

Manatee County Public Schools

# Palmetto Elementary School



## 2018-19 Schoolwide Improvement Plan

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# Palmetto Elementary School

1540 10TH ST W, Palmetto, FL 34221

<http://www.edline.net/pages/sdmcpalmettoes>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)  Elementary School PK-5	<b>2018-19 Title I School</b>  Yes	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)  100%
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<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  79%
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## School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	C	D	F*

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridaCIMS.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

To provide a safe, diverse community where all children can grow intellectually, socially, and emotionally through quality education and student engagement while becoming optimistic and unique builders of their future.

#### Provide the school's vision statement

Through the use of Florida Standards, twenty first century learning strategies, and differentiated instruction, Palmetto Elementary will increase student achievement. Utilizing Positive Behavior Support, district initiatives, and community involvement, Palmetto Elementary will become one of the top academic performing schools in Manatee County and the State of Florida.

### School Leadership Team

#### Membership

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

Name	Title
Mealor, Michelle	Principal
Weicht, Aaron	Dean
Surette, Kathleen	Guidance Counselor
Schuler, Necole	Instructional Coach
Scott, Melissa	Assistant Principal

#### Duties

##### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school leadership team disaggregates the school data and brings it back to the grade level teams. The team analyzes student achievement, and creates school-wide strategies for reaching proficiency and making learning gains. The team supports the different grade levels by attending PLC meetings, providing resources, and holding data discussions. Other members of the team include Jane Steininger, GET, Stephanie Ilich, ESOL Resource, Vickie Ellis, Instructional Coach. Leadership team meets with administration to discuss academic and cultural concerns, as well as plan for monthly data meetings and MTSS support.

### Early Warning Systems

#### Year 2017-18

##### 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	
Attendance below 90 percent	7	11	14	3	12	7	0	0	0	0	0	0	0	54
One or more suspensions	6	10	4	9	11	15	0	0	0	0	0	0	0	55
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	111	105	51	0	0	0	0	0	0	0	267

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators		6	3	4	3	2	2	0	0	0	0	0	0	20

**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	27	0	0	0	0	0	0	0	0	0	27
Retained Students: Previous Year(s)	0	0	0	31	0	0	0	0	0	0	0	0	0	31

**Date this data was collected**

Sunday 8/26/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	8	8	14	4	12	0	0	0	0	0	0	0	61
One or more suspensions	6	1	11	9	5	5	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	46	32	31	0	0	0	0	0	0	0	109

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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

**Year 2016-17 - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	15	8	8	14	4	12	0	0	0	0	0	0	0	61
One or more suspensions	6	1	11	9	5	5	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	46	32	31	0	0	0	0	0	0	0	109

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Third Grade Reading, followed by fourth grade. Lack of proficiency in both grades is largely due to the number of students who were moved to the next grade on Good Cause.

**Which data component showed the greatest decline from prior year?**

Fourth grade reading, again because so many of this cohort was placed in fourth grade on Good Cause, and were not proficient to begin with.

**Which data component had the biggest gap when compared to the state average?**

ELA Achievement, specifically third grade

**Which data component showed the most improvement? Is this a trend?**

Fifth grade math and science showed great improvement.

**Describe the actions or changes that led to the improvement in this area**

This team of teachers broke down the standards, looked at FSA test item specs, and then planned their instruction and assessments based on this. They did this for every content area, and every area improved.

### School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	31%	50%	56%	36%	50%	55%
ELA Learning Gains	48%	54%	55%	59%	56%	57%
ELA Lowest 25th Percentile	43%	47%	48%	64%	53%	52%
Math Achievement	44%	60%	62%	50%	55%	61%
Math Learning Gains	60%	61%	59%	69%	59%	61%
Math Lowest 25th Percentile	46%	47%	47%	53%	47%	51%
Science Achievement	42%	49%	55%	38%	42%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (15)	11 (8)	14 (8)	3 (14)	12 (4)	7 (12)	54 (61)
One or more suspensions	6 (6)	10 (1)	4 (11)	9 (9)	11 (5)	15 (5)	55 (37)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	111 (46)	105 (32)	51 (31)	267 (109)

#### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	18%	49%	-31%	57%	-39%
	2017	34%	50%	-16%	58%	-24%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2018	25%	51%	-26%	56%	-31%
	2017	38%	52%	-14%	56%	-18%
Same Grade Comparison		-13%				
Cohort Comparison		-9%				
05	2018	48%	52%	-4%	55%	-7%
	2017	35%	48%	-13%	53%	-18%
Same Grade Comparison		13%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	21%	56%	-35%	62%	-41%
	2017	39%	51%	-12%	62%	-23%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2018	47%	61%	-14%	62%	-15%



MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	48%	59%	-11%	64%	-16%
Same Grade Comparison		-1%				
Cohort Comparison		8%				
05	2018	60%	58%	2%	61%	-1%
	2017	61%	53%	8%	57%	4%
Same Grade Comparison		-1%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	43%	49%	-6%	55%	-12%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	39	44	13	33	28	7				
ELL	11	39	46	27	49	50	11				
BLK	27	41		42	56		42				
HSP	26	45	44	41	59	51	41				
WHT	48	61		55	63		40				
FRL	28	45	43	41	58	46	41				

2017 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 2015-16	C & C Accel 2015-16
SWD	5	45	64	11	32	27	8				
ELL	18	53	64	34	62	56	9				
BLK	35	48		52	72		42				
HSP	34	59	64	49	70	54	34				
WHT	42	63	75	49	61		57				
FRL	32	58	60	45	66	51	34				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

**Activity #1**

**Title** By examining data and focusing on acceleration, we will use rigorous standards based instruction to increase student proficiency and learning gains on the FSA ELA Assessment.

**Rationale** The leadership team has examined current FSA ELA scores and noticed that Third and Fourth grade scores declined, both in proficiency and learning gains. Using this data, and examining past instructional practices, we will make curricular adjustments, focus on student subgroups, and improve instructional techniques.

**Intended Outcome** Student reading proficiency will increase, as well as the learning gains of our subgroups (ESE and ELL). Specifically, third and fourth grade proficiency rates will improve to at least 35% (overall proficiency rate should be at least 40%), while learning gains should increase to at least 65% Teacher effectiveness will also improve as rated on their yearly evaluations.

**Point Person** Michelle Mealor (mealorm@manateeschools.net)

**Action Step**

Continued Professional Development on rigor in the classroom, including building stamina, and critical discussion. Teachers have also requested PD on guided reading, small group instruction, responding to text (writing), and other strategies designed to improve their reading instruction.

**Description** Continued use of Best Practices in reading instruction, including collaborative planning and creating of common assessments based on the standards and test item specs, use of Running Records, use of Anchor Charts and graphic organizers, visual vocabulary and/or color coded word walls to assist ELL students, and written responses to text (concentrating on science and social studies non-fiction).

Increase use of student celebration for small accomplishments, in order to keep students working towards their goals. Community believes apathy was one of the issues that led students to performing poorly on current tests. They feel we need to keep giving them something positive to work for.

Continue use of after school tutorial programs, and Saturday test prep camps. Also, work with morning care program and 21st Century to add in a reading study time.

**Person Responsible** Necole Schuler (schulern@manateeschools.net)

**Plan to Monitor Effectiveness**

**Description** Administration will observe and give teachers feedback on instructional techniques. Leadership team will give feedback on PLC's and effectiveness of collaborative planning. Reading Coaches will work with teams, conduct coaching sessions, professional development, provide resources, and follow-up. Team will constantly reflect on classroom strategies, scores, and benchmark/diagnostic data to make sure that students are being successful. Team will immediately refer students to MTSS and begin interventions when needed.

**Person Responsible** Michelle Mealor (mealorm@manateeschools.net)

## Activity #2

**Title** By examining data and focusing on acceleration, we will use rigorous standards based instruction to increase student proficiency on the Florida Science Assessment.

**Rationale** Our students have shown a trend of improving science scores over the past several years, however we are not yet to the state average. Therefore, we will continue to use rigorous instruction, common assessments built from the standards, hands-on experimentation to make concepts concrete for our ESE and ELL students, and front loaded vocabulary in order to increase science proficiency scores.

**Intended Outcome** Student proficiency scores will improve from 42% to 50% or higher.

**Point Person** Michelle Mealor (mealorm@manateeschools.net)

## Action Step

Continued use of science standards and test item specs to plan instruction; continued use of visual vocabulary, interactive science journals in all grade levels, and science classes of at least 45 minutes in every grade level. Science leveled readers are used in the guided reading block, and Specials rotation includes a hands-on science lab. Continued integration of STEM activities into our after school 21st Century Program, including robotics and gardening.

**Description** Introduction of IE2 STEAM lab, and dedicated teacher. She will work within the specials rotation and beyond to ensure science standards are being taught in all grade levels, and students are getting the chance to utilize the engineering design method to problem solve and become creative thinkers.

Students will be able to participate in the District Science Fair, Science Olympiad, the district science club, LEGO robotics league, and coding club. Prior to District Science Fair, we will hold a school-wide science fair and Science Family Night.

**Person Responsible** Melissa Scott (scott3m@manateeschools.net)

## Plan to Monitor Effectiveness

**Description** We will celebrate student successes in order to promote their continued interest in the sciences. Administration will ensure the fidelity of science instruction in all grade levels, and provide feedback. We will continue to hold vertical alignment meetings so that grade levels can plan how the standards interact from grade to grade. Team will examine science unit scores, plan for deficiencies, and accelerate positive growth in order to ensure a rise in student proficiency.

**Person Responsible** Michelle Mealor (mealorm@manateeschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Palmetto has a Parent Liaison, Tere' Delerosa, who keeps in constant contact with our parents, mainly our ELL non-speaking parents. She provides resources such as uniforms, school supplies, and even works with outside agencies like FELT to make sure that our students have food for the weekend and school holidays. She sends home a monthly newsletter in both English and Spanish, and holds interactive Family Nights once a month on a variety of subjects (reading, math, science, discipline, testing, etc.). Messages are sent to parents through daily student planners and through our EdConnect telephone system (again both in English and Spanish).

Palmetto uses the district ePIE system to acquire, foster, and retain business partners in the Palmetto Community. The Mayor and other Community leaders are also very involved in the mission of the school, and take personal interest in many of our events. Local churches play an integral part of our SAC and family activities. The local library also works with teachers and students to help foster a love of reading, including hosting walking field trips for our classrooms. Minnie Rivera, our front office clerk, is in charge of our volunteers, and helps coordinate a thank you breakfast and other events throughout the year to let them know they are appreciated.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The Guidance Counselor is utilized to meet with students when they need to discuss situations that are making them uncomfortable either at school or home. Along with the Guidance Counselor, administration, teachers, the Social Worker, School Psychologist, Student Support Specialist, and Graduate Enhancement Technician make sure that the MTSS process is being followed for academic and behavioral concerns. Tere' Delarosa, our home-school liaison, provides many parent involvement activities to make sure that our Spanish speaking parents do not feel alienated from their child's education. Stephanie Ilich, our ESOL coordinator, works with the students to make sure that they are not feeling frustration due to possible language barriers. Cathy Hunter and Pam Culbreath, our ESE Resource Teachers work in the general education classes, and also work with our ESE teachers and aides to make sure that these students are having their basic needs met, as well as any academic needs (such as remediation). We have several local counseling agencies that work with students on an individual basis. Administration responds to parent

concerns in a timely manner, and makes sure that the resolution is in the best interest of the student.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Established working relationship with Headstart, VPK, EPK, and local daycare/childcare providers to assist incoming students on the procedures and protocols for elementary. Kindergarten Roundup in the spring before Kindergarten and Back to School Night for parents and incoming students to meet teachers and become accustomed to school environment. Parent information nights for fifth graders getting ready to transition to middle school. District sponsored summer programs and school Title 1 money help students prevent summer slide (learning loss) and introduce them to next year's curriculum.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Palmetto Elementary has developed a structured, data driven process by which all stakeholders assess and instruct students.

The teachers meet weekly in both PLC and data meetings to identify and track student progress and discuss instructional and intervention/enrichment. Extended hour is conducted as a walk-to model, so that intervention and enrichment groups are fluid, and changing as needed.

The leadership team meets monthly prior to data meetings to triangulate the progress of key students (ESOL, behavioral, ESE). Following this meeting, the grade level data teams bring their student information and meet with administration to discuss student academic progress. These meetings focus on key students, as well as strategies that might need to be refined or changed to ensure student success.

The ILT meets monthly to focus on the successes and challenges that are occurring within the school.

The MTSS leadership team meets on a weekly basis to review data and monitor the MTSS process, then support members meet with grade level teams to assist with student needs.

Weekly grade level team meetings are conducted with teachers to ensure quality instruction, discuss effective interventions, and monitor student learning and performance. A member of the leadership team attends every grade level team meeting in order to collect data, and provide resources if necessary.

**FUNDING:**

Title I, Part A: Additional Staff, Home School Liaison, Supplemental Materials, Parent Activities, Extended Day Program, Extended Planning, Staff Development, and Technology.

Title I, Part C- Migrant

Bi-Lingual Parent Liaison

Title I, Part D

N/A

Title II

Training of Core Instructional Programs

Conferences  
Title III  
Migrant Parent Liaison  
Instructional and Parental training and support  
Educational Support through District personnel  
Title X- Homeless  
Project HEART  
Social Worker

Supplemental Academic Instruction (SAI)- Provide reading materials and resources for Extended Day/Tutorial in reading instruction.

Violence Prevention Programs: Bullying Prevention Program, Palmetto Elementary P.A.W.S program for positive behavior support, and Character Education

#### Nutrition Programs

Palmetto Elementary is a member of the National School Lunch Program (NSLP) is a federally assisted meal program operating in public and non-profit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act.

Palmetto Elementary participates in the FRESH program. This is a USDA program that provides fresh fruit and vegetables throughout the day. The school receives funds to order fresh fruits and vegetables for use outside of the cafeteria.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A