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Manatee Elementary School

3425 VIERA BLVD, Viera, FL 32940

<http://www.manatee.brevard.k12.fl.us>

Demographics

Principal: Shannon Daly

Start Date for this Principal: 12/20/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	19%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (81%) 2020-21: (75%) 2018-19: A (82%) 2017-18: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Manatee Elementary School community will design quality learning experiences; fostering an environment of high academic and character standards. (Rev. 19/20)

Provide the school's vision statement.

The Manatee Elementary School community strives to create a nurturing environment which will empower students to meet the challenges of the future. (Rev. 19/20)

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Daly, Shannon	Principal	<p>Mrs. Daly is present every day welcoming families, collaborating with educators and leaders in her building, and observing and participating in classroom experiences. Advance planning is evident and strengthens the success of the school. Her annual themes are well selected based on her careful analysis of survey results from all stakeholders as well as academic data analysis. Her communication methods are routine and informational in a multitude of platforms. Professional development is intentional and purposeful. Mrs. Daly also manages the day-to-day operations such as our budget, facilities, personnel/employment needs, and business support to help us reach our annual goals.</p>
Larkin, Lisa	Assistant Principal	<p>Ms. Larkin supports school and district initiatives and coordinates professional development schedules and agendas. A positive culture is crucial to our success and extra care is given to creating such an environment through our Morning Meetings. Training was completed in August and continuous visitation and support is ongoing. Student behavioral concerns are addressed immediately involving parents and following through with our guidance department in critical situations. State, district, and school assessment calendars are prioritized and organization is established in advance to meet the needs of our students with accommodations. Ms. Larkin oversees our School Improvement Plan goals and initiatives, is our Title IX and Induction and Mentor Program coordinator.</p>
Mellott, Jaki	Assistant Principal	<p>Mrs. Mellott-Grajera oversees Manatee's district and state assessments preparing schedules, materials, technology, teachers, and students to be ready for these protocols and expectations. She works with district, staff, and Florida School Book Depository to ensure Manatee has the materials necessary for instruction. Mrs. Grajera oversees our ESOL Program, strives to build our daily student attendance working closely with families, and is our Mental Health contact. She works closely with our teachers on curriculum development and instructional practices that match the B.E.S.T. standards.</p>
Coffin, Kelly	Teacher, K-12	<p>Mrs. Coffin is an established educator and is serving as a mentor this year to a new teacher to our county as well as our School Advisory Council Chairperson. She sets our calendar, oversees elections and membership processes, organizes our meeting agendas, and is the lead communicator with the members of our team. Mrs. Coffin</p>

Name	Position Title	Job Duties and Responsibilities
		keeps abreast of district and state SAC rules and policies and ensures Manatee Elementary meets state expectations and due dates.
Kellam, Maurica	Instructional Coach	Mrs. Kellam is instrumental in helping research and purchase materials that our staff can utilize professionally for their instructional practices or with students for intervention purposes. She serves as our Instructional Coach and has positively established a very successful weekly Professional Learning Community routine at Manatee. Mrs. Kellam collaborates with teams to analyze data and instruction and to set intervention plans in action. She also serves as an instructor for many of our professional development experiences such as helping our teachers meet the Reading Endorsement requirements. She is an exceptional support system for new and seasoned teachers.
Robinette, Priscilla	Teacher, K-12	Mrs. Robinette serves in the capacity of Manatee Elementary's Co-Chair of our School Advisory Council. She assists Mrs. Coffin with the implementation of following state and district protocols for SAC teams. She is a leader among our instructional staff as well and is a fourth grade teacher that works closely with our ESE staff to meet the needs of all students she serves.

Demographic Information

Principal start date

Wednesday 12/20/2017, Shannon Daly

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

901

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

1

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

7

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	121	111	113	128	135	147	137	0	0	0	0	0	0	892
Attendance below 90 percent	33	32	22	27	26	27	25	0	0	0	0	0	0	192
One or more suspensions	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	1	0	2	6	0	0	0	0	0	0	9
Course failure in Math	0	0	0	1	1	2	9	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	9	4	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	3	7	7	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	3	4	8	4	8	2	0	0	0	0	0	0	29
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	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 who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	1	0	1	4	0	0	0	0	0	0	9

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	6	2	0	1	1	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	88	122	136	140	128	132	0	0	0	0	0	0	837
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	8	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	6	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	1	0	0	1	0	0	0	0	0	0	2
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	2	8	3	0	0	0	0	0	0	13
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	2	9	11	0	0	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	88	122	136	140	128	132	0	0	0	0	0	0	837
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	8	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	6	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	1	0	0	1	0	0	0	0	0	0	2
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	2	8	3	0	0	0	0	0	0	13
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	2	9	11	0	0	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	86%			84%			88%	62%	57%
ELA Learning Gains	78%			77%			74%	60%	58%
ELA Lowest 25th Percentile	69%			60%			75%	57%	53%
Math Achievement	89%			85%			91%	63%	63%
Math Learning Gains	85%			71%			84%	65%	62%
Math Lowest 25th Percentile	77%			66%			78%	53%	51%
Science Achievement	82%			80%			85%	57%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	87%	64%	23%	58%	29%
Cohort Comparison		0%				
04	2022					
	2019	92%	61%	31%	58%	34%
Cohort Comparison		-87%				
05	2022					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-92%				
06	2022					
	2019	82%	60%	22%	54%	28%
Cohort Comparison		-82%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	88%	61%	27%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	91%	64%	27%	64%	27%
Cohort Comparison		-88%				
05	2022					
	2019	85%	60%	25%	60%	25%
Cohort Comparison		-91%				
06	2022					
	2019	93%	67%	26%	55%	38%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	82%	56%	26%	53%	29%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-82%				

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	54	65	64	60	66	58	26				
ELL	80	92		93	83						
ASN	87	60		100	80						
BLK	89	86		96	100						
HSP	83	84		88	88		83				
MUL	89	69		87	77		80				
WHT	86	79	66	89	84	76	81				
FRL	80	70	67	81	81	76	75				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	45	63	52	53	60	60	43				
ELL	59	70		82	80						
ASN	87	82		100	91						
BLK	73	64		76	57						
HSP	82	70		81	80						
MUL	88	72		82	68		89				
WHT	85	79	59	86	70	68	81				
FRL	77	76	72	76	67	61	76				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	51	55	55	63	53	44	47				
ELL	88	92		100	100						
ASN	89	85		100	85						
BLK	68	67		68	67	55					
HSP	88	84	94	92	96	95	71				
MUL	96	72		96	92		90				
WHT	88	72	71	92	82	76	88				
FRL	84	69	74	87	80	74	67				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	566
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	87
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	93
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	85
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	76
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Manatee Elementary showed a positive climb in 100% of the school grade cells this past year and compared favorably to earn top school scores in our district and in the state. One hundred percent of our subgroup data increased in earned points for both ELA and Mathematics Achievement Levels overall. We are proud of the results with Mathematics Learning Gains demonstrating 100% of those subgroups also raised in points earned when analyzing FSA 2022 data. The subgroup population earning the highest gains across the board was our English Language Learners increasing their ELA Achievement Level and their ELA Learning Gains 21 and 22 points respectively. Our Black Subgroup was also impressive with their gains this past year. Their ELA Achievement Level increased 16 points, their Learning Gains in ELA increased 22 points, their Math Achievement Level increased 20 points, and their Math Learning gains increased 43 points with 100% of black students making a learning gain in

mathematics! Our Hispanic subgroup made gains across all areas as well. Manatee's Students with Disabilities gained in five of the seven areas of focus. The two areas their points decreased were in the lowest 25% learning gains and Science Achievement. The Asian subgroup, though scoring very high in Achievement Level points, dropped in learning gain points for both ELA and Mathematics.

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

Coming off a great year of success with growth in every category, we are looking closely to determine our areas of focus for this upcoming school year. The subject area earning the fewest points for Manatee Elementary with Achievement Level scores is Science (82). Only one school grade cell earned Manatee less than 70 points and that was our ELA Lowest 25% group who raised by 9 points from the prior year and earned our school 69 points this year. Our students with disabilities dropped in science achievement level points by 17.

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

There was a district - wide implementation of a new ELA curriculum last year and a school-based focus on Mathematics for Manatee's School Improvement plan. The school monitored i-Ready data targeting mathematics for student weekly minutes and Reading for Response to Intervention groupings. Science monitoring was limited to reviewing student FOCUS grades and report cards. District assessments were created for the subject of science but are not required by Brevard Public Schools, nor were they required by Manatee administration. Copies of district tests were provided to all teachers for planning purposes each quarter, however. This year, Manatee's new actions would be to add science assessment result discussions to our scheduled Professional Learning Community meetings and to hold our teachers accountable to follow the district science pacing guide with fidelity. We will include training for staff with the online science assessment components to help them with the quick ability to collect and analyze student results and then participate with teammates and leadership team members in discussions reviewing this data and planning for future instruction. School-wide incentives for PENDA participation would be an action to not only increase student time on this site but to reward classes and individual students for their efforts. A school expectation of hands-on science activities in lesson plans including school funding targeting these materials will also be an additional resource provided for the upcoming school year.

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

Manatee's 3rd grade Math Achievement scores grew the most when looking at grade level specific scores with an 8-point gain earning 91% of students earning a level 3 or above on FSA Mathematics. School grade overall Math Learning Gains earned the largest point increase with a 14-point increase having 85% of our students demonstrate a math learning gain and 11% of our lowest 25% making a gain as well. Nine percent of our ELA lowest 25% group of students made a learning gain and therefore Manatee is most proud of our progress monitoring of our lowest 25% of students in both subject areas this year earning our most improved scores overall for the 2022 FSA.

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

Manatee Elementary leadership chose to switch the required student time on i-Ready to the subject of math this year from reading the prior year. Students were expected to be on their individual path for math i-Ready lessons for 45 minutes during each week. Every Friday class pages were printed for administrators to review over the weekend and disseminate to teachers on Mondays in person as they picked up their students from the cafeteria. Each student's data was reviewed and highlighted for

teacher concern or praise as well as every student that fell in the grade level's lowest 25% was highlighted helping teachers know a school population that was being targeted for monitoring of growth. Walk to Intervention returned to Manatee also after COVID protocols were lessened/removed. Each grade level had their own plan for action and PLC's were dedicated regularly to organizing groups, discussing data, and planning for future intervention needs.

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

Leadership members will do walk throughs regularly during science providing feedback to instructional staff. District created science lesson plans and assessment schedules will be prioritized and discussed in Professional Learning Community meetings. Fifth grade assessment results data from beginning of the year review assessment will be shared with the third and fourth grade teachers as many questions on this assessment are created from those grade level standards. The same approach will be used for the second semester review exam for fifth grade. Team meetings will be utilized to discuss results and brainstorm with reflections and strategies to implement as the year moves along. All grade levels will utilize the district pacing guides for science with fidelity.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Manatee houses a Science Lab with an instructor dedicated to serving on our activity wheel for all grade levels. We will enhance her professional development opportunities and challenge her to in turn to lead our teachers in professional development sessions during our faculty trainings and team meetings. The technology components available for science will also be a part of our staff development along with the PENDA science program and its features. Manatee will also spend time with our entire staff addressing Best Practices targeting the High Leverage Practices modules shared with our leadership by the district during Professional Development opportunities after school instructional hours and in our PLC workshops. The intent being that knowledge gained and applied through these experiences will enhance strategic lesson planning for all subject areas and more thoroughly engage our students in classroom instruction and practices.

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

Manatee will lean on district science resource personnel to assist us with our challenges and be a part of our team for improvement. We will strengthen science leaders within our building by utilizing a primary and an intermediate science contact and ask them to communicate regularly on their topic/subject in person in faculty meetings and through electronic measures. We are adding on to our school-based Science Fair experiences and involving parents in the training of the scientific process so they can help their children at home. A science celebratory event is also in the making for students that take part in these extracurricular opportunities. School-wide incentives will be provided to motivate our students and teachers to engage in the PENDA curriculum as well. Grade level chairs will collaborate with their teammates to plan for and organize hands-on science experiments and work with our bookkeeper to ensure materials are ordered in a timely manner. Leadership will target funds for these initiatives from our school-wide budget.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Science**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Though Manatee Elementary increased their SSS Science Assessment proficiency level percentage to 82% from 80% the prior year, it is the academic content area with our lowest percentage score. Realizing the extent at which Manatee teachers have focused their attention on reading and math over the past few years, it was apparent we had not prioritized our science instructional content or included data analysis with this subject in our weekly team meetings centered around curriculum and student results.

Measurable**Outcome:**

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

Manatee will monitor our fifth-grade science SSA Review opportunities and share results with our third and fourth grade teachers planning for instruction around data collected. We will target the 2023 SSS Science Assessment results looking for an increase in our school's proficiency rating to 85% of our students earning a 3 and above.

Monitoring:

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

During the scheduled assessment windows, the district SSS Review exams will be given to our 5th grade students. Data will be analyzed in our PLC meetings and shared with each grade level specific to the content addressed in their standards. Pacing schedules will be followed with fidelity. Classroom walkthroughs by administration will be prioritized during science instruction and positive and encouraging feedback will be provided assisting with strategy suggestions if necessary.

PLC agendas for grade level meetings will focus on the assessment results from the summative exams given following each unit. Instructional strengths as well as considerations for future needs to be able to be successful with our science curriculum will also be brainstormed. Science Lab Teacher will lead PLCs and plan regular opportunities for students to engage in hands-on learning.

Person

responsible for monitoring outcome:

Lisa Larkin (larkin.lisa@brevardschools.org)

Evidence-based Strategy:

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

Manatee administration will strive to strengthen our Tier 1 instruction in science by revisiting the 5E Model of Instruction which includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning.

Rationale for Evidence-based Strategy: Explain the rationale for

Rodger Bybee's 5E Model of Instruction encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems. Increasing student engagement during science instruction and providing additional resources for our teachers to incorporate during this time are areas administration is responding to after analyzing both state

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

assessment results and our teacher survey responses when inquiring about future requests for administrative support.

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.

Well-organized staff development experiences during PDD days and PLC meetings--including prerequisite standard review of 3rd and 4th grade standards tested on end of year assessment (Shannon Daly)

Person Responsible Shannon Daly (daly.shannon@brevardschools.org)

Well-structured plan for classroom observations during science instruction to provide encouragement and support to our teachers regarding their Tier 1 methods utilizing the 5E Model of Instruction while ensuring the district pacing guides are being followed with fidelity (Daly, Larkin, Grajera – Administrative Team)

Person Responsible Shannon Daly (daly.shannon@brevardschools.org)

Data Analysis processes of grade level summative results and discussion opportunities for teams of teachers (Alexis Bergevin, Science Lab Teacher and Maurica Kellam, Instructional Coach with support of Administration)

Person Responsible Maurica Kellam (kellam.maurica@brevardschools.org)

PENDA usage monitoring and plan for school-wide incentives (Alexis Bergevin, Science Lab Teacher, Jaki Mellott-Grajera, AP)

Person Responsible Jaki Mellott (mellott.jacqueline@brevardschools.org)

Determine and purchase items for hands-on instruction (All classroom teachers, A. Bergevin and Leslie Donar, Bookkeeper)

Person Responsible Shannon Daly (daly.shannon@brevardschools.org)

Increase use of science content reading material during ESE Resource and Response to Intervention time (ESE Team, Grade Level Chairs)

Person Responsible Maurica Kellam (kellam.maurica@brevardschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Manatee Elementary intentionally creates a highly packed family calendar of events and gets this information out early to be sure dates are on calendars to ensure a high participation rate at our events. Families look forward to continuing past traditions as well as trying out any new opportunities created each year. Success stories we pride ourselves on are our annual Snow Much Fun, Family Game Night, Annual Softball Game, and grade level music programs. We also host Field Day, Book Fairs, Thanksgiving Feasts, Volunteer Appreciation, Walk to School Day, and Curriculum Nights. This year with the removal of COVID restrictions, Manatee intends to bring back our past events such as our Harvest Hoedown, Pirate Literacy Nights, and Spring Carnival.

Daily morning and afternoon supervision routines serve not only as safety measures for our student's arrival and dismissal but also opportunities for our staff to communicate with parents and students as well as for them to communicate with one another. We are fortunate to have a school population that is consistent allowing families to grow together and get to know neighbors well. This is a technology literate group of individuals and therefore we get regular visits to our social media pages as well as our school website and teachers google classrooms. They read school and teacher newsletters and volunteer their time, professionalism, and business support to contribute to our school needs.

Data gathered from our Youth Truth Insight Survey led us to target measures for developing a stronger sense of community among our students. Summertime was devoted to researching and selecting a way to tackle that obstacle. Morning Meetings were determined to be something Manatee teachers could incorporate, and pre-planning professional development time was devoted to learning more about the components of this structured activity. Grade level were given time to work in teams to research age-appropriate activities they would like to select for their beginning steps toward developing a successful morning meeting structure. Classroom visits so far this year have been enjoyable watching students and teachers engage in daily greetings, sharing sessions, group activities, and academic focus questions to start their days off in a routine and positive fashion.

The largest area of focus at Manatee Elementary that stemmed from feedback from our annual Parent Surveys relates to the return of our after school club opportunities. Coming off of multiple years where many families chose virtual platforms of learning and where schools were limited in allowable activities, there was a large plea from our families to bring back not only the family events, but the opportunities for kids after school hours. We are dedicated to coming back stronger than ever! We are pleased to have recruited numerous teachers and staff members who are in the processes of forming creative and entertaining after school clubs. Sign-up numbers are astonishing with close to 300 students electing to join in on the fun with clubs up and running in late September again at Manatee.

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

Stakeholders include our students, their families, our instructional staff members, and all of our support staff. Feedback is regularly sought from all groups and data is closely reviewed and analyzed to set new goals for improvement. Google surveys are a quick way to gather small amounts of information to be able to utilize immediately and move forward with goals with input from those that initiatives affect.

At the end of last school year our newly elected PTO Board worked together and gathered volunteer parents to spend time working on goals for the new year. Administration and faculty input was also sought out and all worked together to create new vision and mission statements selected from a multitude of input and discussion notes. This group eagerly generated a list of activities all families could participate in and become more involved in helping Manatee reach those vision and mission statements selected.

Manatee administration takes time to look closely and reflect on commentary received from a variety of sources. The annual Insight Survey, Parent Survey, and Youth Truth Surveys are analyzed thoroughly looking to determine areas of improvement and anything that could use a stronger commitment to in upcoming months and years. An incredible amount of advertisement goes into notifying stakeholders when these surveys are available helping to contribute to the validity of the results. Time is also devoted to sharing these results with our staff and community celebrating our success areas and devoting ourselves to the areas they have brought to our attention creating a sense of trust and commitment between our community and our leadership enhancing the overall school climate.