



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palmetto Elementary School

834 7TH ST W

Palmetto, FL 34221

941-723-4822

www.manatee.k12.fl.us

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 94%
Alternative/ESE Center No	Charter School No	Minority Rate 82%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Palmetto Elementary School

Principal

Ed Hundley

School Advisory Council chair

Tere DeLarosa

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Latrina Singleton	Assistant Principal
Christine Dawson	Instructional Coach
Mercedes Bolduc	Instructional Coach
Joanne Bergamin	Resource Teacher
Pam Buff	Gifted Teacher
Jeff Fry	Psychologist
John Flemming	Counselor
Murriel Barr	ESE Resource

District-Level Information

District

Manatee

Superintendent

Mr. Rick W Mills

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Chair - Tere Delarosa - (P)arent

Vice Chair - Marissa Nadeau - (P)arent

Secretary - Sarah Winn - (P)arent

Treasurer - Joanne Bergamin - (E)mployee

Members:

Kerline Ilfra (P), Ed Hundley (E), Latrina Singleton (E), Priscilla Croskey (E), Trina Presha (C)

Involvement of the SAC in the development of the SIP

The SAC helps to develop new initiatives, Reviews the effectiveness of current practices, as well as provide suggestions for overall improvement. The SAC also reviews and shows approval for the continuous modifications made to the plan.

Activities of the SAC for the upcoming school year

SAC will be involved in the monitoring and evaluation of the plan for this school year.

Projected use of school improvement funds, including the amount allocated to each project

To assist in the implementation of the plans and strategies outlined in the plan for the primary purpose of improved student achievement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ed Hundley

Principal

Years as Administrator: 16

Years at Current School: 10

Credentials

Masters degree in educational leadership

Performance Record

Latrina Singleton

Asst Principal

Years as Administrator:

Years at Current School:

Credentials

Performance Record

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Christine Dawson		
Full-time / School-based	Years as Coach: 4	Years at Current School: 7
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Masters Degree Educational Leadership Principal Certification	
Performance Record		

Mercedes Bolduc		
Full-time / School-based	Years as Coach: 2	Years at Current School: 9
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	K-12 Social worker K-6 Elementary Certification ESOL Endorsed Reading Endorsed Masters Degree Elementary Education	
Performance Record	Highly effective evaluations.	

Classroom Teachers

# of classroom teachers	46
# receiving effective rating or higher	39, 85%
# Highly Qualified Teachers	100%
# certified in-field	46, 100%
# ESOL endorsed	35, 76%
# reading endorsed	11, 24%
# with advanced degrees	15, 33%
# National Board Certified	2, 4%
# first-year teachers	0, 0%
# with 1-5 years of experience	10, 22%

with 6-14 years of experience

21, 46%

with 15 or more years of experience

15, 33%

Education Paraprofessionals

of paraprofessionals

14

Highly Qualified

14, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

School leadership will engage in the following to ensure the recruitment of highly qualified teachers:

- Comprehensive interview process
- Working Partnership with local Universities
- Introduction to the culture and practices of the school prior to interview process

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Response to Intervention (Rtl) model is a multi-tiered approach to providing high quality instruction matched to student needs, learning rate, and level of performance. Rtl is based on a problem-solving model that uses data to inform decision-making and develop interventions.

The MTSS/Rtl leadership team meets on a weekly basis to to review data and monitor the Rtl process. Weekly grade level team meetings are conducted with teachers to ensure quality instruction, discuss effective interventions, and monitor student learning and performance.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

- Principal- Eddie C. Hundley
- Assistant Principal and IST Chairperson- Latrina N. Singleton
- Instructional Specialists- Christine Dawson
- School Psychologists- Dr. Jeffery Fry
- ESE Team Leader- Muriel Nelson-Barr
- Social Worker- Phyllis Milton

Guidance Counselor- John Fleming
Reading Specialist/ESOL- Mercedes Bolduc
District ESE Liaison- Lois Gover
Behavior Specialists- Sharon Rawls

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team focuses on core instruction in all areas. Students who are high risk are identified and provided assistance based on specified level of tier intervention. The implementation of ICEL (Instruction, Curriculum, and Environment Learning) assists with the establishment of MTSS/Rtl through the instructional program.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources for academics include FAIR, District Benchmark Assessments in Math, Writing, and Science, and common formative assessments. Data sources for behavior include office referrals, classroom observed behaviors, and PBS management system.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Training occurs during Rtl grade level team meeting. On-going process as new material is presented via District Point of Contact meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 4,800

School-wide hour of supplemental reading using a researched 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected from formative assessments aligned to the instruction delivered as well as benchmark assessments from the district level. Students demonstrating a need to be accelerated or remediated are quickly identified and appropriately placed.

Who is responsible for monitoring implementation of this strategy?

School Leadership Team

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Eddie C. Hundley	Principal
Latrina N. Singleton	Assistant Principal
Christine Dawson	Instructional Coach
Mercedes Bolduc	Instructional Coach
Joanne Bergamin	Reading Resource

How the school-based LLT functions

Team meets weekly to discuss data generated from: progress monitoring, RtI, and common assessments. Discussion focuses on student progress/performance, fidelity of instructional strategies and interventions.

Major initiatives of the LLT

The major function of this team is to use student data to discuss student performance and modify the instructional design to meet the needs of all learners. Through the collaboration of lesson planning, common assessments, and professional development the leadership is able to act as a vehicle for student achievement.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

NA

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Established working relationship with local daycare/childcare providers to assist incoming students on the procedures and protocols for elementary. Established "Meet the Teacher" for parents and incoming students to meet teachers and become accustomed to school environment.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%		No	51%
American Indian				
Asian				
Black/African American	37%	21%	No	43%
Hispanic	38%	26%	No	45%
White	65%	59%	No	69%
English language learners	31%	15%	No	38%
Students with disabilities	43%	18%	No	49%
Economically disadvantaged	40%	30%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	121	48%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	47	19%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	45	18%	26%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	11	12%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%		No	51%
American Indian				
Asian				
Black/African American	38%	30%	No	44%
Hispanic	38%	44%	Yes	45%
White	66%	57%	No	69%
English language learners	35%	39%	Yes	42%
Students with disabilities	48%	25%	No	54%
Economically disadvantaged	40%	42%	Yes	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	19		
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Teachers will effectively implement and engage in School-wide instructional model
- G2.** Improve morale, culture, and climate of school community

Goals Detail

G1. Teachers will effectively implement and engage in School-wide instructional model

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- - Data Management System
- In House trainers on Instructional model
- Coaches and resource teachers
- Implementation rubric

Targeted Barriers to Achieving the Goal

- Varying levels of effectiveness throughout the instructional staff
- Time for training and development

Plan to Monitor Progress Toward the Goal

Student performance on formative and summative assessments

Person or Persons Responsible

Leadership team / teachers

Target Dates or Schedule:

on-going

Evidence of Completion:

performance data

G2. Improve morale, culture, and climate of school community

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- - Positive Behavior Support Program
- - School Renaissance program
- - Peer support system

Targeted Barriers to Achieving the Goal

- - Negative attitudes towards additional work requirements

Plan to Monitor Progress Toward the Goal

Real time student data system District benchmark assessments Data team meetings (every teacher)

Person or Persons Responsible

Leadership Team Members - Administration - Instructional Coaches / Resource teachers - Classroom teachers

Target Dates or Schedule:

Weekly monitoring of curriculum generated data Every three weeks for Benchmark assessments Daily monitoring of student data by teachers

Evidence of Completion:

Increased student performance on summative assessments (FCAT, Benchmark Assessments)

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will effectively implement and engage in School-wide instructional model

G1.B1 Varying levels of effectiveness throughout the instructional staff

G1.B1.S1 - provide teachers with clear explanation of performance requirements as it relates to the instructional model

Action Step 1

Use of implementation rubric

Person or Persons Responsible

Administration

Target Dates or Schedule

on going

Evidence of Completion

feedback

Facilitator:

Administration

Participants:

Teachers

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

Conduct walk-throughs using implementation rubric

Person or Persons Responsible

Leadership teams

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback notes / rubric positioning

Plan to Monitor Effectiveness of G1.B1.S1

Teacher level of effectiveness at effective or higher as measured by rubric

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly / on-going

Evidence of Completion

90% or more of the teachers will be effective or higher on all areas of the rubric.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Improve morale, culture, and climate of school community

G2.B3 - Negative attitudes towards additional work requirements

G2.B3.S3 - Promote positive team and collaborative environment through scheduled social and professional networking opportunities

Action Step 1

Relationship building activities, Potluck meals, staff recognition, Positive behavior

Person or Persons Responsible

Entire school

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance sheets, Give away records

Plan to Monitor Fidelity of Implementation of G2.B3.S3

Ensure weekly activities as outlined by the schedule

Person or Persons Responsible

Leadership team

Target Dates or Schedule

weekly

Evidence of Completion

Attendance sheets, Give away records

Plan to Monitor Effectiveness of G2.B3.S3

Pre and Post surveys to measure climate of school

Person or Persons Responsible

Entire school

Target Dates or Schedule

October and May

Evidence of Completion

Increased number of positive ratings on climate

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. Palmetto Elementary will participate in the "Supper Program" to provide students with an evening meal before they go home.

Housing Programs

Project Heart

Head Start

N/A

Adult Education

Rosetta Stone English classes

GED classes through partnership with MTI

Career and Technical Education

N/A

Job Training

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will effectively implement and engage in School-wide instructional model

G1.B1 Varying levels of effectiveness throughout the instructional staff

G1.B1.S1 - provide teachers with clear explanation of performance requirements as it relates to the instructional model

PD Opportunity 1

Use of implementation rubric

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

on going

Evidence of Completion

feedback

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will effectively implement and engage in School-wide instructional model

G1.B1 Varying levels of effectiveness throughout the instructional staff

G1.B1.S1 - provide teachers with clear explanation of performance requirements as it relates to the instructional model

Action Step 1

Use of implementation rubric

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed