

The School District of Palm Beach County

Manatee Elementary School



2022-23 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: 3/28/2008

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2021-22 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	2021-22: A (64%) 2018-19: A (71%) 2017-18: A (74%)
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	ATSI
* 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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Manatee Elementary School

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<https://mnes.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>44%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>53%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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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. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 instructional 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 instructional 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 works with the school officer to ensure safety of the school campus. Mrs. Stone supports the School Based Team to make decisions to support our students referred to the School Based Team. She also serves as our Attendance and 504 Designee.
Evans, Amy	Instructional Media	Amy Evans is our Media Specialist and has been our SAC Chair for the last 2 years. 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.
Robertson, Jennifer	SAC Member	Mrs. Robertson is our Primary SAI/Interventionist who assists students who are experiencing difficulties with reading abilities. She has served as a SAC member for the last 2 years. Additionally, Mrs. Robertson helps our teachers who are new to teaching and teachers who are new to Manatee. Mrs. Robertson also serves as our lead "gifted" staff member. She assists teachers with academic strategies for our high-achieving students as well as monitoring the compliance status of the students.
Colquhoun, Sharifa	Behavior Specialist	Sharifa Colquhoun has been at Manatee Elementary for 4 years. She has been in the role of School Behavioral Health Professional since 2021-2022 school year. As the SBHP, Mrs. Colquhoun works to foster social emotional learning at the universal level throughout the school campus. In addition,

Name	Position Title	Job Duties and Responsibilities
		she works with students at the supplemental level for those students who are in need of more support.

Demographic Information

Principal start date

Friday 3/28/2008, Mary Churchill Jones

Number of teachers with a 2022 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.*

5

Number of teachers with a 2022 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.*

21

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

1,226

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	183	190	191	213	171	190	183	0	0	0	0	0	0	1321
Attendance below 90 percent	0	41	34	34	21	24	0	0	0	0	0	0	0	154
One or more suspensions	0	0	0	2	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	8	29	25	23	26	0	0	0	0	0	0	0	111
Course failure in Math	0	7	12	18	15	20	0	0	0	0	0	0	0	72
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	9	17	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	19	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	4	9	14	9	17	0	0	0	0	0	0	0	53

Using the table above, complete the table below with the number of students by current grade level who have 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	7	17	18	16	27	0	0	0	0	0	0	0	85

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	5	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/6/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	74%	59%	56%				78%	58%	57%
ELA Learning Gains	68%						74%	63%	58%
ELA Lowest 25th Percentile	52%						66%	56%	53%
Math Achievement	70%	53%	50%				80%	68%	63%
Math Learning Gains	68%						72%	68%	62%
Math Lowest 25th Percentile	53%						58%	59%	51%
Science Achievement	60%	59%	59%				70%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	54%	17%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	80%	62%	18%	58%	22%
Cohort Comparison		-71%				
05	2022					
	2019	80%	59%	21%	56%	24%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	65%	10%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	81%	67%	14%	64%	17%
Cohort Comparison		-75%				
05	2022					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	51%	18%	53%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	42	42	38	40	45	33	17				
ELL	68	78	72	65	66	71	47				
ASN	83	81		88	81						
BLK	58	53	43	40	60	60	43				
HSP	76	73	63	70	72	61	55				
MUL	72	68		66	58		73				
WHT	76	68	53	76	69	44	65				
FRL	63	65	61	55	58	50	44				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on the school assessment data from FY21 to FY22 there were areas of strength and areas that need improvement. Overall math achievement increased from 66% to 70%. The learning gains in math increased from 58% to 68% and the lowest 25 percentile made significant learning gains increasing from 29% to 53%. Areas identified for improvement include science for students with disabilities as well as English Language Learners, and ELA for student with disabilities. Science achievement for SWD decreased from 45% to 17% and science achievement for English Language Learners decreased from 78% to 47%. ELA achievement for SWD decreased from 47% to 42%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data components we will focus on continuing to increase student proficiency in ELA for students with disabilities. Based on the data components we will also focus on continuing to increase student proficiency in science, specifically students with disabilities and English Language Learners in 5th grade.

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:

- residual effects of COVID-19 such as
- higher than normal absenteeism by teachers and students
- small group and hands-on instruction was difficult due to maintaining 6ft of distance
- teachers were reluctant to share student materials
- the social emotional challenges of returning to a "normal" classroom environment for up to 2 years of virtual and blended learning

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When analyzing FSA data from FY21 to FY22, as well as progress monitoring, overall math achievement increased from 66% to 70%. Math learning gains showed an increase from 58% to 68% and the lowest 25 percentile showed a significant increase in math achievement increasing from 29% to 53%

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

- Data driven afterschool academic clubs
- Secondary benchmarks were selected, and implemented with differentiated instruction, using diagnostic data and district assessments
- Research based resources were utilized for instruction
- Data was continuously monitored during grade level PLCs to determine strengths and areas of improvement

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.
- Professional development opportunities for the reimplementation of Success Maker

3-5

- Professional development will include the B.E.S.T. standards and newly adopted Benchmark Advance curriculum that is aligned to the standards.
 - 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 teachers will work on instructional planning of 5th grade Math standards and plan hands on learning opportunities 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 5th grade standards, that include fair game benchmarks
- Selected teacher leaders will attend cadres specifically for B.E.S.T. standards in order to support instructional staff with implementation of the new ELA and Mathematics standards. The school will implement a primary and intermediate focus.

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

- General education classrooms that include students with disabilities have a VE teacher daily in order to meet the students' needs as well as provide consistent instructional support.
- General education classrooms that include English Language Learners have an ELL teacher daily in order to meet the students' needs as well as provide consistent instructional support.
- 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 specific subgroups (Black and Students with Disabilities) will be monitored for progress and receive additional support by teachers ensuring lessons are planned based on specific needs of students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

When analyzing the data of the performance of Students with disabilities from FY19 to FY22, the students demonstrated a 4% decrease in ELA proficiency, an 11% decrease in math proficiency, and a 28% decrease in science proficiency.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In FY23, Students with disabilities (SWDs) will demonstrate proficiency in ELA, Math, and Science to a percentage of at least 45%.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

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.

Person responsible for monitoring outcome:

The monitoring will be supported by key members of the leadership team:
 Principal, Assistant Principals, Interventionists, and teacher leaders.

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Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

1. Small group instruction to support students learning at their ability with a variety of tasks, processes, and products. Consistent scaffolding as needed.
2. A tutorial program to ensure learning supplemented with additional resources and teacher support.
3. Teachers will incorporate the use of technology-based programs including iReady and provide lessons that are differentiated based on the student's needs.
4. Professional Learning Community (PLC)/Professional Development opportunities 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.

District staff (ELA / Math / Science) will assist with classroom observations and PLCs/Common Teacher planning as needed.

5. Parent/teacher communication to enhance "home school connections".

6. Introduce content-based science vocabulary during ELA lessons.

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 enables teachers to differentiate instruction based on a student's specific area of need. SuccessMaker will be implemented to allow students an opportunity to practice math skills introduced as appropriate. In science, An implementation of a spiraling approach to include "Fair game" science standards will be ongoing.

4. PLC's and PD's allow teachers and leaders an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. ESE teachers will provide support to gen ed teachers regarding best practices in implementing specific accommodations captured on IEPs, etc.

5. Parent/home communication targeting best practices to be ongoing.

6. Include content-based vocabulary during lessons across subject areas.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Manatee Elementary continues to maintain a Single School Culture of excellence and strives to improve the school's climate in a variety of ways. We continue to maintain a single school culture by informing our students, through assemblies and through structured and unstructured opportunities, of school-wide behavioral expectations. We are also implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students by our BHP, CIT, and School Counselor during our Fine Arts rotations. Additionally, we continue to celebrate our students' success by providing tangible rewards (colored coins), parties, dress-down days, etc., as well as verbal feedback. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team continues to provide "whole class" incentives to teachers (acknowledgment on announcements, etc.)

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment with the District's Strategic Plan 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 with S.B. 2.09

Instruction applicable to appropriate grade levels including but not limited to:

(g) 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 teach 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, is 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.

(h) 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.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions 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.

(t) 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 are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, and 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 are 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.

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

Principal and Assistant Principals: The administrative staff supports and encourages collaboration among staff members, with a proper focus toward a positive environment in which teachers can share best practices that contribute to the overall success of the school.

School Councilor, Behavioral Health Professional, and Crisis Intervention Teacher: These staff members support a positive culture and environment through lessons offered during our Fine Arts rotation. These lessons allow our students to feel welcomed and included as specific topics are discussed.

Teachers/noninstructional staff: Consistently incorporate SwPBS within their classroom environments. They provide opportunities that encourage positive classroom climates and an overall positive school community during lessons/discussions that includes oral and written presentations.