

Manatee County Public Schools

Palmetto Elementary School



2017-18 Schoolwide Improvement Plan

Palmetto Elementary School

1540 10TH ST W, Palmetto, FL 34221

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

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (as reported on Survey 3)

100%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

81%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	C

**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 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.

Manatee - 0301 - Palmetto Elementary School - 2017-18 SIP
Palmetto Elementary School

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Palmetto Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Lucinda Thompson	- 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. All students meet in the cafeteria to eat breakfast, with some students receiving individual or group tutoring with their teachers. 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 Specialist or School Resource Officer 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 informed and a part of 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. Cathy Hunter and Kathy Frey, 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	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

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. GET has employed teacher mentors as check-in points for chronic 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 and behavioral concerns. iReady, SRA, quarterly benchmark assessments, 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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. Local churches play an integral part of our SAC and family activities. The local library also works with teachers and students to foster a love of reading. Beth Campbell, Assistant Principal, and Marisa Nadeau, 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

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
Schuler, Necole	Instructional Coach
Cuffaro, Maria	Administrative Support

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
 Necole Schuler is the Reading Coach, responsible for teacher PL and support, as well as reading 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. 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 the 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.

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.:

Name	Stakeholder Group
Sheri Clinard	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
Petrona Andres	Parent
Rosana Sanchez	Parent
Maria Pena	Parent
Alejandra Resendiz	Parent
Maria Centeno	Parent
Susan Nickerson	Teacher
Rhonda Buttrick	Education Support Employee
Alana Monestime	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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. The 2016-17 goals were to improve student achievement, and teacher competency. We met our proficiency goals in every area , but

will continue to work on improving rigorous, standards-based instruction, using non-fiction texts, and writing in response to reading. Although we had satisfactory improvement in the area of science, we will continue to work on science as one of our main goals.

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 reviewed this school improvement plan in the August, 2017 meeting and approved it for submission.

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.

This year, at the August SAC meeting, they provided input on the budget, and agreed to continue using our minimal funding to purchase materials, make copies, and provide snacks for our Saturday Boot Camps.

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, as well as for paying teachers for these weekend camps.

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
Bolt, Cherelyn	Teacher, K-12
Frey, Kathleen	Teacher, ESE
Nickerson, Susan	Teacher, K-12
Douberly, Shaun	Teacher, K-12
Murrell, Vera	Teacher, K-12
Schuler, Necole	Instructional Coach
Wiegman, Helen	Instructional Coach
Monestime, Alana	Teacher, K-12

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 has also brought programs, such as for International Literacy Day, Science Fair, and Honor Roll celebrations into the school community (involving community members where appropriate).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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. Teachers also mentor each other, model lessons for their teams, and conduct "Open Houses" of best practices for their peers. 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, and we use their 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 research based reading programs 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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.

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 examining data and focusing on acceleration, we will use rigorous, standards based instruction, and strategic resources to increase student proficiency on State Science test (38-50%).

- G2.** By examining data and focusing on acceleration, we will use rigorous, standards based instruction, and strategic resources resources to increase student proficiency on FSA ELA (36-48%), and Math (49-57%).

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 examining data and focusing on acceleration, we will use rigorous, standards based instruction, and strategic resources to increase student proficiency on State Science test (38-50%). 1a

G097621

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students lack appropriate science instruction and vocabulary.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Vocabulary infused into ELA reading and writing instruction.
- Science Lab with hands-on experiments and kinesthetic activities that solidify science concepts and vocabulary.
- Science technology (Mystery Science, Discovery Education, NEWSELA, etc.)
- Third - Fifth Grade Science Specials Rotation
- After School STEM program, including enrichment opportunities such as Robotics Club

Plan to Monitor Progress Toward G1. 8

Science unit tests

Person Responsible

Michelle Mealor

Schedule

On 5/30/2018

Evidence of Completion

State Assessment data

G2. By examining data and focusing on acceleration, we will use rigorous, standards based instruction, and strategic resources resources to increase student proficiency on FSA ELA (36-48%), and Math (49-57%). **1a**

G097622

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	48.0
FSA Mathematics Achievement	57.0
Writing Gains District Assessment	55.0

Targeted Barriers to Achieving the Goal **3**

- Students lack basic vocabulary skills and background knowledge
- Weak differentiation and student engagement

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

-
- Supplementatl Curriculum (Saxon Phonics, Wonderworks, SRA, LAFS, NEWSELA, etc.)
- Core Curriculum: Wonders Reading, GOMath, and Top Score Writing
- Reading and Math Coaches, and District Support
- Graduate Enhancement Technician and Social Worker
- Software programs such as Mystery Science, Science A-Z, Vocabulary A-Z, RAZ+, iReady, iStation, Imagine Learning
- Acaletics
- ESOL Resource
- Parent Liaison hosting Parent Information Nights
- Grade Level Collaborative Planning Sessions
- After School Tutorial/Enrichment Program
- Saturday Test Prep "Boot Camps"
- SIOP Instructional Strategies
- Student Celebrations: Attendance Wall, PBS, Reading Logs, Acaletics Wall, Honor Roll, Quarterly PBL Fairs

Plan to Monitor Progress Toward G2. 8

iReady and Quarterly Assessment Data, Classroom Walk-through data, monthly data chats using common assessments for each grade level

Person Responsible

Michelle Mealor

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson Plans (planning), student engagement, assessment data, collaborative data discussions

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 examining data and focusing on acceleration, we will use rigorous, standards based instruction, and strategic resources to increase student proficiency on State Science test (38-50%). **1**

 G097621

G1.B1 Students lack appropriate science instruction and vocabulary. **2**

 B262410

G1.B1.S1 Vertical Team Planning, developing specific lesson plans that will build specific science standards by grade level. **4**

 S277935

Strategy Rationale

By insuring that standards are taught yearly, students will be proficient by 5th grade.

Action Step 1 **5**

Grade level planning to improve science instruction.

Person Responsible

Susan Nickerson

Schedule

Evidence of Completion

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

Monitor Benchmark Assessments and FSA Scores

Person Responsible

Michelle Mealor

Schedule

Evidence of Completion

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

Person Responsible

Michelle Mealor

Schedule

Evidence of Completion

G1.B1.S2 Science concepts and vocabulary are infused into ELA curriculum for continuous practice on skills. Skills are also practiced with hands-on experimentation in the STEM Lab.

4

S277936

Strategy Rationale

Using repetitive instruction and practice, students will develop a concrete understanding of science concepts and vocabulary.

Action Step 1 5

Collaborative planning with science lead teacher.

Person Responsible

Susan Nickerson

Schedule

On 5/30/2018

Evidence of Completion

Science test scores

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

Classroom walk-throughs, inspection of student work, test scores

Person Responsible

Michelle Mealor

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

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

Person Responsible

Michelle Mealor

Schedule

On 5/30/2018

Evidence of Completion

State Science Scores

G2. By examining data and focusing on acceleration, we will use rigorous, standards based instruction, and strategic resources resources to increase student proficiency on FSA ELA (36-48%), and Math (49-57%). 1

G097622

G2.B1 Students lack basic vocabulary skills and background knowledge 2

B262411

G2.B1.S1 Teachers are involved in professional development to learn how to incorporate SLOP strategies to make learning more visual for ELLs 4

S277937

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

Necole Schuler

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

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 G2.B1.S1 6

Person Responsible

Michelle Mealor

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.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

G2.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

S277938

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 G2.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 8/21/2017 to 5/25/2018

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 G2.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.

G2.B4 Weak differentiation and student engagement 2

 B262414

G2.B4.S1 Teachers are continuing their professional learning with rigorous, standards based instruction. Mark Rolewski working with teachers to strengthen instructional skills, as well as conducting learning walks to initiate strong discussion on best practices and improvement. Increased emphasis on student engagement and cooperative learning. **4**

 S277941

Strategy Rationale

Standards based instruction insures grade level rigor for student achievement.

Action Step 1 5

Monthly professional development and learning walks.

Person Responsible

Beth Campbell

Schedule

Monthly, from 8/4/2017 to 5/10/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Walk-throughs, observation, evaluation

Person Responsible

Michelle Mealor

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

MTSS data, grade level data, iReady and FSA Scores

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Monitor PLC's, Data Meetings

Person Responsible

Michelle Mealor


Schedule

On 5/30/2018

Evidence of Completion

FSA Proficiency and Learning Gains

G2.B4.S2 Teachers continuing their professional learning with reading and math coaches utilizing book studies and planning sessions. 4

 S277942

Strategy Rationale

By working together, teachers can have critical discussions regarding best practices, and share strategies and plans for improvement (including peer modeling).

Action Step 1 5

Set up Professional Learning opportunities for staff.

Person Responsible

Beth Campbell

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Walk-throughs and Evaluations, along with Principal.

Person Responsible

Beth Campbell

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Person Responsible

Michelle Mealor



Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1 M403990	[no content entered]	Mealor, Michelle	No Start Date		No End Date one-time
G1.B1.S1.MA1 M403991	Monitor Benchmark Assessments and FSA Scores	Mealor, Michelle	No Start Date		No End Date quarterly
G1.B1.S1.A1 A374432	Grade level planning to improve science instruction.	Nickerson, Susan	No Start Date		No End Date one-time
G2.B1.S1.MA1 M403996	[no content entered]	Mealor, Michelle	No Start Date		No End Date one-time
G2.B4.S2.MA1 M404003	[no content entered]	Mealor, Michelle	No Start Date		No End Date monthly
G2.B4.S2.A1 A374438	Set up Professional Learning opportunities for staff.	Campbell, Beth	No Start Date		No End Date one-time
G2.B1.S1.MA1 M403995	Progress Monitor student achievement	Mealor, Michelle	8/22/2016	Exemplary student work, student iReady data, iStation data	5/31/2017 monthly
G2.B1.S2.MA1 M403997	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
G2.B1.S2.A1 A374435	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
G2.B4.S1.A1 A374437	Monthly professional development and learning walks.	Campbell, Beth	8/4/2017		5/10/2018 monthly
G2.B1.S2.MA1 M403998	Attendance at professional learning opportunities will be monitored. Teachers will complete a...	Campbell, Beth	8/21/2017	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.	5/25/2018 monthly
G1.MA1 M403994	Science unit tests	Mealor, Michelle	8/10/2017	State Assessment data	5/30/2018 one-time
G2.MA1 M404005	iReady and Quarterly Assessment Data, Classroom Walk-through data, monthly data chats using common...	Mealor, Michelle	8/10/2017	Lesson Plans (planning), student engagement, assessment data, collaborative data discussions	5/30/2018 monthly
G2.B1.S1.A1 A374434	Conduct learning walks to observe evidence of content and language objectives, anchor charts and...	Schuler, Necole	8/10/2017	Observation of the objectives, visual organizers, and student engagement, as well as student data from Progress Monitor Assessments	5/30/2018 biweekly
G2.B4.S1.MA1 M404001	Monitor PLC's, Data Meetings	Mealor, Michelle	8/10/2017	FSA Proficiency and Learning Gains	5/30/2018 one-time
G2.B4.S1.MA1 M404002	Walk-throughs, observation, evaluation	Mealor, Michelle	8/10/2017	MTSS data, grade level data, iReady and FSA Scores	5/30/2018 weekly
G1.B1.S2.MA1 M403992	[no content entered]	Mealor, Michelle	8/10/2017	State Science Scores	5/30/2018 one-time

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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.B1.S2.MA1  M403993	Classroom walk-throughs, inspection of student work, test scores	Mealor, Michelle	8/10/2017		5/30/2018 biweekly
G1.B1.S2.A1  A374433	Collaborative planning with science lead teacher.	Nickerson, Susan	8/10/2017	Science test scores	5/30/2018 one-time
G2.B4.S2.MA1  M404004	Walk-throughs and Evaluations, along with Principal.	Campbell, Beth	8/10/2017		5/30/2018 monthly

V. Professional Development Opportunities

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

G2. By examining data and focusing on acceleration, we will use rigorous, standards based instruction, and strategic resources resources to increase student proficiency on FSA ELA (36-48%), and Math (49-57%).

G2.B1 Students lack basic vocabulary skills and background knowledge

G2.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 8/10/2017 to 5/30/2018

G2.B4 Weak differentiation and student engagement

G2.B4.S1 Teachers are continuing their professional learning with rigorous, standards based instruction. Mark Rolewski working with teachers to strengthen instructional skills, as well as conducting learning walks to initiate strong discussion on best practices and improvement. Increased emphasis on student engagement and cooperative learning.

PD Opportunity 1

Monthly professional development and learning walks.

Facilitator

Mark Rolewski, RoEd Leadership

Participants

Classroom Teachers in all grade levels

Schedule

Monthly, from 8/4/2017 to 5/10/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Grade level planning to improve science instruction.				\$0.00
2	G1.B1.S2.A1	Collaborative planning with science lead teacher.				\$0.00
3	G2.B1.S1.A1	Conduct learning walks to observe evidence of content and language objectives, anchor charts and graphic organizers, and student engagement.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Palmetto Elementary School	School Improvement Funds		\$0.00
			<i>Notes: Monies will be used to purchase materials for tutorial and test prep Saturday boot camps.</i>			
4	G2.B1.S2.A1	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.				\$637.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Palmetto Elementary School	School Improvement Funds		\$637.00
			<i>Notes: Test Prep Saturday boot camp materials</i>			
5	G2.B4.S1.A1	Monthly professional development and learning walks.				\$3,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Palmetto Elementary School	SIG 1003		\$3,800.00
			<i>Notes: \$1,400 to RoEd Leadership, and remaining funds to guided reading and math CC standards book purchases for book studies.</i>			
6	G2.B4.S2.A1	Set up Professional Learning opportunities for staff.				\$0.00
					Total:	\$4,437.00