# Manatee Elementary School

**2023-24**
**Schoolwide Improvement Plan (SIP)**

# Table of Contents

# Manatee Elementary School

## 7001 CHARLESTON SHORES BLVD, Lake Worth, FL 33467

### https://mnes.palmbeachschools.org

## School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|---|---|---|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

**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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**
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 as it relates to SIP implementation 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. |
| 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. |
| 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 |
| Robertson, Jennifer | Teacher, K-12 | Mrs. Robertson is our Primary SAI/Interventionist who assists students who are experiencing difficulties with reading abilities. 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 | Other | Sharifa has been at Manatee Elementary for 5 years. She has been in the role of School Behavioral Health Professional since the 2021-2022 school year. As the BHP, Mrs. Colquhoun works to foster social-emotional learning at the universal level throughout the school campus. In addition, she works with students at the supplemental level for those students who are in need of more support. |
| Cartossa, Jennifer | Teacher, K-12 | Mrs. Cartossa is a second-grade teacher who has been at Manatee since 2021. She is a teacher leader for the second-grade team and our School Advisory Council chair. Mrs. Cartossa leads and provides input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers, and parents. Mrs. Cartossa analyzes data and supports teachers as they implement current best practices. |

**Stakeholder Involvement and SIP Development**
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders, such as school leadership, teachers, school staff, as well as parents and business partners provided input during the SIP process. All stakeholders present at the May 2023 SAC meeting were a part of the discussion in regard to data we currently had to support the development of the FY24 SIP. The topics discussed were:
ELA: Phonics, Writing, and Vocabulary data, strategies, and resources to consider
Math: Data, strategies, and resources to consider
Science: Fair Game Benchmarks vertical planning need, as well as resources to consider

**SIP Monitoring**
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state's academic standards, particularly those students with the greatest achievement gap, our Students with Disabilities. The team will analyze data from various data sources such as USAs, FSQs, iReady, and other local and state assessments. They will monitor the data on a timely basis specifically for the SIP goals, but also the overall progress of all students.

Teachers will have individual and class goals monitored and discussed at the PLC meetings to support the achievement of students. Teachers will also gather ongoing informal data to make instructional decisions to move more students towards proficiency and increased academic performance. This data will be used to support steps in meeting our established grade level goals and SIP goals.

| **Demographic Data** | |
|---|---|
| Only ESSA identification and school grade history updated 3/11/2024 | |
| **2023-24 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 |
| **2022-23 Title I School Status** | No |
| **2022-23 Minority Rate** | 53% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 44% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification** *updated as of 3/11/2024 | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) | Students With Disabilities (SWD)* English Language Learners (ELL) |

| (subgroups below the federal threshold are identified with an asterisk) | Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL) |
|---|---|
| **School Grades History** *2022-23 school grades will serve as an informational baseline. | 2021-22: A  2019-20: A  2018-19: A  2017-18: A |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

**Early Warning Systems**

**Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Absent 10% or more days | 0 | 35 | 34 | 23 | 21 | 28 | 0 | 0 | 0 | 141 |
| One or more suspensions | 0 | 3 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 7 |
| Course failure in English Language Arts (ELA) | 0 | 18 | 47 | 39 | 28 | 26 | 0 | 0 | 0 | 158 |
| Course failure in Math | 0 | 9 | 17 | 27 | 52 | 28 | 0 | 0 | 0 | 133 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 5 | 23 | 15 | 0 | 0 | 0 | 43 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 40 | 19 | 20 | 0 | 0 | 0 | 79 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 7 | 8 | 10 | 16 | 11 | 0 | 0 | 0 | 52 |
| | 0 | 8 | 19 | 17 | 24 | 15 | 0 | 0 | 0 | 83 |

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 11 | 19 | 30 | 36 | 29 | 0 | 0 | 0 | 125 |

**Using the table above, complete the table below with the number of students identified retained:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 41 | 34 | 34 | 21 | 24 | 0 | 0 | 0 | 154 |
| One or more suspensions | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 8 | 29 | 25 | 23 | 26 | 0 | 0 | 0 | 111 |
| Course failure in Math | 0 | 7 | 12 | 18 | 15 | 20 | 0 | 0 | 0 | 72 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 9 | 17 | 0 | 0 | 0 | 30 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 2 | 19 | 0 | 0 | 0 | 21 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 4 | 9 | 14 | 9 | 17 | 0 | 0 | 0 | 53 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 7 | 17 | 18 | 16 | 27 | 0 | 0 | 0 | 85 |

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 41 | 34 | 34 | 21 | 24 | 0 | 0 | 0 | 154 |
| One or more suspensions | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 8 | 29 | 25 | 23 | 26 | 0 | 0 | 0 | 111 |
| Course failure in Math | 0 | 7 | 12 | 18 | 15 | 20 | 0 | 0 | 0 | 72 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 9 | 17 | 0 | 0 | 0 | 30 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 2 | 19 | 0 | 0 | 0 | 21 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 4 | 9 | 14 | 9 | 17 | 0 | 0 | 0 | 53 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 7 | 17 | 18 | 16 | 27 | 0 | 0 | 0 | 85 |

### The number of students identified retained:

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

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 72 | 53 | 53 | 74 | 59 | 56 | 75 | | |
| ELA Learning Gains | | | | 68 | | | 78 | | |
| ELA Lowest 25th Percentile | | | | 52 | | | 62 | | |
| Math Achievement* | 69 | 57 | 59 | 70 | 53 | 50 | 66 | | |
| Math Learning Gains | | | | 68 | | | 58 | | |
| Math Lowest 25th Percentile | | | | 53 | | | 29 | | |
| Science Achievement* | 66 | 54 | 54 | 60 | 59 | 59 | 67 | | |
| Social Studies Achievement* | | | | | 66 | 64 | | | |
| Middle School Acceleration | | | | | 54 | 52 | | | |
| Graduation Rate | | | | | 47 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 70 | 56 | 59 | 70 | | | 58 | | |

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 69 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 347 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 64 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 515 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99 |
| Graduation Rate | |

**ESSA Subgroup Data Review (pre-populated)**

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 47 | | | |
| ELL | 65 | | | |
| AMI | | | | |
| ASN | 76 | | | |
| BLK | 53 | | | |
| HSP | 68 | | | |
| MUL | 63 | | | |
| PAC | | | | |

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| WHT | 75 | | | |
| FRL | 58 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 40 | Yes | 1 | |
| ELL | 67 | | | |
| AMI | | | | |
| ASN | 79 | | | |
| BLK | 49 | | | |
| HSP | 69 | | | |
| MUL | 67 | | | |
| PAC | | | | |
| WHT | 64 | | | |
| FRL | 58 | | | |

## Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 72 | | | 69 | | | 66 | | | | | 70 |
| SWD | 46 | | | 41 | | | 53 | | | | 5 | 52 |
| ELL | 66 | | | 71 | | | 53 | | | | 5 | 70 |
| AMI | | | | | | | | | | | | |
| ASN | 72 | | | 89 | | | 80 | | | | 5 | 65 |
| BLK | 56 | | | 54 | | | 53 | | | | 4 | |
| HSP | 69 | | | 66 | | | 57 | | | | 5 | 76 |

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| MUL | 75 | | | 63 | | | | | | | 3 | |
| PAC | | | | | | | | | | | | |
| WHT | 77 | | | 72 | | | 73 | | | | 4 | |
| FRL | 61 | | | 55 | | | 52 | | | | 5 | 68 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 74 | 68 | 52 | 70 | 68 | 53 | 60 | | | | | 70 |
| SWD | 42 | 42 | 38 | 40 | 45 | 33 | 17 | | | | | 64 |
| ELL | 68 | 78 | 72 | 65 | 66 | 71 | 47 | | | | | 70 |
| AMI | | | | | | | | | | | | |
| ASN | 83 | 81 | | 88 | 81 | | | | | | | 61 |
| BLK | 58 | 53 | 43 | 40 | 60 | 60 | 43 | | | | | 36 |
| HSP | 76 | 73 | 63 | 70 | 72 | 61 | 55 | | | | | 81 |
| MUL | 72 | 68 | | 66 | 58 | | 73 | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 76 | 68 | 53 | 76 | 69 | 44 | 65 | | | | | |
| FRL | 63 | 65 | 61 | 55 | 58 | 50 | 44 | | | | | 68 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 75 | 78 | 62 | 66 | 58 | 29 | 67 | | | | | 58 |
| SWD | 47 | 65 | 65 | 38 | 35 | 26 | 45 | | | | | 39 |
| ELL | 67 | 86 | | 63 | 55 | | 78 | | | | | 58 |
| AMI | | | | | | | | | | | | |
| ASN | 90 | 100 | | 86 | 90 | | 90 | | | | | 73 |
| BLK | 56 | 65 | | 48 | 29 | | 50 | | | | | 38 |
| HSP | 74 | 79 | 67 | 58 | 53 | 36 | 67 | | | | | 56 |
| MUL | 81 | 77 | | 72 | 77 | | 86 | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 78 | 78 | 65 | 70 | 59 | 33 | 66 | | | | | 75 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| FRL | 65 | 71 | 55 | 50 | 46 | 28 | 62 | | | | | 52 |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 72% | 56% | 16% | 54% | 18% |
| 04 | 2023 - Spring | 82% | 58% | 24% | 58% | 24% |
| 03 | 2023 - Spring | 66% | 48% | 18% | 50% | 16% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 100% | 54% | 46% | 54% | 46% |
| 03 | 2023 - Spring | 73% | 57% | 16% | 59% | 14% |
| 04 | 2023 - Spring | 74% | 52% | 22% | 61% | 13% |
| 05 | 2023 - Spring | 62% | 56% | 6% | 55% | 7% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 66% | 51% | 15% | 51% | 15% |

## III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Third grade ELA showed the lowest performance with 66% proficient as compared to 82% (4h grade) and 72% (5th grade).

The third graders who were assessed in FY23 were our students impacted by COVID during their kindergarten year when all students went to virtual learning. Many of these students continued with virtual learning in first grade and some continued with home education or Florida Virtual School as second graders. They transitioned to third grade with gaps in their learning which impacted overall third-grade proficiency.

Another data component showing low performance was our subgroup of SWD. 42% of female SWD and 43% of male SWD were proficient as assessed during the PM3 window for ELA. While the males had a higher percent proficient in Math at 46%, only 26% of female SWD were proficient.

Additionally, we are a large school that experiences intermittent challenges during attempts to provide additional academic support due to the limited number of excess instructional staff. Many of our SWD are also our students showing the need for supplemental and intensive interventions.

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

ELL ELA proficiency showed the greatest decline from the prior year with a decrease in proficiency of 6%.

With the implementation of a new reading curriculum and B.E.S.T. standards in grades 3-5, teachers are still working to deepen their understanding of the content and standards.

Many of our ELL students are in School Based Team and receive supplemental and intensive interventions or have ESE eligibility.

Additionally, we are a large school that experiences intermittent challenges during attempts to provide additional academic support due to the limited number of excess instructional staff. We had 2 ELL teachers providing support to our ELLs.

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

Fourth-grade reading proficiency had the greatest gap when compared to the state average. Manatee 4th graders had a proficiency rate of 82% while the state was 58% Our 4th grader proficiency rate was 24% higher than the state of Florida.

The 4th-grade team collaboratively plans for instruction to meet the needs of learners by using current data from formal and informal assessments. FY23 was the second year of our fourth graders being self-contained with one teacher for all subjects. This has assisted with building a positive classroom climate to increase student achievement.

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

Fourth-grade reading proficiency showed the most improvement from FY22 to FY23. Manatee 4th graders had a proficiency rate of 82% while the state was 58% Our 4th grader proficiency rate was 24% higher than the state of Florida.

The 4th-grade team collaboratively plans for instruction to meet the needs of learners by using current data from formal and informal assessments. FY23 was the second year of our fourth graders being self-

contained with one teacher for all subjects. This has assisted with building a positive classroom climate to increase student achievement. showed the most improvement.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Reflecting on the EWS data from Part I, one potential areas of concern is the number of students with course failure (ND on the report card) in ELA and Math. Over 10%, 158 students, have an Early Warning Sign of course failure in ELA and 133 in Math.

Additionally, 141 students attended school less than 90% of the days. Of these 141, 25% were kindergarten students. We want to support the families in understanding the importance of school attendance and put strong habits in place.

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

Supporting our new teachers and staff as they acclimate to Manatee and the field of teaching.

Monitoring all teachers' implementation of the new B.E.S.T. standards.

Monitoring all teachers' implementation of the Benchmark Reading Curriculum.

Monitoring the Implementation of teaching the writing process and correlating the instruction to align to B.E.S.T. standards.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a 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 follow all Florida statutes, rules, and contractual mandates.

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

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

On the FY24 SEQs Manatee will see an increase in positive responses in the following area:
Students respect each other at this school will increase from 72% to 75% from all SEQ participants.
Students respect each other at this school will increase from 59% to 62% as rated by students.

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

Principal and Assistant Principals: The administrative staff supports and encourages collaboration among staff members, with a proper focus on 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 PBiS within their classroom environments. They provide opportunities that encourage positive classroom climates and an overall positive school community
during lessons/discussions that include oral and written presentations.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Continue implementation of PBiS to continue to cultivate a positive climate.

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.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring PBiS through data. Our PBiS 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.

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.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Principal: Promoting collaboration among staff members, with 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. Through small group interactions and experiences for students, our counselor ensures students feel safe, welcome, and included.

BHP: Supports the behavioral and mental health of students.

Teachers: incorporate PBiS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. PBiS assists schools to improve social, emotional, behavioral and academic outcomes for children. To ensure all students have equitable and equal opportunity to learn in a positive environment.

Tier 1: Universal Prevention (All)- supports serve as the
foundation for behavior and academics.

Tier 2: Targeted Prevention (Some) support focuses on improving
specific skill deficits.

Tier 3: Intensive, Individualized Prevention (Few).

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

**By When:** Ongoing

**#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When analyzing the data and performance of Students with Disabilities from F.A.S.T. Math results from FY23, 36% were proficient. Due to the percent proficient in this ESSA subgroup, we will be strategic with our monitoring of student progress and growth.

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

In FY24, increase proficiency of SWD in Math by 5%, from 36% to 41%, by June 2024.

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

Administration will attend PLCs and monitor PLC minutes.

Administration will analyze data trends of SWD in specific classrooms and across grade levels and schoolwide to collaborate with teachers regarding results.

Administration will monitor the progress of SWD students during supplemental/intensive interventions as well as while SWD students are working towards their IEP goals with all teachers.

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.

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, Unit Standardized
Assessments, Reading Running Records, District Diagnostics.

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

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teachers will use the intervention of differentiating instruction in small groups to meet the needs of all learners. They will implement ongoing progress monitoring to gather current data to make instructional decisions.
2. Teachers will incorporate the use of technology-based programs including iReady and provide lessons that are differentiated based on student needs.
3. PLCs will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Tutorial program to ensure learning supplemented with additional resources and teacher support.
5. Parent-teacher communication to enhance "home to school" connections">

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific 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 tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. PLC's and PDs 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.
4. Students who participate in the tutorial program have demonstrated an increase in student achievement based on the most recent data from standardized tests.
5. Parent/home communication targeting best practices to be ongoing.

### Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### 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.

Use formal and informal assessment data to inform academic instruction.
Plan for small group instruction during the school day and afterschool.
Provide professional development and ongoing instructional support for teachers.

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

**By When:** Ongoing

| #3. Instructional Practice specifically relating to ELA |
|---|

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on data from F.A.S.T. from FY23, 66% of our third grade students were proficient in ELA.

Our goal is to be strategic and focus on standards-based instruction to ensure best practices are implemented not only in third-grade ELA instruction but across all grade levels and content areas.

At Manatee, we will continue to provide all students the opportunity to reach their potential and increase student achievement. We will continue to cultivate a culture of high expectations and promote continuous improvement by engaging students in the full intent and rigor of the B.E.S.T. Standards.

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

Increase 3rd Grade ELA proficiency by 3%, from 66% to 69%, by June 2024 as assessed on the FY24 F.A.S.T. Reading Assessment.

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

Administration and teacher leaders as well as mentors will work with teachers to make informed decisions based on data. The data will be collected from a variety of sources including but not limited to formative assessments during instruction, summative assessments (SDPBC FSQs & USAs, iReady diagnostics & summative assessments), classroom observations and
anecdotal notes to monitor student progress.

The Leadership Team will work with the teachers to provide feedback to support instruction to include a review of lesson plans, data analysis, data chats with teachers and students, classroom walks, review of student work, parent conferences, and formal and informal observations.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teachers will use the intervention of differentiating instruction in small groups to meet the needs of all learners. They will implement ongoing progress monitoring to gather current data to make instructional decisions.
2. Teachers will incorporate the use of technology-based programs including iReady and provide lessons that are differentiated based on student needs.
3. PLCs will ensure teachers collaboratively unite to focus on best practices and methodologies.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific 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 tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. 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.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Use formal and informal assessment data to inform academic instruction.
Plan for small group instruction during the school day and afterschool.
Provide professional development and ongoing instructional support for teachers.

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

**By When:** Ongoing

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The Leadership Team will review school improvement funding allocations and ensure resources are allocated based on needs.

1. Review data to identify strengths and next steps for student achievement.
2. Identify students with learning gaps and what their needs are.
3. Research vetted resources aligned to B.E.S.T. Standards and best practices for teaching and learning.
4. Identify the funding source to purchase resource materials needed to support and continue to improve student achievement and growth.
5. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
6. The District Reading Collaboration team provides professional development to schools based on needs.

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports

for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

**Area of Focus Description and Rationale**
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

**Grades 3-5: Instructional Practice specifically related to Reading/ELA**

**Measurable Outcomes**
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2 Measurable Outcomes**

**Grades 3-5 Measurable Outcomes**

## Monitoring

**Monitoring**
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

**Person Responsible for Monitoring Outcome**
Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs**

**Description:**
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

**Rationale:**
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

**Action Steps to Implement**
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

| Action Step | Person Responsible for Monitoring |
| --- | --- |

# Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

Not applicable to our school.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Not applicable to our school.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Not applicable to our school.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Not applicable to our school.

**Optional Component(s) of the Schoolwide Program Plan**
Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Not applicable to our school.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Not applicable to our school.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Not applicable to our school.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Not applicable to our school.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Not applicable to our school.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

| 1 | III.B. | Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment | | | | $6,292.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5000 | 100 | 2241 - Manatee Elementary School | Other Federal | | $6,292.00 |
| 2 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | | | | $6,292.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5000 | 100 | 2241 - Manatee Elementary School | Other Federal | | $6,292.00 |
| 3 | III.B. | Area of Focus: Instructional Practice: ELA | | | | $6,292.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5000 | 100 | 2241 - Manatee Elementary School | Other Federal | | $6,292.00 |
| | | | | | Total: | $18,876.00 |

### Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

Yes