Manatee Cove Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Manatee Cove Elementary School

734 W OHIO AVE, Orange City, FL 32763

http://myvolusiaschools.org/school/manateecove/pages/default.aspx

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

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.

Each one of us in the Manatee Cove family will work together to create a safe haven for learning where all can reach their personal best.

Provide the school's vision statement.

We at Manatee Cove Elementary believe:
• in committing to high expectations which embrace progress and change while providing the opportunities for continuous physical, emotional, social and intellectual development.
• it is the responsibility of the school community to create a safe haven physically and emotionally for all.
• developing a love for learning and the discovery of new concepts will set the stage for all future educational endeavors.
• that a school community should embrace cultural diversity, a spirit of learning, mutual caring and respect.
• that all success and achievement should be recognized and celebrated.
• open communication and the involvement of students staff, families and community are vital to the school.

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
Douglas, Alicia	Principal	• Work with district leadership to access and collect data for stakeholders and school based, specifically School Leadership Team (SLT), teams. • Collaborate with administrative team (AP and Academic Coach) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with district leadership and administrative team to facilitate SLT SIP Planning meeting; assign roles and responsibilities for SIP process. • Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. • Plan for and facilitate teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials and resources (i.e. district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Initiate, plan, and facilitate meetings with key stakeholders (district, school, families, etc.) to ensure the SIP Areas of Focus align with Volusia County School's Strategic Plan 2020-2023 and the academic and social emotional needs of students (Kindergarten –5th). • Collaborate with SLT to determine action steps for the determined SIP Areas of Focus; ensure action steps align with the SIP's determined Areas of Focus. • Identify and designate personnel to monitor action steps and progress monitoring data; identified personnel will also monitor the implementation of SIP action steps for fidelity and effectiveness. Reflect on progress monitoring data, lead team into decisionmaking regarding any action step modifications. • Complete observations/walkthroughs. Collaborate with district leaders, administrative team, SLT, and instructional staff to identify professional development needs. Schedule and plan for professional development. Support instructional staff in professional growth.

Name	Position Title	Job Duties and Responsibilities
Cobb, Corrine	Assistant Principal	Assist principal with the collection of data for stakeholders and schoolbased teams—specifically the School Leadership Team (SLT) and School Advisory Council. Collaborate with administrative team (Principal and Academic Coach) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with administrative team to facilitate SLT SIP Planning meeting based on district agendas and presentations. Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. • Support principal in the planning and facilitation of teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Support principal in the planning and facilitation of SIP meetings with key stakeholders (district, school, families, etc.). • Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus. Monitor the implementation of SIP action steps for fidelity and effectiveness. Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications. • Complete observations/walkthroughs. Collaborate with administrative team, SLT, and instructional staff to identify professional development needs. Schedule, plan for, and present professional development. Support instructional staff in professional growth. • Oversee the facilitation and completion of school based climate surveys. Collect, synthesize, and report climate survey data and SEL goal progress to stakeholders (August; November/December; February; May) • Create annual School Improvement Plan document in CIMS; upload necessary documentation into platforms

Name	Position Title	Job Duties and Responsibilities
Cascio, Jennifer	Instructional Coach	Academic Coach will assist with the collection of data for stakeholders and school-based teams—specifically the School Leadership Team (SLT). Collaborate with administrative team (principal and AP) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with administrative team to facilitate SLT SIP Planning meeting based on district agendas and presentations. Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. • Support principal in the planning and facilitation of teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Support principal in the planning and facilitation of SIP meetings with stakeholders. • Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus. Monitor the implementation of SIP action steps for fidelity and effectiveness. Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications. • Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and

Name	Position Title	Job Duties and Responsibilities
		acceleration. • Upload necessary documentation into platforms
VanEngen, Susan	Instructional Coach	Academic Coach will assist with the collection of data for stakeholders and school-based teams—specifically the School Leadership Team (SLT). Collaborate with administrative team (principal and AP) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with administrative team to facilitate SLT SIP Planning meeting based on district agendas and presentations. Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. • Support principal in the planning and facilitation of teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Support principal in the planning and facilitation of SIP meetings with stakeholders. • Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus. Monitor the implementation of SIP action steps for fidelity and effectiveness. Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications. • Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional support, professional development,

Name	Position Title	Job Duties and Responsibilities
		materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Upload necessary documentation into platforms
Abbey, William	Instructional Coach	Academic Coach will assist with the collection of data for stakeholders and school-based teams—specifically the School Leadership Team (SLT). Collaborate with administrative team (principal and AP) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with administrative team to facilitate SLT SIP Planning meeting based on district agendas and presentations. Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. • Support principal in the planning and facilitation of teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Support principal in the planning and facilitation of SIP meetings with stakeholders. • Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus. Monitor the implementation of SIP action steps for fidelity and effectiveness. Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications. • Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant

Name	Position Title	Job Duties and Responsibilities
		action steps for the Areas of Focus • Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Upload necessary documentation into platforms

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.

The process for involving stakeholders is through our school leadership team meetings, School Advisory Council meetings, and parent, student, and teacher surveys. Through these avenues we share our data and discuss the trends of the data. Input is provided through these meetings and surveys to help develop the School Improvement plan.

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 through the use of classroom walk through data on the identified four look fors which are directed aligned to state benchmarks. District and state assessment data is discussed and analyzed and revisions are made to the plan based on the trends. Students with the greatest achievement gap have been identified and teachers have been notified of those students at risk. During PLC meetings the data of these students will be monitored to determine the next action steps to ensure continuous improvement.
Manatee Cove's administrative team will meet monthly with the School
Leadership Team (SLT). The SLT consists of a teacher representative from each grade level. At these meetings PBIS, MTSS, and academic data will be shared and discussed. Ormond Beach Elementary's administrative team will meet monthly with the School Advisory Committee (SAC). SAC consists of school staff, parents, students, and business and community leaders. At SAC meetings data will be shared to gain input from all stakeholders. Manatee Cove Elementary with stakeholder input will revise the SIP plan to ensure continuous improvement.

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	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) 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: C 2019-20: C 2018-19: C 2017-18: B
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	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	14	31	53	35	48	34	0	0	0	215
One or more suspensions	1	8	10	12	11	13	0	0	0	55
Course failure in English Language Arts (ELA)	0	0	0	1	2	6	0	0	0	9
Course failure in Math	0	0	0	0	3	4	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	0	15	39	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	0	14	43	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	8	2	14	29	0	0	0	58

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	8	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) 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	7	57	31	55	22	32	0	0	0	204
One or more suspensions	0	11	7	20	12	14	0	0	0	64
Course failure in ELA	0	0	0	15	4	4	0	0	0	23
Course failure in Math	0	0	0	9	2	4	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	32	14	32	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	25	22	31	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	7	4	8	2	7	0	0	0	32

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	4	11	5	34	19	28	0	0	0	101

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	4	30	4	1	0	0	0	41
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	7	57	31	55	22	32	0	0	0	204
One or more suspensions	0	11	7	20	12	14	0	0	0	64
Course failure in ELA	0	0	0	15	4	4	0	0	0	23
Course failure in Math	0	0	0	9	2	4	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	32	14	32	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	25	22	31	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	7	4	8	2	7	0	0	0	32

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	4	11	5	34	19	28	0	0	0	101

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	4	30	4	1	0	0	0	41
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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*	42	52	53	50	53	56	58		
ELA Learning Gains				52			56		
ELA Lowest 25th Percentile				40			25		
Math Achievement*	43	55	59	50	42	50	53		
Math Learning Gains				65			56		
Math Lowest 25th Percentile				56			38		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	55	62	54	54	55	59	59		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	53	60	59	46			59		

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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	238
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	8
Percent Tested	98
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	26	Yes	4	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK	29	Yes	1	1
HSP	38	Yes	1	
MUL				
PAC				
WHT	60			
FRL	42			

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	34	Yes	3	
ELL	46			
AMI				
ASN				
BLK	45			
HSP	46			
MUL	40	Yes	1	
PAC				
WHT	56			
FRL	47			

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	42			43			55					53
SWD	22			20			11				5	50
ELL	20			27			38				5	53
AMI												
ASN												
BLK	21			28			42				4	
HSP	30			32			45				5	53
MUL												
PAC												
WHT	56			54			69				4	
FRL	34			36			45				5	61

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	50	52	40	50	65	56	54					46
SWD	28	25	23	30	43	39	40					46
ELL	41	50	23	35	68	65	42					46
AMI												
ASN												
BLK	25	65	60	33	60	50	21					
HSP	42	47	33	39	60	59	42					43
MUL	40											
PAC												
WHT	60	51	33	60	70	56	65					
FRL	44	49	38	44	63	55	41					43

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	58	56	25	53	56	38	59					59
SWD	22	29		35	43	45	8					
ELL	39	38		33	31		31					59

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
AMI												
ASN												
BLK	54	45		42	36		42					
HSP	47	55	10	36	45	45	41					57
MUL	64			73								
PAC												
WHT	63	57	36	61	64		68					
FRL	53	49	26	47	49	45	51					57

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	38%	53%	-15%	54%	-16%
04	2023 - Spring	52%	57%	-5%	58%	-6%
03	2023 - Spring	44%	53%	-9%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	44%	57%	-13%	59%	-15%
04	2023 - Spring	46%	59%	-13%	61%	-15%
05	2023 - Spring	50%	55%	-5%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	61%	-5%	51%	5%

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.

At Manatee Cove Elementary school, according to our PM3 data, our 5th Grade ELA data had the lowest performance at 38% proficient.
Contributing factors: The entire instructional team was brand new to school and grade level, and the team was departmentalized and planned together. Our academic coach was the only coach on campus, therefore minimal coaching was provided with a large amount of new instructional teachers. The instructional coach was supporting a lot of new staff in addition to providing interventions to groups of students.

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

At Manatee Cove elementary school, according to PM3 data, our 4th Grade Math data had the greatest decline from the prior year. Performance decreased by 20% to 46% proficient.

Contributing factors: The entire instructional team was new, and they were not departmentalized. Planning not implemented with fidelity.

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.

At Manatee Cove elementary school our 5th Grade ELA PM3 scores are 16% below the state. In addition, 3rd and 4th Math are all 15% points below the state.
Contributing factors: A lack of use of the planning protocol and new instructional teams on most grade levels. Lack of systems in place to communicate expectations. Planning was inconsistent this year due to having one instructional coach to support all grade level teams.

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

At Manatee Cove elementary school, the 4th grade cohort increased in ELA from 39% to 52% on the PM3. The 4th grade cohort increased in math from 34% to 46%. Even though the score decreased for 4th grade, the cohort showed an increase.
New Actions/contributing factors: Instructional practices changed to include teacher departmentalization.

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

Students receiving a level one in current fourth graders for math is a concern, in addition to the amount of level 1 students for our current 5th grade. Attendance for second and fourth grade are an area of concern as well.

Math level 1- for our current 4th grades- 43 had a level 1.
ELA level 1- for our current 5th grade 39 had a level 1.
Second grade attendance- 53- below 90% 4th grade attendance 48 below 90%

Looking at the data it is evident we need to strengthen our MTSS system and problem solving to ensure root causes are identified and targeted.

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

The systems identified as needing the most attention on our campus for the upcoming school year are:
1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment
2. Instructional Practice specifically relating to Collaborative Planning
A trend that has been identified is the need to provide ongoing monitoring of these systems to ensure there is evidence of implementation and impact.

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

#1. Instructional Practice specifically relating to Collaborative Planning

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.

At Manatee Cove Elementary School, we have had inconsistencies with engagement, facilitation, and implementation of collaborative planning. As a team, we will share planning protocols and expectations that support collaborative planning with the goal of improving student outcomes and instructional practices. Through collaborative planning we will have explicit instruction aligned to the benchmark and intended learning, tasks aligned to the benchmark and intended learning, questions that deepen understanding of the intended learning , and student opportunities to collaborate.

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

Student Practice:
- After administration of PM1 and PM2, all students will show growth consistent with state growth trends.
- By October 15, 48% of students will demonstrate proficiency in ELA & 49% of students will demonstrate proficiency in Math.
- By January 15th, 51% of students will demonstrate proficiency in ELA & 52% of students will demonstrate proficiency in Math.
- By April 10th, 54% of students will demonstrate proficiency in ELA & 54% of students will demonstrate proficiency in Math.

Teacher Practice:
-By October 15, 80% of teachers will participate in collaborative planning that embeds questions to deepen student understanding. This collaborative planning will occur twice a month during PLCs and weekly after school on Wednesdays.
-By October 15, 50% of teachers will provide students with explicit instruction and benchmark-aligned tasks as evidenced by walkthroughs

-By January 15, 90% of teachers will participate in collaborative planning that embeds questions to deepen student understanding. This collaborative planning will occur twice a month during PLCs and weekly after school on Wednesdays.
-By January 15, 75% of teachers will provide students with explicit instruction and benchmark-aligned tasks as evidenced by walkthroughs

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

Student Practice:
Disaggregating student performance data (i.e. VBA ,i-Ready, & Progress Monitoring) to inform instruction and tier student support.

Teacher Practice:
Classroom walkthrough trend data will be collected and analyzed weekly with a focus on look-fors (i.e. task alignment, explicit instruction, questioning, and collaboration.)
Administration and coaches will attend common planning to monitor for benchmark-aligned planning of tasks, questioning, and collaboration.)

Person responsible for monitoring outcome:

Alicia Douglas (addougla@volusia.k12.fl.us)

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.)

Our evidence-based strategy is Collective Teacher Efficacy. We will monitor it through frequent walkthroughs by school-based administration, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.

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

Collective Teacher Efficacy has an effect size of 1.57 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 1.57, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes collective teacher efficacy as those who:
- Have a collective belief in their ability to positively affect students.
- Work together to set high challenging expectations.
- Have collaborative conversations based on evidence.
- Have a combined belief that it is the teachers who cause learning.

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.

Schedule collaborative planning weekly and half day planning for instructional staff.

Person Responsible: Alicia Douglas (addougla@volusia.k12.fl.us)

By When: August 22nd. This will be done weekly on Wednesdays. Allotted days selected for throughout the school year for half day planning.

Analyze the topic/content standard/benchmark to determine what students need to know.

Person Responsible: Alicia Douglas (addougla@volusia.k12.fl.us)

By When: August 22. Continued weekly on Wednesdays.

Review curriculum resources, instructional focus guides and/or pacing guides in order to align tasks to the standard and appropriately select complex texts linked to content standards/benchmarks

Person Responsible: Alicia Douglas (addougla@volusia.k12.fl.us)

By When: August 22. Continued weekly on Wednesdays.

Discussion of possible student misconceptions to benchmarks/standards.

Person Responsible: Alicia Douglas (addougla@volusia.k12.fl.us)

By When: August 22. Continued weekly on Wednesdays.

Create daily guiding questions aligned to ELA Benchmarks that provide a purpose for reading and connect to the big understanding.

Person Responsible: Alicia Douglas (addougla@volusia.k12.fl.us)

By When: August 22. Continued weekly on Wednesdays.

#2. 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.

At Manatee Cove Elementary, we have had high teacher turnover and a lack of support being provided to our teachers, especially the new teachers. There is work we need to do on support our teachers and implementing systems to help make teachers practice more successful which ultimately makes students more successful. Differentiating coaching support for teachers based on need, coaching teachers regarding tiering supports necessary for individual student need, providing relevant professional learning that allows for easy implementation, and celebrating the success of students, teachers, and staff when goals are attained will be implemented.

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

Our goal will be to increase the percentage of our SWD and MUL subgroups to 41% of students meeting proficiency in ELA, Math, and Science. In addition Manatee Cove will increase proficiency to an average of 54% for ELA, Math, and Science on the FAST. We will utilize District unit assessments, ongoing progress monitoring data from the FAST to monitor progress.

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

This will be monitored through fidelity checks of the interventions to ensure the fidelity and integrity of implementation. PLC's will engage in data analysis of lowest quartile and ESSA subgroup students to review instructional, curriculum and/or individual student and teacher needs.

Person responsible for monitoring outcome:

Alicia Douglas (addougla@volusia.k12.fl.us)

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.)

Our evidence-based strategy is Multi Tiered System of Support utilizing response to intervention. We will monitor implementation through frequent walkthroughs by schoolbased administration, coaches, and the district support team. Grade level teams and individual teachers will analyze data to inform instruction.

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

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom (Tier 1). Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Those not making progress are then provided with increasingly intensive instruction usually in small groups (Tier 2). If still no progress, then students receive individualized, intensive interventions that target the students' skill deficits (Tier 3).

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.

Differentiated coaching support for teachers based on need.

Person Responsible: Alicia Douglas (addougla@volusia.k12.fl.us)

By When: August 14.

Coach teachers regarding tiering supports necessary for individual student need.

Person Responsible: Alicia Douglas (addougla@volusia.k12.fl.us)

By When: On going throughout the year. Initiated the week of Aug. 9

Provide relevant professional learning that allows for easy implementation.

Person Responsible: Alicia Douglas (addougla@volusia.k12.fl.us)

By When: August 30

Celebrate the success of students, teachers, and staff when goals are attained

Person Responsible: Alicia Douglas (addougla@volusia.k12.fl.us)

By When: October 15

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).

Through FAST data and input from parent, teacher, and student surveys and SAC input school improvement funds are allocated based off need. Title I funds are allocated this school year for two academic coaches, collaborative planning, supplemental instructional materials and supplies for grade levels, and training for Thinking Maps. Because of need for collaborative planning and a positive culture and environment these resources will ensure both areas of focus can be addressed.

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

46 % of students in grades K and 1 scored below 40th percentile.
43% of students in grade 2 scored below 40th percentile.

Area of Focus: Instructional Practice specifically relating to collaborative Planning.
At Manatee Cove Elementary School, we have had inconsistencies with engagement, facilitation, and implementation of collaborative planning. As a team, we will share planning protocols and expectations that support collaborative planning with the goal of improving student outcomes and instructional practices.

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

52% of our third graders scored below a level 3 on the FAST.
43% of our fourth graders scored below a level 3 on FAST.
57% of our fifth graders scored below a level 3 on FAST.

Area of Focus: Instructional Practice specifically relating to collaborative Planning.
At Manatee Cove Elementary School, we have had inconsistencies with engagement, facilitation, and implementation of collaborative planning. As a team, we will share planning protocols and expectations that support collaborative planning with the goal of improving student outcomes and instructional practices.

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

Student Practice:
- After the second administration of STAR, all students will show growth consistent with state growth trends.
- By October 15, 48% of students will demonstrate proficiency in ELA.
- By January 15th, 51% of students will demonstrate proficiency in ELA.
- By April 10th, 54% of students will demonstrate proficiency in ELA.

Teacher Practice:
-By October 15, 80% of teachers will participate in collaborative planning that embeds questions to deepen student understanding. This collaborative planning will occur twice a month during PLCs and weekly after school on Wednesdays.
-By October 15, 50% of teachers will provide students with explicit instruction and benchmark-aligned tasks as evidenced by walkthroughs

-By January 15, 90% of teachers will participate in collaborative planning that embeds questions to deepen student understanding. This collaborative planning will occur twice a month during PLCs and weekly after school on Wednesdays.
-By January 15, 75% of teachers will provide students with explicit instruction and benchmark-aligned tasks as evidenced by walkthroughs

Grades 3-5 Measurable Outcomes

Student Practice:
- After administration of PM1 and PM2, all students will show growth consistent with state growth trends.
- By October 15, 48% of students will demonstrate proficiency in ELA.
- By January 15th, 51% of students will demonstrate proficiency in ELA.
- By April 10th, 54% of students will demonstrate proficiency in ELA.

Teacher Practice:
-By October 15, 80% of teachers will participate in collaborative planning that embeds questions to deepen student understanding. This collaborative planning will occur twice a month during PLCs and weekly after school on Wednesdays.
-By October 15, 50% of teachers will provide students with explicit instruction and benchmark-aligned tasks as evidenced by walkthroughs

-By January 15, 90% of teachers will participate in collaborative planning that embeds questions to deepen student understanding. This collaborative planning will occur twice a month during PLCs and weekly after school on Wednesdays.
-By January 15, 75% of teachers will provide students with explicit instruction and benchmark-aligned tasks as evidenced by walkthroughs

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.

Our evidence-based strategy is Collective Teacher Efficacy. We will monitor it through frequent walkthroughs by school-based administration, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.

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

Douglas, Alicia, addougla@volusia.k12.fl.us

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?

Collective Teacher Efficacy has an effect size of 1.57 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 1.57, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes collective teacher efficacy
as those who:
- Have a collective belief in their ability to positively affect students.
- Work together to set high challenging expectations.
- Have collaborative conversations based on evidence.
- Have a combined belief that it is the teachers who cause learning.

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?

Due to the need to build the capacity of our teachers and their teaching practices the use of collective teacher efficacy will identify the need to increase student proficiency in ELA. Based off the research student growth should increase by one year of learning.

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
Collaboratively plan for explicit instruction aligned to the benchmark and intended learning, align tasks to the benchmark and intended learning, develop questions that deepen understanding of the intended learning, and plan to provide students with opportunities to collaborate, and teachers planning what to validate for student learning. Teachers will receive professional learning on the planning protocol.	Douglas, Alicia, addougla@volusia.k12.fl.us

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.

Our School Improvement Plan will be shared through our School Advisory Council. At our SAC meetings we will discuss data and keep parents, teachers, and business partners informed. In addition our SIP will be placed on our school webpage and copies will be available in the front office for view. Our SIP will be discussed at faculty meetings and SLT meetings to analyze the action steps towards meeting our goals.

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))

Manatee Cove Elementary has multiple outlets to share the schools goals, happenings at the school, and procedures. These outlets include facebook, Twitter, connect ed messages, family events, and SAC. In addition we have multiple business partners and we are continuing to add more partners. Each week a connect ed message goes home to parents via phone, email, and text. Included on the email are the upcoming benchmarks students will be working on for the week. Our family engagement plan is posted on https://manateecove.vcsedu.org/school-information/title-i-information. Our teachers are encouraged

and required to communicate with parents to keep them involve in the child's progress both academically and behaviorally. Both the principal and assistant principal are visible and accessible for parents and community members.

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))

Manatee Cove Elementary is focusing on collaborative planning this school year. As we focus on sharing planning protocols and provide time for teachers to dive deep into materials, administration will monitor classrooms using look fors. Those look fors include making sure explicit instruction is aligned to the benchmark, tasks are aligned to the benchmark and intended learning, questions are utilized to deepen understanding of the intended learning, and students are provided opportunities to collaborate.

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))

This plan is developed in coordination with funds dedicated to Manatee Cove. Our Title I budget incorporates supplemental materials to support student learning, in addition to academic coaches that provide support to teachers' instructional practice with students. Funds are allotted to tutoring to help accelerate student learning outside the school day.

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))

Manatee Cove has two school counselors. One school counselor meets with targeted groups of students and works with the problem solving team to get supports needed for students. The other school counselor is a special area rotation to all students to teach social emotional lessons. In addition we have a district mental health therapist assigned to our school. He meets with students who have been referred to him through our counselors and administration.
Trained high school students will be providing mentoring services to high needs students during their lunch time once a week. Ms. Douglas is providing approved and designed by the district mentoring training. In addition, we have adult volunteers coming to mentor students who will also be trained by our principal as well.
New teachers to the district are provided a mentor and an academic coach. The Mentor teachers have been trained by the district. Ultimately as the teachers are supported, students will get their needs meet as well to improve students' skills.

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))

Manatee Cove invites outside agencies such as law enforcement to expose and educate students about postsecondary opportunities.

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).

Administration met with high needs families over the summer to provide them with resources for either their students or their families. These resources included small group counseling, one on one counseling, and outside agencies for RBT one on one for students needing assistance with behaviors. Positive reinforcement surveys were completed with students to determine students likes and incentives to increase positive behavior. In addition we have a behavior specialist and district members observing students in class and providing teachers with strategies to utilize based off student needs. MTSS is in effect to meet the needs of students.

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))

MTSS and planning protocol through collaborative planning professional learning our the biggest focus for this school year. With the use of both professional learning instruction should improve. Throughout the school year classroom observations and assessment data will be used to make decisions to drive instruction to meet the needs of students.

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))

At Manatee Cove we have a VPK class, two Pre-K classes, and a Pre-K blended class. These programs have curriculums that prepare students to transition into kindergarten. These programs include letter recognition, number recognition, and social skills.

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: Instructional Practice: Collaborative Planning	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

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

No