders for our community.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Through the continuation of a strong Positive Behavior Support program and collaborative student engagement, Manatee Elementary actively seeks to ensure that student identity development is at the center of what we do. Manatee teachers build solid student relationships by soliciting information from students starting at the beginning of the year regarding their backgrounds, prior experiences, strengths, and interests in class.

This information is used to collaboratively develop a class mission statement that includes all students input through the use of Quality tools, and is aligned with the school mission and vision statements developed collaboratively with staff at the beginning of the school year as well.

Throughout the year, Manatee teachers actively build and strengthen relationships with students and families by establishing a strong line of communication through school and classroom events, student-centered curricular projects, and actively incorporating student interest and background experience into the core curricular framework.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Through the continuation of year 5 of the Positive Behavior Support plan, the needs of safety and respect are exhibited before, during, and after school. The school safety team reviews safety procedures school-wide to create effective systems of safety that all students and faculty properly adhere to.

Students who attend the morning and afternoon childcare program Manatee Zone, are supervised by school personnel ensuring that child safety is observed. Manatee Zone will be introducing various student clubs and activities that will promote creativity and synergy through peer collaboration.

With the inclusion of the parent involvement specialist and bilingual support, teachers can create strong ties with families while maintaining sensitivity to the various cultural differences of students in the classroom.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Manatee Elementary utilizes the Positive Behavior Support Plan. There are several expectations that students are expected to follow in order to be a Manatee STAR student, and earn school wide privileges each month. The goal for this support plan is for students to model the behaviors, so we

are creating good citizens. The expectations are: Show Respect, Treat Others Kindly, Always Be Safe, Reach for the Stars.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social-emotional needs of all students are being met through the implementation of the Second Steps program. Students will receive instruction from the school counselor as well as additional support in the classroom. Teachers trained in Choosing Excellence utilize the Glasser techniques such as mentoring opportunities for students within the school and with students at Oak Hammock Middle School. Teacher mentors for the bottom 25% in 4th and 5th grade.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Manatee Elementary utilizes the District's Castle EWS that includes attendance data, FSA, STAR, and Discipline data.

b. Provide the following data related to the school's early warning system

1. 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
Attendance below 90 percent	32	28	27	18	25	24	0	0	0	0	0	0	0	154
One or more suspensions	2	7	7	16	17	11	0	0	0	0	0	0	0	60
Course failure in ELA or Math	22	11	30	21	62	32	0	0	0	0	0	0	0	178
Level 1 on statewide assessment	35	74	79	84	94	79	0	0	0	0	0	0	0	445

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	18	23	42	64	78	53	0	0	0	0	0	0	0	278

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Manatee Elementary utilizes the Florida MTSS Systems of Support model for supplying and implementing early warning systems for all of our students. MTSS covers behavior as well as academics, and follows a three-tiered support structure where students requiring support are provided prescriptive, needs-based interventions. Students are identified by teachers for academic and behavior MTSS, and meetings are held with MTSS specialists, teachers, parents, administrators and psychologists in order to create a plan of support for students. Data is also tracked on the success of the intervention for a period of time prior to reevaluation as well.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Increase parental involvement volunteer hours. In 2012-2013, Manatee Elementary logged 2337 parent volunteer hours.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The Parent Involvement Plan is reviewed and created by the Principal, Assistant Principal, SAC, and Parent Involvement Specialist.

At the first SAC meeting the principal will explain to parents how much Parent Involvement money there is, where it comes from, how and for what purposes it can be used, and then conduct a discussion with parents on how they would like to see the money used.

At scheduled SAC meetings throughout the year, the principal will review how the plan is being implemented, how the money has been spent, or intends to be spent. Agendas, sign-in sheets and minutes of SAC meetings will be maintained in the Title I toolkit throughout the year. The plan will be reviewed by the members of SAC as well as the administration on an ongoing basis to make sure that the plan is being followed; the activities are being implemented, and discuss ways to improve the activities or plan. Members of SAC will be determined to represent the population of Manatee and include representatives from the parent base, teachers, administrators and community members including volunteers and other appropriate stakeholders. Parents will be encouraged and invited to participate through the Parent Guide, school newsletters, ParentLink, Twitter, OnCourse teacher websites, parent letters and personal invitations. Student planners will be used as a means of daily communication with parents. In order to encourage parent involvement, transportation will be provided by the Parent Involvement Specialist as requested and child care will be provided at all school Parent Involvement events.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
LaMar, Ashley	Principal
Osgood, Laura	Assistant Principal
Gregory, Monica	Assistant Principal
Sarzyniak, Jennifer	Instructional Coach
Chuderski, Christina	Instructional Coach
Conley, Jessica	Instructional Coach
Woelke, Carol	Assistant Principal
Guardado, Fallynn	Instructional Coach
Tocci, Anthony	Instructional Coach
Silas, Tina	Instructional Coach
Mace, Odette	Instructional Coach
Barker, Teresa	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The members of the Leadership Problem-Solving Team are:

Ashley LaMar - Principal
Monica Gregory - Assistant Principal
Laura Osgood- Assistant Principal
Carol Woelke - Assistant Principal
Jessica Conley -Teacher Leader
Christina Chuderski - Teacher Leader
Anthony Tocci - Teacher Leader
Tina Silas - Teacher Leader
Fallynn Guardado - Teacher Leader
Theresa Barker - Teacher Leader
Odette Mace - MTSS specialist
Sue Rosema - Reading Resource Teacher
Jennifer Sarzyniak - Math Resource Teacher

The team reviews schoolwide and grade level data for trends and gaps in student progress as it relates to state targets for student proficiency. Student subgroup data is also reviewed and documented into our school improvement plan. Deficiencies are identified by our SIP team and school-wide interventions are implemented keeping these targets in mind when creating our master schedules, constructing classrooms, and placing faculty and staff.

Students who are not proficient and are in danger of falling below standard are "on watch" and provided interventions through targeted small group instruction during classroom time. Our school has implemented additional intervention time as well as SMART time to meet the needs of all students. All third, fourth, and fifth grade students were invited to participate in after school tutoring with a concentration on reading and math.

Teachers assess additional student data using an ongoing process of progress monitoring such as STAR, STAR EarlyLit, District Assessments, Formative Assessments, and informal observations.

Students who continue to need additional intervention are identified and provided multiple levels of intensive support based on the skill area of need. Additional time and intensity of interventions are provided utilizing available resources.

This process is closely monitored by the MTSS team at meetings to collaborate and identify specific strategies/interventions and to continuously monitor struggling students.

MTSS Chair:

Meets on a weekly basis with classroom teachers with students in the MTSS process to provide support with data collection and instruction as needed.

Facilitates MTSS meetings.

Schedules team meetings.

Invites parents and appropriate school personnel to team meetings.

Maintains log of students involved in the MTSS process.

Completes necessary documentation to appropriately ensure the MTSS process is facilitated with fidelity to meet the requirements for individual students.

Administers academic screenings as needed.

Schedules vision and hearing screenings of students as they enter the MTSS process.

Schedules colleague observations of students in the MTSS process.

Trains teachers as needed in the specified interventions, progress monitoring, and differentiated instruction.

Collects school-wide data for team to use in determining at-risk students.

Reading, Math, and Science Resource Teachers and Teacher Leaders

Trains teachers as needed in the specified interventions, progress monitoring, and differentiated instruction.

Administers screenings as needed.

Performs colleague observations of students as needed.

Collects school-wide data for team to use in determining at-risk students.

School Psychologist:

Attends MTSS Team meetings on students as needed.

Monitors data collection for fidelity.

Reviews and interpret progress monitoring data.

Collaborates with MTSS Team on effective instruction and specific interventions.

Incorporates MTSS data when guiding a possible ESE referral and when making eligibility decisions.

ESE Chair and Staffing Specialist:

Consult with MTSS Team regarding Tier 3 interventions.

Incorporate MTSS data when making eligibility decisions.

Speech-Language Pathologist

Attends MTSS meetings for some Tier 2 and Tier 3 students.

Completes communications skills screening for students on an as-needed basis.

Assists with Tier 2 and Tier 3 interventions through collaboration, training, and/or intervention instruction.

Principal and Assistant Principals

Facilitate implementation of MTSS in the building.
Provide or coordinate professional development.
Attend MTSS Team meetings to be active in the MTSS process.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Problem–Solving Team at Manatee Elementary meets monthly or more if needed to review student data as it relates to grade level standard. The team continually monitors the progress of all students to identify those in need of more support. The data used is based on district-wide, school-wide and grade level formative/summative assessments. The MTSS leadership team meets to review targeted students ensuring Tier 3 strategies are being implemented and are effectively helping students reach set goals. The MTSS coordinator for both academics and behavior follows up with coaches and classroom teachers to review data, and coordinates meetings with the all stakeholders. The MTSS leadership team analyzes data, prescribes targeted small group and individual research-based strategies, and provides instructional support for classroom teachers and students.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through SalusCare and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration

with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AMO. The PDP Includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program. Supplemental Academic Instruction (SAI)

SAIs used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Violence Prevention Program, The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. All students receive free breakfast and lunch at school.

Housing Programs

Head Start Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, Para Pro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ashley La Mar	Principal
Jody Payne	Business/Community
Rebecca Munson	Teacher
Ana Yepes	Teacher
Stacy Micciche	Teacher
Delicia Hanson	Teacher
Julie Shannon	Teacher
Andrea Luizzi	Teacher
Pamela glasgo Sherer	Teacher
Katy Beyo	Teacher
Glorybel Melendez Arreaga	Education Support Employee
Gloria PiCastro	Parent
Jeremiah Pierre	Parent
Norma Reyes	Parent
Tanya Merrick	Parent
Juan Sebastian Antonio	Parent
Blanca Najera	Parent
Jualiana Pascual	Parent
Rubi Perez	Parent
Edith Becker	Business/Community
Donald Woelke	Parent
Rivelin Fleurist	Parent
Laricen Braujo	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The administration and leadership team reviewed data for improvement. Administration presented this information to teachers, staff, and parent stakeholders for additional input and to identify targets and goals. Parent and community input was solicited at SAC meetings. Students are involved in identifying individual and class goals which are aligned with school and district goals. Overall goals were written to show learning at an accelerated rate and to meet requirements from the state. SIP needs input from all: teachers, support staff, and parents. Overall goals for improvement will be shared at the first SAC meeting. Mr. La Mar will explain that the SIP is important because we want to prepare our children for the work force, middle school access, train them to be self-sufficient and open the doors for jobs and college. SAC is responsible for approving the School Improvement Plan.

b. Development of this school improvement plan

The administration and leadership team reviewed data for improvement. Administration presented this information to teachers, staff, and parent stakeholders for additional input and to identify targets

and goals. Parent and community input was solicited at SAC meetings. Students are involved in identifying individual and class goals which are aligned with school and district goals. Overall goals were written to show learning at an accelerated rate and to meet requirements from the state. SIP needs input from all: teachers, support staff, and parents. Overall goals for improvement will be shared at the first SAC meeting. Mr. La Mar will explain that the SIP is important because we want to prepare our children for the work force, middle school access, train them to be self-sufficient and open the doors for jobs and college. SAC is responsible for approving the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The budget is reviewed by the SAC annually, beginning with the September 1, 2016 meeting.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
LaMar, Ashley	Principal
Osgood, Laura	Assistant Principal
Gregory, Monica	Assistant Principal
Woelke, Carol	Assistant Principal
Chuderski, Christina	Other
Guardado, Fallynn	Other
Tocci, Anthony	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The goal of the Literacy Leadership Team this year is to review data, and prescribe strategies based on this data. The team will provide support to teachers and their students in small group, and provide model lessons. These lesson may include areas for improvement such as student engagement, effective instructional strategies, implementation of common core. This will ensure continuous focus and school alignment of our SIP goals.

Effective instructional strategies which will be modeled and evaluated include the following:

- * Consistent use of content area instruction and increased rigor with targeted increase of text complexity
- * Consistent instructional strategies using close reading and rereading of texts
- * Providing scaffolding for students below grade level, but also ensuring students are provided opportunity to receive on-grade level core instruction

- * Consistent use of text dependent questions with an increased emphasis on Webbs complexity.
- * Consistent use of questioning and expectation in which students are required to respond to thier reading and learning in which students support their answers with evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

To increase collaboration and shared investment school wide, we formed goal teams. Our goal teams consist of members from the leadership team as well as representatives from each grade level in order to provide both vertical and horizontal alignment. The teams meet regularly to implement school goals and problem solve areas of concern.

The master schedule provides teachers with daily common planning time. In addition to this time, teachers also attend weekly team PLC time every Wednesday for 50 minutes as well as an additional 35 minutes for faculty professional development.

During our literacy and math instructional blocks, teachers are provided with push in support from administrators, coaches, resource teachers, ESE teachers, bilingual and basic paraprofessionals.

With the addition of new teachers to our school and district, the APPLES program allows for peer mentors to provide additional support to teachers on a weekly basis, ensuring the transition of moving into the classroom is seamless. Mentor teachers work closely with new teachers, providing support within the Professional Learning Community, coaching as needed on all areas of concern that the mentee may encounter.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

All teachers who are in-field and highly qualified are given first consideration for hire. Teachers and staff are provided extensive training in strategies for meeting the needs of diverse populations. New teachers are provided school-based mentors and additional training and support. Mentors and experienced teachers are provided leadership opportunities to enhance their potential for advancement.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our school is a recipient of the Teacher Incentive Fund grant, and will be following the teacher induction process outlined by the Mentor program under TIF and the district A.P.P.L.E.S. program. Mentors and Developing Professionals meet weekly for support and coaching, and the pairs meet monthly with administration for guidance, feedback, focus and additional support. District coursework is required of Developing Professionals. Monetary incentive is provided to both the Mentor and additional incentive is provided if both the Mentor and Developing Professional recieve Highly Effective end of year reviews.

Pairings of New and Mentor Teacher were determined by administration to ensure experienced and effective coaching techniques have been previously exhibited by mentors and were clinically educator certified.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers utilize the district academic plans to ensure alignment with the Florida standards. The academic plans provide recommended resources to support the core instruction and mastery of the standards.

Focusing on the Universal Backwards Design model, teachers received training on the planning process and unpacking the standards to support their instruction. In addition, the teachers will be provided with continuous modeling and support of the UBD process from the leadership team and coaches.

A team of teacher will meet weekly to develop common formative assessments for all a grade levels in reading and math that are aligned to the standards as well.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Through the use of data analysis, teachers are able to identify specific areas of content, down to the standard, that they can either provide additional support through intervention, or build upon mastery of standards through enrichment opportunities. An additional 25 minutes of instruction is combined with regular day intervention and enrichment time, allowing for greater focus on mastery of standards.

Teachers of Manatee Elementary will analyze data from common formative assessments based on backwards planning of standards aligning to the Florida Standards Assessment, end of unit concept test, Star Early Literacy, and Star Literacy. Through the use of this data analysis, teachers will have multiple artifacts to provide instruction and differentiate to meet the needs of all learners through immediate intensive intervention, as well as literacy center instruction.

With the use of Performance Matters tracking of standards over multiple assessments, teachers will monitor the progress of student mastery. Data analysis will be a focus during team PLC time to develop a plan of intervention or enrichment. In addition, student data conferences will be utilized to develop goals and plans for improvement and growth. Students who do not meet mastery of standards being tracked will receive additional support in a small group setting, which would include differentiated centers, interactive lessons, and opportunity for feedback either by the classroom teacher, Teacher Leader, or Academic Coach. Formative checks will provide ongoing data to identify if instruction needs to continue being scaffold, or if the learner has mastered the standard.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,200

Manatee is committed to providing an enriched curriculum for all students by using PLC time for teachers to collaborate on lesson planning, providing a before and after school program for enrichment, and providing an additional hour of instruction daily so all students will have the opportunity to focus on core instruction targeting student need. Student data will be reviewed for effectiveness of this additional time, and implementation will be adjusted based on this data.

All teachers are involved in professional learning communities. A team of teachers along with administration have been trained in facilitating effective professional learning communities. Teachers are involved in school wide PLCs and meet once per week for a 50 minute period and once every other week for an additional 50 minute period to collaboratively review data as it relates to planning for rigorous core instruction and planning for targeted interventions. This one hour intervention period is from 8:55-9:55 every day. During this time, students receive academic interventions targeted at their specific needs related to the previous week's assessed standard,

Strategy Rationale

The additional hour is utilized as an instructional intervention period where students receive instruction targeted at their immediate academic needs based on the use of a single-standard-based weekly formative assessment checkpoint. Students who have not yet mastered the essential standard will be provided instruction in a new method than previously utilized, appealing to their specific modality of learning. Students who have already mastered the standard will be given additional extension instruction to broaden and deepen their knowledge of the essential standard.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

LaMar, Ashley, ashleyal@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring through formative and summative assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Anecdotal data indicates that students who score at a Level 3 or higher on state standardized assessments in grade 5 are more likely to graduate high school with a standard academic diploma versus those students who score a Level 2 or lower. Manatee Elementary works closely with the Department of Research, Accountability, and Assessment to ensure that students are making adequate academic progress.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** When teachers apply instructional practices learned through targeted professional development sessions and students attend afterschool and Saturday enrichment programs student achievement will increase and learning gains will be demonstrated in all content areas on State assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. When teachers apply instructional practices learned through targeted professional development sessions and students attend afterschool and Saturday enrichment programs student achievement will increase and learning gains will be demonstrated in all content areas on State assessments. 1a

G098409

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	44.0
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal 3

- Opportunity to learn
- Teacher Self-Efficacy

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaching staff
- Parent Involvement Specialist
- On-going training and staff development
- Additional 30 minutes of instructional time daily

Plan to Monitor Progress Toward G1. 8

STAR reading and math data will be assessed quarterly

Person Responsible

Jessica Conley

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

STAR Reading and Math Growth Reports

Plan to Monitor Progress Toward G1. 8

Quarterly discussions of STAR data

Person Responsible

Ashley LaMar

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Online data tracking tool with student data from the checks entered

Plan to Monitor Progress Toward G1. 8

Weekly fluency checks

Person Responsible

Ashley LaMar

Schedule

Weekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Teachers will track their students' fluency. Data will be available in Castle.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. When teachers apply instructional practices learned through targeted professional development sessions and students attend afterschool and Saturday enrichment programs student achievement will increase and learning gains will be demonstrated in all content areas on State assessments. 1

G098409

G1.B1 Opportunity to learn 2

B264746

G1.B1.S1 3rd and 4th Grade After School Academics and Enrichment 4

S280547

Strategy Rationale

Student proficiency in ELA, Math, and Science needs to increase to meet target goals

Action Step 1 5

Establish an afterschool academic and enrichment program for students in grade 3 and 4 including transportation for students twice a week.

Person Responsible

Monica Gregory

Schedule

On 9/5/2017

Evidence of Completion

STAR data and other assessments will be used to measure student gains.

Action Step 2 5

Establish a PBS committee that rewards students through Positive Behavior Supports. Examples include but not limited to, Uniform Free day, Hat day, Freezie Pop Party, small trinkets/toys, fun pencils, etc...

Person Responsible

Monica Gregory

Schedule

Monthly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student attendance and teacher lesson plans will be monitored for fidelity.

Person Responsible

Christina Chuderski

Schedule

Weekly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Attendance sheets and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

STAR data and other assessments will be given to monitor student growth

Person Responsible

Monica Gregory

Schedule

Every 6 Weeks, from 8/31/2017 to 5/25/2018

Evidence of Completion

STAR data reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ready Gen selection tests, classwork samples, or writing performance based activities

Person Responsible

Carol Woelke

Schedule

Weekly, from 10/30/2017 to 5/30/2018

Evidence of Completion

Ready Gen is on grade level instruction students will receive daily

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Concept tests

Person Responsible

Monica Gregory

Schedule

Weekly, from 10/30/2017 to 5/30/2018

Evidence of Completion

tests that are aligned to standards taught during on grade level instruction


Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 5th Grade After School Academics and Enrichment **4**

 S280548

Strategy Rationale

Student proficiency in ELA, Math, and Science needs to increase to meet target goals

Action Step 1 **5**

Establish an afterschool academic and enrichment program for students in grade 5 including transportation

Person Responsible

Ashley LaMar

Schedule

On 8/28/2017

Evidence of Completion

Schedule for program

Action Step 2 **5**

Establish a PBS committee that rewards students through Positive Behavior Supports. Examples include but not limited to, Uniform Free day, Hat day, Freezie Pop Party, small trinkets/toys, fun pencils, etc...

Person Responsible

Monica Gregory

Schedule

Monthly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Student attendance and teacher lesson plans will be monitored for fidelity.

Person Responsible

Jennifer Sarzyniak

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Attendance sheets and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

STAR data and other assessments will be given to monitor student growth

Person Responsible

Carol Woelke

Schedule

Every 6 Weeks, from 8/14/2017 to 5/25/2018

Evidence of Completion

STAR data

G1.B1.S3 Fifth Quarter program will provide for an extended school year for selected students. 4

S280549

Strategy Rationale

Student proficiency in ELA, Math, and Science needs to increase to meet target goals

Action Step 1 5

Establish Fifth Quarter academic and enrichment program for selected students including transportation for students

Person Responsible

Ashley LaMar


Schedule

Daily, from 6/12/2018 to 7/19/2018

Evidence of Completion

STAR data and other assessments will be used to measure student gains.

G1.B2 Teacher Self-Efficacy 2

 B264747

G1.B2.S1 Unpacking of the standards and lesson plan development will enable teachers to meet the needs of all students. 4

 S280550

Strategy Rationale

Instruction should be at the depth of the standard, collaborative planning will provide for purposeful intervention, development of task at appropriate DOK level to ensure higher level thinking

Action Step 1 5

Content support to understand the standard and the supporting standards

Person Responsible

Monica Gregory

Schedule

Weekly, from 10/30/2017 to 5/30/2018

Evidence of Completion

sign in sheets, lesson plans, student data of growth

Action Step 2 5

Co-Teach lesson with teacher leaders in the classroom

Person Responsible

Carol Woelke

Schedule

Weekly, from 11/6/2017 to 5/30/2018

Evidence of Completion

Teacher Leaders and classroom teachers will co teach to model lessons for understanding

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Lesson will be reflective of FSA

Person Responsible

Ashley LaMar

Schedule

Weekly, from 11/20/2017 to 5/30/2018

Evidence of Completion

lessons will be engaging, standards will be at the appropriate grade level and the DOK level will be aligned

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Standards and student engagement will be evident during classroom walkthroughs

Person Responsible

Ashley LaMar




















Schedule

Daily, from 11/6/2017 to 5/30/2018

Evidence of Completion

common boards will indicate appropriate standards, students will be engaged, interventions will be targeted

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA5  M409765	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.A1  A378259	Establish an afterschool academic and enrichment program for students in grade 5 including...	LaMar, Ashley	8/14/2017	Schedule for program	8/28/2017 one-time
G1.B1.S1.A1  A378257	Establish an afterschool academic and enrichment program for students in grade 3 and 4 including...	Gregory, Monica	8/28/2017	STAR data and other assessments will be used to measure student gains.	9/5/2017 one-time
G1.MA1  M409771	STAR reading and math data will be assessed quarterly	Conley, Jessica	8/10/2017	STAR Reading and Math Growth Reports	5/25/2018 quarterly
G1.MA2  M409772	Quarterly discussions of STAR data	LaMar, Ashley	8/25/2017	Online data tracking tool with student data from the checks entered	5/25/2018 quarterly
G1.MA3  M409773	Weekly fluency checks	LaMar, Ashley	8/25/2017	Teachers will track their students' fluency. Data will be available in Castle.	5/25/2018 weekly
G1.B1.S1.MA1  M409762	STAR data and other assessments will be given to monitor student growth	Gregory, Monica	8/31/2017	STAR data reports	5/25/2018 every-6-weeks
G1.B1.S1.MA1  M409766	Student attendance and teacher lesson plans will be monitored for fidelity.	Chuderski, Christina	8/31/2017	Attendance sheets and lesson plans	5/25/2018 weekly
G1.B1.S2.MA1  M409767	STAR data and other assessments will be given to monitor student growth	Woelke, Carol	8/14/2017	STAR data	5/25/2018 every-6-weeks
G1.B1.S2.MA1  M409768	Student attendance and teacher lesson plans will be monitored for fidelity.	Sarzyniak, Jennifer	8/14/2017	Attendance sheets and lesson plans	5/25/2018 weekly
G1.B1.S1.A2  A378258	Establish a PBS committee that rewards students through Positive Behavior Supports. Examples...	Gregory, Monica	8/21/2017		5/28/2018 monthly
G1.B1.S2.A2  A378260	Establish a PBS committee that rewards students through Positive Behavior Supports. Examples...	Gregory, Monica	8/21/2017		5/28/2018 monthly
G1.B1.S1.MA3  M409763	Ready Gen selection tests, classwork samples, or writing performance based activities	Woelke, Carol	10/30/2017	Ready Gen is on grade level instruction students will receive daily	5/30/2018 weekly
G1.B1.S1.MA4  M409764	Concept tests	Gregory, Monica	10/30/2017	tests that are aligned to standards taught during on grade level instruction	5/30/2018 weekly
G1.B2.S1.MA1  M409769	Standards and student engagement will be evident during classroom walkthroughs	LaMar, Ashley	11/6/2017	common boards will indicate appropriate standards, students will be engaged, interventions will be targeted	5/30/2018 daily
G1.B2.S1.MA1  M409770	Lesson will be reflective of FSA	LaMar, Ashley	11/20/2017	lessons will be engaging, standards will be at the appropriate grade level and the DOK level will be aligned	5/30/2018 weekly
G1.B2.S1.A1  A378262	Content support to understand the standard and the supporting standards	Gregory, Monica	10/30/2017	sign in sheets, lesson plans, student data of growth	5/30/2018 weekly
G1.B2.S1.A2  A378263	Co-Teach lesson with teacher leaders in the classroom	Woelke, Carol	11/6/2017	Teacher Leaders and classroom teachers will co teach to model lessons for understanding	5/30/2018 weekly
G1.B1.S3.A1  A378261	Establish Fifth Quarter academic and enrichment program for selected students including...	LaMar, Ashley	6/12/2018	STAR data and other assessments will be used to measure student gains.	7/19/2018 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. When teachers apply instructional practices learned through targeted professional development sessions and students attend afterschool and Saturday enrichment programs student achievement will increase and learning gains will be demonstrated in all content areas on State assessments.

G1.B1 Opportunity to learn

G1.B1.S1 3rd and 4th Grade After School Academics and Enrichment

PD Opportunity 1

Establish an afterschool academic and enrichment program for students in grade 3 and 4 including transportation for students twice a week.

Facilitator

Teacher Leaders, District Professional Development Leaders

Participants

Teachers and staff involved with the program

Schedule

On 9/5/2017

G1.B1.S2 5th Grade After School Academics and Enrichment

PD Opportunity 1

Establish an afterschool academic and enrichment program for students in grade 5 including transportation

Facilitator

State trainers at conferences

Participants

Teachers and staff participating in the program including administrator

Schedule

On 8/28/2017

G1.B1.S3 Fifth Quarter program will provide for an extended school year for selected students.

PD Opportunity 1

Establish Fifth Quarter academic and enrichment program for selected students including transportation for students

Facilitator

Admin, Teacher Leaders, District Personnel

Participants

Teachers and staff involved with the program

Schedule

Daily, from 6/12/2018 to 7/19/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Establish an afterschool academic and enrichment program for students in grade 3 and 4 including transportation for students twice a week.				\$257,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0763 - Manatee Elementary School	UniSIG		\$257,000.00
			<i>Notes: Funding for staff and transportation, grant funded by UniSIG</i>			
2	G1.B1.S1.A2	Establish a PBS committee that rewards students through Positive Behavior Supports. Examples include but not limited to, Uniform Free day, Hat day, Freezie Pop Party, small trinkets/toys, fun pencils, etc...				\$0.00
3	G1.B1.S2.A1	Establish an afterschool academic and enrichment program for students in grade 5 including transportation				\$100,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0763 - Manatee Elementary School	Other Federal		\$100,000.00
			<i>Notes: 21st Century Grant funded</i>			
4	G1.B1.S2.A2	Establish a PBS committee that rewards students through Positive Behavior Supports. Examples include but not limited to, Uniform Free day, Hat day, Freezie Pop Party, small trinkets/toys, fun pencils, etc...				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0763 - Manatee Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: PBS Support</i>			
5	G1.B1.S3.A1	Establish Fifth Quarter academic and enrichment program for selected students including transportation for students				\$90,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0763 - Manatee Elementary School	UniSIG		\$90,000.00
6	G1.B2.S1.A1	Content support to understand the standard and the supporting standards				\$0.00
7	G1.B2.S1.A2	Co-Teach lesson with teacher leaders in the classroom				\$0.00
Total:					\$448,000.00	