

The School District of Palm Beach County

Manatee Elementary School



2021-22 Schoolwide Improvement Plan

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Manatee Elementary School

7001 CHARLESTON SHORES BLVD, Lake Worth, FL 33467

<https://mnes.palmbeachschools.org>

Demographics

Principal: Mary Churchill Jones

Start Date for this Principal: 8/10/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (74%) 2016-17: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan is pending approval by the Palm Beach 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.

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<https://mnes.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">36%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">53%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The School District of Palm Beach County along with Manatee Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

The School District of Palm Beach County along with Manatee Elementary envision a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Churchill Jones, Mary	Principal	Ms. Churchill-Jones, the principal provides a common vision to support data based decision-making to ensure all students have equitable access and opportunities to learn in a safe school environment. She serves as our instructional leader as she monitors the implementation of standards based teaching, analyzes student achievement data, provides effective feedback to teachers, and supports all school stakeholders as we increase student achievement.
Bushouse, Michelle	Assistant Principal	Michelle Bushouse is the assistant principal of Manatee Elementary. She monitors school wide instruction strategies, provides feedback to teachers on instructional strategies, analyzes data and provides support to staff, students and families, while monitoring progress towards meeting school goals. She also works with the school officer to ensure safety of the school campus. Mrs. Bushouse plays a key role in our School Based Team.
Stone, Lauren	Assistant Principal	Lauren Stone is the assistant principal of Manatee Elementary. She monitors school wide instruction strategies, provides feedback to teachers on instructional strategies, analyzes data and provides support to staff, students and families, while monitoring progress towards meeting school goals. She also works with the school officer to ensure safety of the school campus. Mrs. Stone leads our ESP program to provide support to our new teachers.
Evans, Amy	Instructional Media	Amy Evans is our Media Specialist and our FY22 SAC Chair. Mrs. Evans has been the Media Specialist at Manatee Elementary since 2015. Her role as the Media Specialist at Manatee is to design and maintain a library media program that supports, complements, and expands the instructional program of the school and our district's Strategic Plan. She provides and promotes extensive use of resources in multiple formats that are designed to meet the varying needs of all learners in all aspects of the curriculum. Mrs. Evans also provides a learning environment that promotes inquiry, stimulates intellectual curiosity, and encourages pleasure reading.

Demographic Information

Principal start date

Tuesday 8/10/2021, Mary Churchill Jones

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.*

10

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.*

20

Total number of teacher positions allocated to the school

107

Total number of students enrolled at the school

1,109

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

4

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

6

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	175	184	207	177	184	182	0	0	0	0	0	0	0	1109
Attendance below 90 percent	0	13	10	4	8	5	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	34	43	34	46	77	0	0	0	0	0	0	0	234
Course failure in Math	0	9	17	15	41	33	0	0	0	0	0	0	0	115
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	15	0	24	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	14	20	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	0	0	0	0	48	50	0	0	0	0	0	0	0	98
FY21 ELA Winter Diag Level 1 & 2	0	0	0	48	50	45	0	0	0	0	0	0	0	143
FY21 Math Winter Diag Level 1 & 2	0	0	0	48	62	65	0	0	0	0	0	0	0	175

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	14	19	18	33	36	0	0	0	0	0	0	0	120

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	1	3	1	4	4	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/20/2021

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	167	190	168	184	188	211	0	0	0	0	0	0	0	1108
Attendance below 90 percent	0	15	6	4	6	2	0	0	0	0	0	0	0	33
One or more suspensions	0	2	0	0	1	8	0	0	0	0	0	0	0	11
Course failure in ELA	0	26	24	30	42	35	0	0	0	0	0	0	0	157
Course failure in Math	0	0	0	0	4	12	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	20	8	15	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	20	14	20	0	0	0	0	0	0	0	54

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	11	10	13	32	24	0	0	0	0	0	0	0	90

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	3	0	0	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	0

2020-21 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	167	190	168	184	188	211	0	0	0	0	0	0	0	1108
Attendance below 90 percent	0	15	6	4	6	2	0	0	0	0	0	0	0	33
One or more suspensions	0	2	0	0	1	8	0	0	0	0	0	0	0	11
Course failure in ELA	0	26	24	30	42	35	0	0	0	0	0	0	0	157
Course failure in Math	0	0	0	0	4	12	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	20	8	15	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	20	14	20	0	0	0	0	0	0	0	54

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	11	10	13	32	24	0	0	0	0	0	0	0	90

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	3	0	0	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	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%	58%	57%	82%	57%	56%
ELA Learning Gains				74%	63%	58%	72%	61%	55%
ELA Lowest 25th Percentile				66%	56%	53%	67%	56%	48%
Math Achievement				80%	68%	63%	84%	65%	62%
Math Learning Gains				72%	68%	62%	73%	63%	59%
Math Lowest 25th Percentile				58%	59%	51%	62%	53%	47%
Science Achievement				70%	51%	53%	81%	56%	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	71%	54%	17%	58%	13%
Cohort Comparison						
04	2021					
	2019	80%	62%	18%	58%	22%
Cohort Comparison		-71%				
05	2021					
	2019	80%	59%	21%	56%	24%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	65%	10%	62%	13%
Cohort Comparison						
04	2021					
	2019	81%	67%	14%	64%	17%
Cohort Comparison		-75%				
05	2021					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	69%	51%	18%	53%	16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

For ELA, grades K-2 we will use iReady for Fall, Winter, and Spring.

For ELA ,in grades 3-5 we will use iReady for Fall, Winter and Spring.

For Math, in grades K-2 we will use Success Maker math program to monitor students progress in Fall and Spring.

For Math, in grades 3-5 we will use Unit Standardized assessments

For Science in grade 5, we will also use Unit Standardized Assessments to monitor students progress.

-iReady and SuccessMaker: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments give teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.5	41.6	64.9
	Economically Disadvantaged	26.5	25.0	55.6
	Students With Disabilities	26.1	8.0	32.0
	English Language Learners	39.3	30.0	70.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		90.9	94.9
	Economically Disadvantaged		81.2	89.2
	Students With Disabilities		73.9	76.0
	English Language Learners		83.3	96.9

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.5	51.5	64.9
	Economically Disadvantaged	38.3	37.7	49.2
	Students With Disabilities	36.0	30.8	44.0
	English Language Learners	29.4	38.9	66.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		92.6	96.5
	Economically Disadvantaged		88.3	93.8
	Students With Disabilities		92.0	88.9
	English Language Learners		94.7	100.0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71.8	48.1	55.6
	Economically Disadvantaged	63.5	34.7	44.6
	Students With Disabilities	53.7	21.4	34.1
	English Language Learners	65.0	33.3	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	85.8	88.0	77.9
	Economically Disadvantaged	79.6	79.7	64.9
	Students With Disabilities	65.2	75.0	61.0
	English Language Learners	88.2	89.5	81.0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.0	35.6	43.6
	Economically Disadvantaged	35.6	31.5	36.5
	Students With Disabilities	12.9	6.5	12.9
	English Language Learners	17.4	4.3	13.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71.6	78.5	80.0
	Economically Disadvantaged	63.0	70.8	72.6
	Students With Disabilities	41.9	50.0	51.6
	English Language Learners	62.5	62.5	75.0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.2	32.7	41.3
	Economically Disadvantaged	46.5	27.9	37.5
	Students With Disabilities	32.0	11.5	25.9
	English Language Learners	0.0	0.0	12.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	80.0	84.2	73.6
	Economically Disadvantaged	64.0	50.0	36.0
	Students With Disabilities	64.0	50.0	36.8
	English Language Learners	42.9	50.0	25.0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	95.5	95.2	94.3
	Economically Disadvantaged	91.7	90.7	87.6
	Students With Disabilities	90.5	78.3	80.8
	English Language Learners	71.4	57.1	50.0
	Number/% Proficiency	Fall	Winter	Spring

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	47	65	65	38	35	26	45				
ELL	67	86		63	55		78				
ASN	90	100		86	90		90				
BLK	56	65		48	29		50				
HSP	74	79	67	58	53	36	67				
MUL	81	77		72	77		86				
WHT	78	78	65	70	59	33	66				
FRL	65	71	55	50	46	28	62				
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	46	68	52	51	59	53	45				
ELL	63	70	62	77	68	61	63				

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
ASN	93	80		95	73		87				
BLK	62	66	60	62	58	52	57				
HSP	69	69	59	78	69	57	57				
MUL	82	70		82	75		67				
WHT	82	78	74	82	76	63	76				
FRL	65	69	62	69	62	45	63				

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	56	76	64	58	64	54	54				
ELL	71	76	70	78	83	73	54				
ASN	93	83		98	88		92				
BLK	78	76	78	69	67	60	70				
HSP	75	74	70	79	68	53	82				
MUL	88	86		84	64		85				
WHT	83	68	58	87	76	63	81				
FRL	76	73	76	80	71	66	70				

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)	
OVERALL Federal Index – All Students	62
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	58
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

FY21 Winter Diagnostics vs FSA FY21 results :

ELA: -0.2pts in Grade 3, +8.9 pts in Grade 4, +9.4 pts in Grade 5

Math: -10.4 pts in Grade 3, -5pts in Grade 4, +3.3pts in Grade 5

Science -4.2 pts in Grade 5

FY19 vs FY21 FSA

ELA: +2.5pts in Grade 3, -9.1pts in Grade 4, -2.6pts in Grade 5

Math: -11.8pts in Grade 3, -20.2pts in Grade 4, -16.2points in Grade 5

Science:-3.9pts in Grade 5

FY21 3-5 overall ELA data

ELA 89.7% Asian , 51.5% Black, 73.4% Hispanic, 80.6%Multi-racial,77.8%White ESE 45.9%, ELL 39.6%, FRL 63% FY 19 vs FY 21 ELA

Asian -0.8%, Black -8.2%, Hispanic 5.8%, Multi-racial -1.8% White -4.3% ESE 0.1%, ELL -20.6%, FRL -.05%

FY19 vs FY21 FSA Grade 3 ELA

Asian -7.1% , Black 2.4%, Hispanic 8.3%, Multi-racial -9.6%,White 4.4%

ESE 9.9%, FRL 4.8%,ELL 2.4%

FY19 vs FY21 FSA Grade 4 ELA

Asian -10.0% , Black -16.7%, Hispanic 0.5%, Multi-racial 13.3%,White -11.3%

ESE -1.9%, FRL 45.4%,ELL -43.1%

FY19 vs FY21 FSA Grade 5 ELA

Asian -13.3% , Black -9.3%, Hispanic7.7%, Multi-racial -6.0%,White -7.4%

ESE -12.4%, FRL -2.9%,ELL -12.4%

FY21 3-5 Math

Math 82.6% Asian , 42.4% Black, 55.7% Hispanic, 69.7%Multi-racial, 68.8%White ESE -14.0%, ELL -29.1%, FR: -20.7%

FY19 vsFY21 Math

3rd

Asian -1.3%, Black 2.9%, Hispanic -23.3%, Multi-racial -42.3% White -2.9%

ESE-13.2%, ELL -15.7%,FRL -21.1%

4th

Asian -25.0%, Black -25.7%, Hispanic -18.9%, Multi-racial -19.0% White -16.3%

ESE--16.0%, ELL -38.7%,FRL -22.6%

5th

Asian -11.7%, Black -24.4%,Hispanic -20.7%, Multi-racial -28.0% White -16.1%

ESE--13.90%, ELL -42.4%,FRL -20.6%

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

Based on the data components we will continue to focus on continuing to increase student proficiency in 3rd grade ELA. Based on the data components our math data demonstrates a need for improvement. We will focus on our math proficiency and learning gains in grades 3-5 in order to address the differences in proficiency from FY19 and FY21.

ELA Overall Grades 3-5 ESSA Subgroups

ELA 89.7% Asian , 51.5% Black, 73.4% Hispanic, 80.6%Multi-racial,77.8%White

ELA 3rd Subgroups

Asian -7.1% , Black 2.4%, Hispanic 8.3%, Multi-racial -9.6%,White 4.4%

ESE 9.9%, FRL 4.8%,ELL 2.4%

Math Subgroups Grades 3-5 Overall

Asian -9.9%, Black -15.4%, Hispanic -21.1%, Multi-racial -10.9% White -11.8%

ESE-14%, ELL -29.1%,FRL -20.7%

3rdMath

Asian -1.3%, Black 2.9%, Hispanic -23.3%, Multi-racial -42.3% White -2.9%

ESE-13.2%, ELL -15.7%,FRL -21.1%

4th Math

Asian -25.0%, Black -25.7%, Hispanic -18.9%, Multi-racial -19.0% White -16.3%

ESE--16.0%, ELL -38.7%,FRL -22.6%

5th Math

Asian -11.7%, Black -24.4%, Hispanic -20.7%, Multi-racial -28.0% White -16.1%

ESE--13.90%, ELL -42.4%,FRL -20.6%

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

The contributing factors for this need for improvement were:

*Due to COVID-19, not all of our students were on campus so it was difficult to differentiate instruction.

*Due to COVID-19, we experienced higher than normal absenteeism by teachers and students.

*Due to social distancing, small group instructional was difficult due to maintaining 6ft of distance.

*Due to virtual learning ,instruction focused on computer based instruction but the FSA was a paper-based assessment.

*Due to COVID-19, teachers were reluctant to share student materials and or use paper-based assessments.

*Difficulty finding teachers that wanted to assist in providing tutoring for students before and after school.

*Loss of instruction due to a fourth grade teacher taking a medical leave and the sudden passing of a fourth grade classroom teacher.

* A decline in proficiency of student performance has been noticed over 5 years and a higher number of students have entered 3rd grade needing iii services.

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

When analyzing FSA ELA data from FY19 to FY 21 3rd grade ELA showed the most improvement with an increase of 2.5% FY21 Grade 3 Subgroup data: Asian -7.1% , Black 2.4%, Hispanic 8.3%, Multi-racial -9.6%,White 4.4% ESE 9.9%, FRL 4.8%,ELL 2.4%. Only subgroups that did not show improvement are Asian and Multi-racial. Although, 3rd ELA has shown the most positive results in ESSA subgroups.

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

The new actions that were taken were common planning and PLC meetings looking at student data and standard based instruction. Teachers also implemented small group instruction through virtual google meets to remediate student weaknesses. Data was analyzed regularly to assure students were receiving instruction and interventions based on student needs. 3rd grade teachers worked with SBT in order to intervene for supplemental and intensive interventions that met the needs of students. Data was collected, monitored and reviewed in order to make informed decision on student progress. SAI, ESE , and ESOL teachers worked with small group students that were identified to need extra support. Tutorial services were implemented for students requiring additional remediation services.

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

1. Students will be identified that are not meeting standards. Teachers will participate in data chats with administration in the beginning of the school year so students that need remediation are identified. Classroom staff and resources teachers will work to intervene based on student needs. Supplemental and intensive services will be in place for students below grade level. Tutorial will be planned to assist in extra supplemental services for student that need them.
2. ELA and Math Continuum - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

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.

K-2

Continue to strengthen ELA instruction in K-2, so that students are proficient in Grade 3. Professional development will be provided for classroom teachers as we implement K-2 B.E.S.T standards and the newly adopted Benchmark Advance curriculum that is aligned to the standards. Science and Social Studies standards is integrated into the curriculum. We will continue to work with teachers in looking at student data and differentiating instruction to meet student needs in ELA and Math.

Grades 3-5

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups and lowest 25%. PLCs continue to be an active part of our school schedule. For FY22 ,our 4th grade teachers transitioned from departmentalized teaching to having their own classroom. District PD will be assisting so that teachers have an understanding of organizing an effective reading and math block and are able to differentiate to meet student individual needs Fifth grade Math/Science teachers will work on instructional planning of 5th grade Science standards and plan hands on labs to integrate with lessons. Grades 3-5 are monitored to assure fair game benchmarks are taught in science. 5th grade teachers will also plan and provide remediation of the the fair benchmark standards.

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

Our primary focus will be to continue implementing standards-based instruction and differentiating instruction by providing small group support in ELA and Math. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing at grade level. Funding has been set aside to provide extended learning opportunities. Teachers, including resource teachers (ESE, ELL), collaborate weekly to ensure the academic success of our students. As instruction is implemented, it is key that the teacher ensures maximum student engagement. Our goal is to ensure the following:

1. Increase Reading Proficiency in Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed. ELL and SWD students are provided targeted instruction using WIDA data results and iReady results. All students are provided small group instruction with additional teacher support in grades 1-5. The goal is to close achievement gaps prior to entering grade 3.

2. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts and tasks is designed to increase learning gains in ELA and Math. Data driven differentiated instruction is planned to meet the needs of all students. Ongoing progress monitoring will be done for all students. However, students who fall within our ESSA Subgroups will specifically monitored for progress and receive additional support by teachers ensuring lessons are planned based on specific needs of students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

If we focus on standards-based instruction to increase proficiency in Grade 3 ELA then we will increase student achievement and ensure alignment to the District’s Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 1, Overall Academic Proficiency.

Instructional Practice specifically relating to ELA Area of Focus Description and Rationale: The first area of focus will be on academics as we work to increase reading on grade level by 3rd grade as assessed on the FY22 FSA ELA. The area of focus is aligned to the Strategic Plan and impacts student learning as teachers deliver effective and relevant instruction to meet the needs of all students. This will lead to an increase in reading proficiency by third grade. In FY19 our target was 91%, however we did not meet the target as we had 71% of students proficient as assessed on the FSA ELA. Measurable Outcome: For this area of focus, the intended outcome is that 77% of our third grade students will be reading on grade level as assessed on the FY22 FSA ELA.

In looking at ESSA sub- groups in 3rd grade ELA FSA from FY19- FY21, data shows: Asian -7.1%, Black 2.4%, Hispanic 8.3%, Multi-racial -9.6% and White 4.44%. Additionally we showed growth in our ESE 9.9%, ELL 2.4%, and FRL 4.8%.

Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Measurable Outcome:

For this area of focus, the intended outcome is that 77% of our third grade students will be reading on grade level as assessed on the FY22 FSA ELA. We will also continue to work on increasing 3rd grade reading in our ESSA subgroups: Asian -7.1% and our Multi-racial -9.6%.

Monitoring:

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Manatee Elementary we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student attendance, Data Chats, Formal Observations, Professional Learning Communities, Monitoring of Students receiving Supplemental and Intensive interventions, all Formative/Summative Assessments and Technology. iReady, SuccessMaker, Unit Standardized Assessments, Reading Running Records, District Diagnostics.

The monitoring will be supported by key members of the leadership team: Principal and Assistant Principals support content and grade levels

Person responsible for monitoring outcome:

Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

- Evidence-based Strategy:**
1. Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
 2. A tutorial programs to ensure learning supplemented with additional resources and teacher support.
 3. Teachers will incorporate the use of technology-based programs including iReady and providing lessons that are differentiated based on the student's needs..
 4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
- Rationale for Evidence-based Strategy:**
1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
 2. Students who participate in the tutorial program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
 3. iReady enable teachers to differentiate instruction based on a student's specific area of need.
 4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

1. Implementation of the ELA modules as provided by the district's Curriculum Department.

Person Responsible Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

2. Utilization of the district decision tree to establish intervention groups in ELA. Teachers will create differentiated groups based on student needs.

Person Responsible Michelle Bushouse (michelle.bushouse@palmbeachschools.org)

3. Teachers will be provided with opportunities to work collaboratively during PLCs and support one another in analyzing student data and identifying student needs.

Person Responsible Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

4. Teachers will be provided with opportunities to work collaboratively during PLCs and support one another in designing a plan for remediation using appropriate tools.

Person Responsible Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

5. Teachers will be provided with opportunities to work collaboratively during PLCs and support one another in designing a plan for single school culture and appreciation of multicultural diversity content as required by Florida Statute 1003.42(2). -administration and teacher leaders

This could include but is not limited to

- a) History of Holocaust,
- b) History of Africans and African Americans,
- c) Hispanic Contributions,
- d) Women's Contributions
- e) Sacrifices of Veterans.

Person Responsible Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

6. Administrative observations to focus on the effectiveness of teachers implementing the remediation plan. Administrators will provided immediate and explicit feedback to teachers based on iObservation data.

Person Responsible Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

7. Professional development from district staff.

Person Responsible Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

No description entered

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

If we focus on standards-based instruction to increase overall proficiency in Grades 3-5 Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 1, Overall Academic Proficiency.

The second area of focus will also be on academics as we work to increase math proficiency across 3rd through 5th grades as assessed on the FY22 Math FSA. The area of focus impacts student learning as teachers deliver effective and relevant instruction to meet the needs of all students. This will lead to an increase in math proficiency across the intermediate grades. For this area of focus, the intended outcome is that 65% of third through fifth graders (more specifically, third grade-67%, fourth grade- 64%, and fifth grade 65%) will be performing math on grade level as assessed on the FY22 Math FSA.

Area of Focus Description and Rationale:

We will also be looking to close gaps for our ESSA groups that is shown based on our FY19 and FY21 FSA math data.

3rdMath

Asian -1.3%, Black 2.9%, Hispanic -23.3%, Multi-racial -42.3% White -2.9% ESE-13.2%, ELL -15.7%,FRL -21.1%

4th Math

Asian -25.0%, Black -25.7%, Hispanic -18.9%, Multi-racial -19.0% White -16.3% ESE--16.0%, ELL -38.7%,FRL -22.6%

5th Math

Asian -11.7%, Black -24.4%, Hispanic -20.7%, Multi-racial -28.0% White -16.1% ESE--13.90%, ELL -42.4%,FRL -20.6%

For this area of focus, the intended outcome is that 65% of third through fifth graders (more specifically, third grade-67%, fourth grade- 64%, and fifth grade 65%) will be performing math on grade level as assessed on the FY22 Math FSA. We will also like to increase our proficiency in our ESSA subgroup.

Measurable Outcome:

3rdMath

Asian -1.3%, Black 2.9%, Hispanic -23.3%, Multi-racial -42.3% White -2.9% ESE-13.2%, ELL -15.7%,FRL -21.1%

4th Math

Asian -25.0%, Black -25.7%, Hispanic -18.9%, Multi-racial -19.0% White -16.3% ESE--16.0%, ELL -38.7%,FRL -22.6%

5th Math

Asian -11.7%, Black -24.4%, Hispanic -20.7%, Multi-racial -28.0% White -16.1% ESE--13.90%, ELL -42.4%,FRL -20.6%

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan,

Monitoring:

Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Manatee Elementary we strategically plan for a

variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student attendance, Data Chats, Formal Observations, Professional Learning Communities, Monitoring of Students receiving Supplemental and Intensive interventions, all Formative/Summative Assessments and Technology. iReady, SuccessMaker, Unit Standardized Assessments, Reading Running Records, District Diagnostics.

The monitoring will be supported by key members of the leadership team: Principal and Assistant Principals support content and grade levels

Person responsible for monitoring outcome:

Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

Evidence-based Strategy:

1. Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. A tutorial programs to ensure learning supplemented with additional resources and teacher support.
3. Teachers will incorporate the use of technology-based programs including Iready and providing lessons that are differentiated based on the student's needs..
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy:

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in the tutorial program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Success Maker provides differentiated math instruction based on student de
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

1. Administration data chats will begin with each classroom teacher to review student data including FY 21 FSA scores for 4th and 5th grade students. Teachers will review data and have a discussion of a plan of action.

Person Responsible

Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

2. Implementation of the Savvas Realize math curriculum and Success Maker.

Person Responsible

Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

3. Teachers will be provided with opportunities to work collaboratively during PLCs and support one another in analyzing student data and identifying student needs.

Person Responsible

Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

4. Teachers will be provided with opportunities to work collaboratively during PLCs and support one another in designing a plan for remediation using appropriate tools.

Person Responsible

Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

5. Teachers will be provided with opportunities to work collaboratively during PLCs and support one another in designing a plan for single school culture and appreciation of multicultural diversity content as required by Florida Statute 1003.42(2). -administration and teacher leaders

This could include but is not limited to

- a) History of Holocaust,
- b) History of Africans and African Americans,
- c) Hispanic Contributions,
- d) Women's Contributions
- e) Sacrifices of Veterans.

Person Responsible Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

6. Administrative observations to focus on the effectiveness of teachers implementing the remediation plan. Administrators will provided immediate and explicit feedback to teachers based on iObservation data.

Person Responsible Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

7. Professional development from district staff.

Person Responsible Mary Churchill Jones (mary.churchill-jones@palmbeachschools.org)

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.

Based on the Safe Schools for Alex website our incident were at 0.1 incidents per 100 students and falls in the very low category for incidents. We will continue to integrate our School Positive Behavior Supports schoolwide as well as establishing pro-active classroom management strategies to assist students. Manatee is committed to school safety by teaching students "See something say something" and reporting on Fortify FI. We have a threat assessment team that collaborates to meet and assist with providing interventions and assistance to students that make threats of harm. We also have a SBT that collaborates with our School psychologist and Behavior Health staff that meets to discuss students with discipline issues and work on strategies to assist students. Staff will continue to monitor discipline data monthly.

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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be Safe, Work Hard, I am respectful, and My responsibility.

Manatee Elementary continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS meetings. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from our guidance counselor during our Fine arts rotation. Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our District Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

Manatee Elementary implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FLKRS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady District Diagnostics, and RRR. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing.

Collaborative Planning Communities (PLCs) occur every week per grade level. Grade level teachers meet

with administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and 2 PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education) and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. Our VPK program is accessible to our students students that will attend Kindergarten at Manatee and is a great way to keep our families learning in our community school. To assist with the transition of school-based and community children into the kindergarten program at Manatee Elementary, we engage in the following kindergarten transition activities:

- Scheduling of a talk/meeting with preschool children's families
- Distribution of a letter, flyer or informational brochure sent to families of preschool children
- Holding open house for families of incoming kindergarten children
- Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher
- Making plans for preschool children to practice kindergarten routines

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

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs.

Assistant Principals: Assists in promoting the vision of the principal .

School Counselor : Supports a positive culture and environment through lessons. The lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensure students feel safe, welcome, and included.

BHP: Supports the behavioral and mental health of students.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. To ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few).

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and

stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,310.10
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	100-Salaries	2241 - Manatee Elementary School	School Improvement Funds		\$1,310.10
Total:						\$1,310.10