

Manatee County Public Schools

# Palmetto Elementary School



## 2016-17 Schoolwide Improvement Plan

# Palmetto Elementary School

1540 10TH ST W, Palmetto, FL 34221

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

## School Demographics

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

## School Grades History

<b>Year</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	D	F*	C	F

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

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

## SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at

<https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of “Former F.” These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in “Implementing” status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Palmetto Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Lucinda Thompson</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Palmetto Elementary conducts Open Houses, Family Nights, and Parent Education Seminars. Teachers conduct conferences with parents, and develop strategies through their Professional Learning Communities for building relationships with dual language, low income students. Teachers conduct ELL tutoring, after-school enrichment programs, Homework Clubs, mentoring of individual students, and testing boot camps. Teachers take a proactive approach to assist students in need, both in school and at home. Teachers also attend student extracurricular activities or awards programs.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Palmetto uses Positive Behavior Support to create an environment of safety and respect for all students. Our Student Support Specialist, Dr. Aaron Weicht, uses a proactive, check-in approach to help keep our ESE or frequent behavioral students on an even keel. Students wear uniforms, which eliminates adversity due to income. Before school, students have the ability to attend a computer lab iReady session or have homework checked in the media center, then all students meet in the cafeteria to eat breakfast. The specials team groups third - fifth graders for some social time with their peers before going to their classrooms. After school, the dismissal of students is conducted in an orderly fashion, with teachers leading students to their designated areas. When dismissed, parents meet students at specific locations on and off campus. Administrative team members remain in high profile locations around campus. This improvement in the dismissal process has increased safety and has satisfied parent and community concerns. Palmetto Elementary also has a full time School Resource Officer.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Using the PBS system, all students learn P.A.W.S. expectations, and teachers incorporate their classroom rules into the expectations. Students and staff recite the PAWS expectations every morning after the Pledge of Allegiance on the morning news. The students receive Tiger Paws tickets for positive behavior, which they can redeem either in their classrooms, or on monthly school-wide turn-in days. Administration is involved with providing special rewards to students. PBS expectations and strategies are listed under the parent tab on our school website. Dr. Weicht, and the PBS team created a matrix for teachers to follow when determining consequences for behaviors in their classroom. The Student Support Specialists are the next resource should a student's behavior disrupt the learning environment. Referrals will be written as needed, and administration is always involved in this process., Parent contact will always be made to keep them involved in the process. Teachers use communication with the parents through daily planners to help develop individual plans for students as needed.

**d. 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. Kathy Frey, our ESE Resource Teacher, works as an inclusion teacher in the general education classes, and also works 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.

**3. Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Palmetto Elementary uses FOCUS, School City, Bright Bytes, and iReady as our student data systems. our early warning indicators include attendance, tardies, behavioral referrals, and academic proficiency.

We also look at migrant and ELL status, along with prior course/assessment history when focusing on our warning indicators.

**b. Provide the following data related to the school's early warning system**

**1. 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	5	7	9	11	4	8	0	0	0	0	0	0	0	44
One or more suspensions	0	1	1	3	3	4	0	0	0	0	0	0	0	12
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	0	0	0	0	0	0	0	0	0	0	

**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	2	2	1	2	3	2	0	0	0	0	0	0	0	12

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Graduate Enhancement Technician and Social Worker work with students and parents to make sure that they are making it to school on time, and daily. Resources are provided if needed, and incentive and check-in programs have been initiated for students.

Student Support Specialist, Guidance Counselor, School Resource Officer, and Administration work together to make sure that students are following behavior procedures and behavior improvement plans as written. Positive Behavior Support is used throughout the entire school to improve behaviors through positive reinforcement and incentives.

Interventions and MTSS are used for academic concerns. iReady, SRA and other diagnostics are used to monitor student progress. Teachers meet weekly to monitor students progress, and school data meetings are held monthly to monitor progress of all students.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

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

**2. Description**

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Palmetto uses the district ePIE system to acquire, foster, and retain business partners in the Palmetto Community. The mayor and community leaders have also met with administration and provided a list of community stakeholders who are willing to work with the school. Beth Campbell, Assistant Principal, and Marisa Nadeu, Registrar, work together as business partner coordinators for the school. Mrs. Delarosa also contacts parents for volunteer opportunities and family involvement events.

**C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Mealor, Michelle	Principal
Campbell, Beth	Assistant Principal
Weicht, Aaron	Dean
Surette, Kathleen	Guidance Counselor
Wiegman, Helen	Instructional Coach
Williams, Vickie	Administrative Support
Nguyen-Pham, Cindy	Instructional Coach

**b. Duties**

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

Michelle Mealor and Beth Campbell serve as the ILT Coordinators  
 Dr. Aaron Weicht is the behavioral support specialist, in charge of PBS and behavioral MTSS tiers  
 Stephanie Ilich is the ESOL Chair, responsible for ELL testing and data management  
 Cindy Nugyen-Pham is the Reading Coach, responsible for teacher PL and support, as well as T3 students  
 Helen Wiegman is the Math Coach, responsible for teacher PL and support, as well as math T3 students  
 Kathleen Surette is the Guidance Counselor, in charge of ESE, 504's, and MTSS  
 Tere Delarosa is the Family Liaison Chair, responsible for coordinating family events, and helping to translate for parent conferences  
 Gracie Murrell(K), Shaun Douberly (1), Vera Murrell (2), Cherelyn Bolt (3), Alana Monestime (4), Susan Nickerson (5), and Karl Sidnam (Specials) are all teacher representatives responsible for tracking and disseminating student data.

**2. 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. Intervention groups are fluid.

The leadership team meets monthly prior to administrative data team 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 the key students, as well as strategies that might need to be refined or changed to ensure student success. The ILT meets biweekly to focus on the successes and challenges that are occurring within the school.

The MTSS/RtI leadership team meets on a weekly basis to review data and monitor the RtI process, then MTSS 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.

**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 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.

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

<b>Name</b>	<b>Stakeholder Group</b>
Jessica Bell	Parent
Michelle Mealor	Principal
Tere Delarosa	Teacher
Blanca Trejo	Parent
Pastor Steve Goudy	Business/Community
Stephen Prucnell	Business/Community
Kathy Frey	Teacher
Douglas Marston	Business/Community
Minnie Rivera	Education Support Employee
Diosclina Renteria	Parent
Erika Sosa	Parent
Petrona Andres	Parent
Rosana Sanchez	Parent
Veronik Rodrigues	Parent
Maria Pena	Parent
Alejandra Resendiz	Parent
Maria Centeno	Parent

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

The SAC uses the first or second meeting of the year to review the School Improvement Plan and make determinations if goals were met, or if there are still goals that will need to be carried over. With this data, the SAC gives feedback to help develop the goals for this year's School Improvement Plan. One of the 2015-16 goals were to reduce referrals 30% over the prior year. We did manage to improve referrals once again.. We continued our current academic goals in reading, math and science, We did not meet our proficiency goals in any content area, We will continue to work on \*\*\*\*\*

*b. Development of this school improvement plan*

The SAC has reviewed our goals for the year and have agreed that our goals of improving reading, math, writing, and science are accurate. They will provide input on the budget, and will review this school improvement plan before it is submitted.

*c. Preparation of the school's annual budget and plan*

The SAC will vote how school improvement funds will be used, and will review the school's annual budget as presented. The committee makes suggestions how funds can be used for professional learning, student incentives, and instructional resources.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School Improvement funds will be used for purchasing instructional materials for benchmark review and test preparation.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mealor, Michelle	Principal
Campbell, Beth	Assistant Principal
Nguyen-Pham, Cindy	Instructional Coach
Bolt, Cherelyn	Teacher, K-12
Frey, Kathleen	Teacher, ESE
Nickerson, Susan	Teacher, K-12
Williams, Vickie	Administrative Support

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The role of this team is to disaggregate the school data and bring 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 then works with the grade level teams to implement these strategies. The team also suggests professional learning activities that might be beneficial to the staff. The team will continue to work on reading strategies, differentiation for student needs, and developing common core strategies to prepare for the Florida State Assessments. The team is also working to bring programs, such as for International Literacy Day, into the school community (involving community members where appropriate).

## D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers have requested, and been given, open lines of communication at the school, clear expectations of their performance, and the ability to meet together to use their data and plan for student success. Teachers meet weekly in PLC's and team data meetings. They also meet for an additional hour of collaborative planning each week. The instructional leadership team meets monthly. These two teams work with the teachers to make sure that the correct instructional strategies and interventions are being used to meet student academic needs. Teachers use collaborative planning, ongoing progress monitoring, and common assessments to ensure academic achievement. Administration works tirelessly to ensure a positive morale among staff members. The "Sunshine Club" allows teachers to meet monthly for fellowship, sharing of ideas, and to celebrate successes or personal accomplishments.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

School leadership will engage in comprehensive interviewing processes to ensure the recruitment of highly qualified teachers:

The method of recruitment is defined based on need. One of our recruitment strategies is our partnership with state and private colleges and universities. We welcome university and college interns and field study students to our school not only from the State of Florida university system but also out of State.

First year teachers are assigned a veteran "paw pal" teacher from the staff. We also provide professional development and training opportunities. This support is provided beyond the first year.

### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Team Leaders and veteran teachers take on the role of mentors. They make themselves available for planning, share lesson plans and instructional strategies, model lessons, and give positive feedback. Administration conducts walk-throughs and also provides feedback.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The School District of Manatee County follows the Florida Standards, and adopts the curriculum that is used in our core content areas. The district also uses its administrative support teams to create curriculum maps that are distributed to all teachers within the district. These maps are aligned to the standards, and include references to the standards. Grade level teams use the curriculum maps and other resources to plan their

instruction. Students take district quarterly benchmark tests, and iReady also provides diagnostic and benchmark assessments to give us data points regarding student progression with the standards.

## **b. Instructional Strategies**

### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

The school uses data from progress monitor assessments and classroom instruction to group students according to need. The students are provided intervention or enrichment depending on their skill level. ESE and ELL students in our school work with the ESOL or ESE teacher, aides, and use prescriptive language or corrective reading programs as one of their interventions. Grade levels split their students during extended hour times according to needs, and individual teachers provide standard-based, small group instruction, close reading, and other differentiated strategies during their content area instruction to ensure each student is learning. Student groups are fluid, so that we can use the data to regroup as needed and track academic success.

### **2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 4,800

School-wide hour of supplemental reading using a research based reading program with best practices for lesson implementation. Students are grouped according to their performance level on the initial placement exam, and move fluidly from group to group as dictated by their academic needs.

### **Strategy Rationale**

By using research based instructional strategies, and prescriptive instruction, K-2 teachers will provide intervention or enrichment activities from the Wonderworks program. Teachers in grades 3-5 use SRA and Florida Standards ELA workbooks.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Mealor, Michelle, mealorm@manateeschools.net

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected from summative and formative assessments aligned to the instruction delivered as well as benchmark assessments and progress monitor assessments from the district level. Data is analyzed by the school data team and discussed through grade level teams for purposes of instructional grouping. Students demonstrating a need to be accelerated or remediated are quickly identified and appropriately placed.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### **1. 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.

### **b. College and Career Readiness**

#### **1. 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

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

iReady results based on SIP Goal were met, however do not accurately identify FSA outcomes.

ELA satisfactory results were 27%, and learning gains were 44% and 54% LQ.

Math results were 35%.satisfactory, 46% learning gains, and 45% LQ.

Science scores are still a definite area of concern, at 21% proficiency.

Attendance improved as a result of the Graduate Enhancement Technician, and the incentive programs that she initiated. Chronic students began to see academic improvement as their attendance improved.

Positive Behavior Support, and the initiatives set along with encouraging our students to do their best, has continued to see success in reduced referrals.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Students: Lack of support at home, no background academic knowledge, some language barriers. ELL students have overcome deficiencies when presented with rigorous instruction based on grade level standards. Areas of weakness included lack of background knowledge, academic vocabulary, comprehension strategies, and inferencing. In Math, students still have difficulty with multi-step problems, and recognizing relevant information within a problem. Teachers reported that in all content areas, students lacked the stamina to complete the test in the allotted time, including those that were proficient

Teachers: Developing student centered instructional strategies based on grade level standards. They began SIOP this year, which brought in visual strategies such as anchor charts, and a component both in oral and written language. They must continue to work on student engagement and artifacts relevant to learning.

Parents: Are involved in family night activities, but must continue to work on education as an important aspect in their child's life.

## **C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal      **B** = Barrier      **S** = Strategy

**1** = Problem Solving Step      **S123456** = Quick Key

## Strategic Goals Summary

- G1.** By using focused, standards based instruction, creating 3rd grade academies for retained students, holding extended hour reading programs, creating intervention and enrichment groups based on iReady diagnostics, using Acaletics, Boot Camps, Tutoring and Homework Clubs, iReady, IXL, and other software, students will increase proficiency on all state tests (27-45% ELA, 35-45% Math, and 21 - 30% Science).

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** By using focused, standards based instruction, creating 3rd grade academies for retained students, holding extended hour reading programs, creating intervention and enrichment groups based on iReady diagnostics, using Acaletics, Boot Camps, Tutoring and Homework Clubs, iReady, IXL, and other software, students will increase proficiency on all state tests (27-45% ELA, 35-45% Math, and 21 - 30% Science). **1a**

 G088309

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	45.0
Writing Gains District Assessment	40.0
FCAT 2.0 Science Proficiency	30.0

**Targeted Barriers to Achieving the Goal** **3**

- Students lack basic vocabulary skills and background knowledge
- Core instruction was not differentiated; some teachers lacked the skills to differentiate
- Weak standards based instruction

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Professional Learning Opportunities
- iReady online and curriculum materials
- Saxon Phonics
- Wonders Reading Curriculum
- GoMath Curriculum
- Top Score Writing
- Reading and Math Coaches
- District Instructional Specialist - Vickie Williams
- Graduate Enhancement Technician and Social Worker
- Wonderworks Intervention Program
- SRA
- IStation
- Fountas and Pinnell Running Records
- Accelerated Reader
- Flocabulary and Brain Pop
- Acaletics
- ESOL Resource
- Parent Liaison hosting Parent Information Nights
- Grade Level Collaborative Planning Sessions

- After School Homework Club
- After School Tutorial/Enrichment Program
- Saturday Test Prep "Boot Camps"
- SIOP Instructional Strategies

**Plan to Monitor Progress Toward G1. 8**

iReady and Quarterly Assessment Data, Classroom Walk-through data

**Person Responsible**

Michelle Mealor

**Schedule**

Monthly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Lesson Plans (planning), student engagement, and assessment data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step                       S123456 = Quick Key

**G1.** By using focused, standards based instruction, creating 3rd grade academies for retained students, holding extended hour reading programs, creating intervention and enrichment groups based on iReady diagnostics, using Acaletics, Boot Camps, Tutoring and Homework Clubs, iReady, IXL, and other software, students will increase proficiency on all state tests (27-45% ELA, 35-45% Math, and 21 - 30% Science). **1**

 G088309

**G1.B1** Students lack basic vocabulary skills and background knowledge **2**

 B234802

**G1.B1.S1** Teachers are involved in professional development to learn how to incorporate SLOP strategies to make learning more visual for ELLs **4**

 S247576

### Strategy Rationale

This will provide teachers with more instructional strategies and resources to improve academic vocabulary for ELLs. Teachers use content and language objectives to scaffold student instruction.

### Action Step 1 **5**

Conduct learning walks to observe evidence of content and language objectives, anchor charts and graphic organizers, and student engagement.

#### Person Responsible

Cindy Nguyen-Pham

#### Schedule

Biweekly, from 8/15/2016 to 5/30/2017

#### Evidence of Completion

Observation of the objectives, visual organizers, and student engagement, as well as student data from Progress Monitor Assessments

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Classroom Walk-throughs

**Person Responsible**

Vickie Williams

**Schedule**

Biweekly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Teachers utilizing graphic organizers, displaying and referring to content and learning objectives, working with intervention groups, and using SIOP "expectation" strategies. Vickie, Cindy Nguyen-Pham, and Helen Wiegman are SIOP trainers for our school.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Progress Monitor student achievement

**Person Responsible**

Michelle Mealor

**Schedule**

Monthly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Exemplary student work, student iReady data, iStation data

**G1.B1.S2** Teachers are working in teams with coaches and instructional specialist to plan and provide effective, small group intervention in phonics, vocabulary, comprehension, and writing. 4

S247577

### Strategy Rationale

Breaking deficit skills into small groups and remediating the students in this manner will dramatically improve academic achievement.

### Action Step 1 5

Teachers are using Collaborative Planning to examine data and group students according to need. They also plan the appropriate activities to address the students' needs.

#### Person Responsible

Michelle Mealor

#### Schedule

Weekly, from 8/15/2016 to 5/31/2017

#### Evidence of Completion

Action Plan Sheets and admin walk-throughs

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance at professional learning opportunities will be monitored. Teachers will complete a finished product when necessary (i.e., book studies), will be observed during evaluative walk-throughs, and given feedback.

#### Person Responsible

Beth Campbell

#### Schedule

Monthly, from 8/22/2016 to 5/31/2017

#### Evidence of Completion

Evidence of standards based instruction, use of small group strategies, and ELA strategies essential to focused standards based instruction will be noted on teacher evaluations and walkthroughs.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Through learning Walks, admin, coaches, and instructional specialist will ensure that strategies are used with consistency and fidelity. Third grade teachers will be involved in additional professional learning with V. Ellery, completing modeling, lesson study, and data analysis, to help improve their instructional approach. Math teachers are involved in number talks across all grade levels, and are conducting continuous professional learning on Acaletics. Science vocabulary is reinforced through ELA instruction.

**Person Responsible**

Vickie Williams

**Schedule**

Monthly, from 8/15/2016 to 5/31/2017

**Evidence of Completion**

Feedback on classroom environment, instructional strategies, and student data.

**G1.B4** Core instruction was not differentiated; some teachers lacked the skills to differentiate

2

 B234805

**G1.B4.S1** Professional development and support will be provided for teachers to strengthen their understanding of differentiation for students. Administrative walk-throughs will observe classrooms to make sure that instruction is being differentiated for student need. 4

 S247580

**Strategy Rationale**

By using differentiation of instruction, gaps of learning will be addressed and proficiency will increase.

**Action Step 1 5**

Professional Development will be utilized to improved teacher differentiation skills and strategies.

**Person Responsible**

Beth Campbell

**Schedule**

Monthly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Administrative Walk-throughs

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Examine Collaborative Planning Action Plans; attend team planning sessions; classroom walk-throughs; analyze and discuss student data and how differentiation is working/not working.

**Person Responsible**

Michelle Mealor

**Schedule**

Monthly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Student assessment data will be analyzed, and results of classroom observations will be discussed as to effectiveness. Admin involvement in collaborative planning sessions and lesson study.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Monitor teacher involvement in professional learning activities, observe differentiation strategies in the classroom, and examine student data for positive changes.

**Person Responsible**

Michelle Mealor

**Schedule**

Monthly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Professional Learning sign-in sheets; Collaborative Planning Action Plans; Monthly Progress Monitor/Data meetings; student assessment data (iReady and more)

**G1.B4.S2** Teachers will use iReady, quarterly diagnostic data, and formative classroom assessments to group students for differentiated instruction. 4

S247581

### **Strategy Rationale**

Grouping students according to need will close learning gaps.

### **Action Step 1** 5

Teachers will follow school/district assessment schedule, and use data to monitor student growth and create instructional groups.

#### **Person Responsible**

Michelle Mealor

#### **Schedule**

Quarterly, from 8/15/2016 to 5/31/2017

#### **Evidence of Completion**

Assessment data (iReady, Quarterly data, SRA, Wonderworks, Saxon, FSA)

### **Plan to Monitor Fidelity of Implementation of G1.B4.S2** 6

Teachers will analyze classroom data results in progress monitor meetings, and describe how they are grouping their students (i.e., what are their needs, what will they use, how long until the next progress monitor).

#### **Person Responsible**

Michelle Mealor

#### **Schedule**

Monthly, from 8/22/2016 to 5/31/2017

#### **Evidence of Completion**

Teacher Data notebooks, which include lesson plans, student assessment data, standards, and MTSS/ESE interventions and accommodations for success.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7**

Student data will be monitored for increase in proficiency/learning gains.

**Person Responsible**

Beth Campbell

**Schedule**

Monthly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Quarterly Benchmark results; iReady benchmark and diagnostic results, other results (SRA, Saxon, AR/STAR, Wonderworks, classroom tests); MTSS analysis

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S1.A1 A322511	Conduct learning walks to observe evidence of content and language objectives, anchor charts and...	Nguyen-Pham, Cindy	8/15/2016	Observation of the objectives, visual organizers, and student engagement, as well as student data from Progress Monitor Assessments	5/30/2017 biweekly
G1.MA1 M335728	iReady and Quarterly Assessment Data, Classroom Walk-through data	Mealor, Michelle	8/22/2016	Lesson Plans (planning), student engagement, and assessment data	5/31/2017 monthly
G1.B1.S1.MA1 M335718	Progress Monitor student achievement	Mealor, Michelle	8/22/2016	Exemplary student work, student iReady data, iStation data	5/31/2017 monthly
G1.B1.S1.MA1 M335719	Classroom Walk-throughs	Williams, Vickie	8/22/2016	Teachers utilizing graphic organizers, displaying and referring to content and learning objectives, working with intervention groups, and using SIOP "expectation" strategies. Vickie, Cindy Nguyen-Pham, and Helen Wiegman are SIOP trainers for our school.	5/31/2017 biweekly
G1.B4.S1.MA1 M335724	Monitor teacher involvement in professional learning activities, observe differentiation strategies...	Mealor, Michelle	8/22/2016	Professional Learning sign-in sheets; Collaborative Planning Action Plans; Monthly Progress Monitor/Data meetings; student assessment data (iReady and more)	5/31/2017 monthly
G1.B4.S1.MA1 M335725	Examine Collaborative Planning Action Plans; attend team planning sessions; classroom...	Mealor, Michelle	8/22/2016	Student assessment data will be analyzed, and results of classroom observations will be discussed as to effectiveness. Admin involvement in collaborative planning sessions and lesson study.	5/31/2017 monthly
G1.B4.S1.A1 A322514	Professional Development will be utilized to improved teacher differentiation skills and strategies.	Campbell, Beth	8/22/2016	Administrative Walk-throughs	5/31/2017 monthly
G1.B1.S2.MA1 M335720	Through learning Walks, admin, coaches, and instructional specialist will ensure that strategies...	Williams, Vickie	8/15/2016	Feedback on classroom environment, instructional strategies, and student data.	5/31/2017 monthly
G1.B1.S2.MA1 M335721	Attendance at professional learning opportunities will be monitored. Teachers will complete a...	Campbell, Beth	8/22/2016	Evidence of standards based instruction, use of small group strategies, and ELA strategies essential to focused standards based instruction will be noted on teacher evaluations and walkthroughs.	5/31/2017 monthly
G1.B1.S2.A1 A322512	Teachers are using Collaborative Planning to examine data and group students according to need....	Mealor, Michelle	8/15/2016	Action Plan Sheets and admin walk-throughs	5/31/2017 weekly
G1.B4.S2.MA1 M335726	Student data will be monitored for increase in proficiency/learning gains.	Campbell, Beth	8/22/2016	Quarterly Benchmark results; iReady benchmark and diagnostic results, other results (SRA, Saxon, AR/STAR, Wonderworks, classroom tests); MTSS analysis	5/31/2017 monthly

**Manatee - 0301 - Palmetto Elementary School - 2016-17 SIP**  
*Palmetto Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.MA1  M335727	Teachers will analyze classroom data results in progress monitor meetings, and describe how they...	Mealor, Michelle	8/22/2016	Teacher Data notebooks, which include lesson plans, student assessment data, standards, and MTSS/ESE interventions and accommodations for success.	5/31/2017 monthly
G1.B4.S2.A1  A322515	Teachers will follow school/district assessment schedule, and use data to monitor student growth...	Mealor, Michelle	8/15/2016	Assessment data (iReady, Quarterly data, SRA, Wonderworks, Saxon, FSA)	5/31/2017 quarterly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** By using focused, standards based instruction, creating 3rd grade academies for retained students, holding extended hour reading programs, creating intervention and enrichment groups based on iReady diagnostics, using Acaletics, Boot Camps, Tutoring and Homework Clubs, iReady, IXL, and other software, students will increase proficiency on all state tests (27-45% ELA, 35-45% Math, and 21 - 30% Science).

**G1.B1** Students lack basic vocabulary skills and background knowledge

**G1.B1.S1** Teachers are involved in professional development to learn how to incorporate SLOP strategies to make learning more visual for ELLs

### **PD Opportunity 1**

Conduct learning walks to observe evidence of content and language objectives, anchor charts and graphic organizers, and student engagement.

#### **Facilitator**

Reading Coach

#### **Participants**

Teachers

#### **Schedule**

Biweekly, from 8/15/2016 to 5/30/2017

**G1.B4** Core instruction was not differentiated; some teachers lacked the skills to differentiate

**G1.B4.S1** Professional development and support will be provided for teachers to strengthen their understanding of differentiation for students. Administrative walk-throughs will observe classrooms to make sure that instruction is being differentiated for student need.

**PD Opportunity 1**

Professional Development will be utilized to improved teacher differentiation skills and strategies.

**Facilitator**

Vallery Ellery, Alison Nichols, Cindy Nguyen-Pham, Vickie Williams, Helen Wiegman

**Participants**

Instructional and Support Staff

**Schedule**

Monthly, from 8/22/2016 to 5/31/2017

**VII. Budget**

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Conduct learning walks to observe evidence of content and language objectives, anchor charts and graphic organizers, and student engagement.</b>				<b>\$437.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0301 - Palmetto Elementary School	School Improvement Funds		\$437.00
			<i>Notes: Monies will be used to purchase materials for tutorial and test prep Saturday boot camps.</i>			
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Teachers are using Collaborative Planning to examine data and group students according to need. They also plan the appropriate activities to address the students' needs.</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B4.S1.A1</b>	<b>Professional Development will be utilized to improved teacher differentiation skills and strategies.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B4.S2.A1</b>	<b>Teachers will follow school/district assessment schedule, and use data to monitor student growth and create instructional groups.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$437.00</b>