

Polk County Public Schools

Palmetto Elementary School



2016-17 School Improvement Plan

Palmetto Elementary School

315 PALMETTO ST, Poinciana, FL 34759

<http://schools.polk-fl.net/palmettoknights>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Elementary School PK-4 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 92% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D | D* | D | D |

**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 Polk 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 |
|--|-----------------------------------|
| Southeast - Gayle Sitter | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Palmetto Elementary School is to promote a lifelong love for learning through rigorous and diverse learning experiences.

b. Provide the school's vision statement

The vision of Palmetto Elementary is to educate and prepare all students to reach their highest potential to become productive citizens of their community.

2. School Environment

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

Each parent is asked to complete a Home Language Survey when their child is enrolled. A survey is also conducted near the beginning of the school year as to which language parents would prefer to receive communication from school. As the population of our school is primarily Hispanic, we celebrate Hispanic Heritage month and encourage both staff and students to share about their culture. Our school encourages teachers and staff members to build relationships with students and families through holding several family nights during the school year. Teachers create a safe environment of mutual respect for their students. Teachers frequently conference with students and parents in order to provide feedback.

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

Students are always supervised on campus, from the moment they enter the gates in the morning to the moment they leave in the afternoon. The school promotes the monthly character traits created by our guidance department.

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

Palmetto Elementary uses the PBIS behavioral approach. Students are taught the expectations and teachers and staff model desired behaviors. The PBIS team provides continuous training to staff to ensure the system is fair and consistent. In addition, we will be implementing the C.H.A.M.P.S school-wide during the 2016-17 school year. Teachers were provided training in August 2016 and will be provided additional support throughout the school year. We will be meeting with students identified as Tier 3 students for behaviors to teach and practice appropriate behaviors in a variety of situations.

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

Students with social-emotional needs may be referred to the Guidance office by any staff member. The Guidance Counselor meets with students and parents to determine the best way to meet the student's individual needs. Community resources, guidance counseling, mental health services, or behavioral interventions may be recommended and implemented.

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

A district report is compiled monthly identifying students meeting the criteria for the Early Warning System.

- > Attendance below the 90%
- > One or more in or out of school suspensions
- > Course Failure of English Language Arts or Mathematics
- > Level 1 score on statewide , standarized assessments in English Language Arts or Mathematics

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 1 | 2 | 1 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 7 | 9 | 36 | 33 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 134 |

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 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

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

Reading Interventionist works with the lowest 25% of students in third and fourth grade to improve academic performance in reading, including retainees in 3rd grade by providing differentiated instruction based on the student's individual needs.

Math interventionist works the lowest 25% of students in third and fourth grade to improve academic performance in math by providing differentiated instruction based on the student's individual needs.

Math Coach provides PLC's to increase teachers' knowledge and provide strategies to promote a rigorous math program that will improve student performance in Math.

Reading Coach provides PLC's to increase teachers' knowledge and provide strategies to promote a rigorous reading program that will improve student performance in Reading.

Guidance Counselors provide guidance for students and parents on behavioral concerns causing disruption for the learning process.

Dean of Students will monitor attendance and behavioral record keeping and assist teachers with identifying specific interventions for students.

Teachers along with LEA personnel will use the MTSS process where needed.

Home Visits by the Social Worker

Consistent monitoring of students

Parent workshops and resources provided by Title I to provide parents with the necessary tools to assist students in the home environment.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315324>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 Elementary builds and sustains a partnership with the Poinciana community through it's School Advisory Council, a school representative serves on the local Hospital Council, as well as participation in community affairs and activities.

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 |
|------------------|---------------------|
| Craft, Carolyn | Other |
| Kulcher, Lyndsy | Assistant Principal |
| Santiago, Edgar | Principal |
| Holmberg, Robert | Instructional Coach |
| Short, Jessica | Dean |
| Shifley, Sarah | Guidance Counselor |
| McCall, Pamela | Instructional Media |
| Worthington, Amy | Instructional Coach |
| Hernaiz, Amaris | Teacher, K-12 |

b. Duties

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

Edgar Santiago (Principal)

The principal provides a common vision for the use of data-based decision making, models the

problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide.

Lyndsy Kulcher (Assistant Principal)

Assists principal in providing a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the implementation of MTSS.

Jessica Short (Dean)

The dean of students works with the principal and assistant principal to carry out academic and behavior programs; provides proactive leadership to engage all stakeholders in the delivery of program and services to support the students' academic achievement, personal, and social development.

Richard Todd (Network Manager)

Develops the necessary technology to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphs.

Amy Worthington (Reading Coach)

Develop, lead, and evaluate school core content standard/programs; assist with whole school screening programs that provide live data on student performance.

Robert Holmberg (Math Coach)

Develop, lead, and evaluate school core content standard/programs; assist with whole school screening programs that provide live data on student performance.

Tamara Perry (Reading Interventionist)

Assist in data analysis, works with lowest 25% of third graders and fourth grade students according to FSA data, as well as additional district and school based data. Leads instructional paras in the development of instructional supports for targeted students.

Amaris Hernaiz (Math Interventionist)

Assist in data analysis, works with lowest 25% of third graders and fourth grade students according to FSA data, as well as additional district and school based data. Leads instructional paras in the development of instructional supports for targeted students.

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

The MTSS team is part of the Leadership Team of the school. It focuses meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:

*Review school-wide grade level and teacher data to problem-solve needed interventions on level and identify students meeting/exceeding benchmarks, as well as those at moderate to high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data becomes available.

*Help teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving, sharing effective practices, evaluating implementation, assist in making

decisions for school, teacher, and student improvement.

*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

*Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.

*Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence based interventions and support teachers in carrying out intervention plans.

Title I , Part A--Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. After-school programs are made available based on the availability of district funds. The district coordinates summer school programs.

Title I, Part D--District supports the Educational Alternative outreach program. These services are coordinated with the district Drop-Out Prevention programs.

Title III---Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X---District Homeless Social Worker Title provides resources for students identified as homeless.

Violence Prevention Programs--- Palmetto Elementary offers a non-violence and anti-drug program to students that incorporate field trips, community service.

Nutrition Program---All students at Palmetto Elementary receives breakfast and lunch at no charge.

Head Start--- We have no Head Start this school year.

Title I -School Readiness

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------|----------------------------|
| Steven Perez | Parent |
| Anna Perez | Teacher |
| Robert Holmberg | Education Support Employee |
| Amaris Hernaiz | Education Support Employee |
| Katie Denis | Parent |
| Edgar Santiago | Principal |

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 School Advisory Committee met in October to approve the School Improvement Plan. It is at this meeting that the committee evaluated the plan, made changes as to how the 1% from Title I will be used for parental involvement. A motion was made and seconded to accept the 2014-2015 School Improvement Plan.

b. Development of this school improvement plan

The SAC has an active role in the development of the SIP. During the May meeting, the SAC provides a list of suggestions and recommendations for implementation for the upcoming year. After approval, the writers of the SIP incorporate the council's ideas. The completed plan is brought back to the council for approval.

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

The School Advisory Council discusses goals of the school in relationship to the school improvement plan, needed resources and available funds. The proposed expenditures are then discussed and either approved or rejected by the council.

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

N/A

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 |
|------------------|---------------------|
| Kulcher, Lyndsy | Assistant Principal |
| Holmberg, Robert | Instructional Coach |
| Santiago, Edgar | Principal |
| Short, Jessica | Instructional Coach |
| McCall, Pamela | Instructional Media |
| Worthington, Amy | Instructional Coach |

b. Duties

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

The major initiatives of the LLT this year will be unpacking the standards, increase teachers usage of data to drive instruction, analysis of FAIR assessment data to identify areas of academic weaknesses for remediation, analysis of classroom data to identify areas of academic weakness for remediation, implement increased iii time and for all students not proficient in reading, increase utilization of written summaries in all content areas, implement the reading curriculum with fidelity reducing the number of level 1's and 2's in reading measured by state testing while increasing the number of level 4's and 5's and Reading Interventionist providing extra reading instruction to the lowest 25% of third graders and portfolios promoted students in fourth grade.

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

All grade levels have common planning time and meet as a team twice a week for collaborative planning. Teachers are encouraged and rewarded for sharing teaching and modeling tips with their peers.

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

1. Utilize the district's Recruitment and Hiring System, ---Principal and Assistant Principal
2. Partner new teachers with Resource Teachers,--- Principal and Assistant Principal
3. Build a purposeful school community with a focus on culture, ideas, and beliefs----Principal and Assistant Principal
4. Set a clear vision and mission for our school-----Principal and Assistant Principal
5. District assigned coaches will collaborate with new teachers.
6. Grade Levels meet with Principal and Asst. Principal weekly for team building, academic support, and review of data

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

Beginning teachers and teachers new to our school are paired with resource teachers in the area of their expertise. They meet weekly to discuss issues or concerns. Teachers are continuously being mentored in reading math, science and assessing students as well as understanding data and allowing the data to drive instruction. Pairing teachers with resource teachers will allow these teachers to gain knowledge and strategies from experienced teachers. In addition, new teachers participate in the Teacher Induction Program Seminar(TIPS) provided by the district.

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

Palmetto will ensure its core instructional program and materials are aligned with the standards by providing professional development in using the district provided curriculum maps to plan for instruction that meets the full intent of the standards, differentiation of small group instruction, and collaborative planning within the grade level and cross grade levels, with instructional coaches. The administration will provide support and feedback from walkthroughs and review of lesson plans.

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

Palmetto Elementary uses:

FAIR Data to identify skills students are not proficient in

Weekly Reading Wonders assessments to determine individual student mastery, as well as error analysis of the weekly tests to tailor test taking strategies to the needs of our students.

Beginning of year math assessment to identify areas of needed remediation

Ongoing Math assessments to determine mastery

Reading Wonders leveled texts, leveled assessments, center groups
Teachers remediate skills not mastered
FCRR,FAIR researched-based center activities focused on skills not proficient
Math-Small group remediation with teacher
Use of manipulatives
Center activities based on skills not proficient
STAR and Accelerated Reader
ACHIEVE 3000 KidBiz for 2nd-4th graders and Smarty Ants for Kindergarten-1st.

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: After School Program

Minutes added to school year: 2,400

An after-school program will target the ELL students only at this time.

Strategy Rationale

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Short, Jessica, jessica.short@polk-fl.net

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

Student progress will be monitored through benchmark testing and Focused Reading Interventions data.

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

Palmetto Elementary conducts a Kindergarten Round-up in April to register new students. During Round-Up, students will be provided with academic and social materials for parents to work at home in preparing students for Kindergarten. Palmetto uses a variety of readiness screening tools within the first thirty days of school to assess the preparedness of all student arriving in kindergarten. These include: FLKRS, teacher-made assessments, and teacher observations. The Kindergarten teachers administer these assessments. As a result of this screening, the kindergarten teachers and administration are able to target specific needs for intervention.

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

Non-Applicable

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

Non-Applicable

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

Non-Applicable

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

Non-Applicable

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.

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.** Teachers will collaboratively plan and deliver standards based instruction to include differentiation based on student data aimed at maximizing student engagement and increasing student achievement.

- G2.** Palmetto Elementary will increase student achievement by creating an environment conducive to support student learning.

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. Teachers will collaboratively plan and deliver standards based instruction to include differentiation based on student data aimed at maximizing student engagement and increasing student achievement. 1a

G085075

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Math - All Students | 75.0 |
| AMO Reading - All Students | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers are not fully implementing differentiation into instruction due limited knowledge of how to interpret data.
- Teachers are not transferring information learned from data to guide instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Math Coaches
- Curriculum Maps
- Reading Wonders Assessment Data
- Math Unit Assessment Data
- FAIR Data
- Reading Interventionist
- Math Interventionist
- CPALMS
- STAR/STAR Early Literacy
- ACHIEVE3000/Smarty Ants Data

Plan to Monitor Progress Toward G1. 8

During weekly leadership and administrator meetings, the information from the weekly planning sessions will be discussed to determine teachers in need of coaching support.

Person Responsible

Lyndsy Kulcher

Schedule

Weekly, from 9/6/2016 to 5/25/2017

Evidence of Completion

Minutes from leadership meetings will reflect discussion of next steps for support.

Plan to Monitor Progress Toward G1. 8

Progress monitoring of student achievement will be collected, discussed and analyzed to determine student needs and growth (FAIR, formative assessments, district wide assessments).

Person Responsible

Lyndsy Kulcher

Schedule

Every 6 Weeks, from 9/6/2016 to 5/25/2017

Evidence of Completion

Reading Wonders Unit Assessment Data, Math Unit Assessment Data, FAIR, STAR, ACHIEVE3000

G2. Palmetto Elementary will increase student achievement by creating an environment conducive to support student learning. 1a

G085076

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Attendance rate | 93.75 |
| Discipline incidents | 120.0 |

Targeted Barriers to Achieving the Goal 3

- Students lack the motivation to attend school regularly.
- Students do not know and understand school expectations for behaviors.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Early Warning System
- District's database (Genesis) attendance reports
- Lesson plans
- District's database (Genesis) Discipline reports
- Attendance Contact Logs

Plan to Monitor Progress Toward G2. 8

Attendance and Discipline logs will be monitored regularly for implementation purposes and the district's database (Genesis) reports will be monitored to determine the impact of the implementation for each strategy.

Person Responsible

Jessica Short

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance logs, Discipline logs, Attendance reports and Discipline reports from Genesis.

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. Teachers will collaboratively plan and deliver standards based instruction to include differentiation based on student data aimed at maximizing student engagement and increasing student achievement. **1**

 G085075

G1.B1 Teachers are not fully implementing differentiation into instruction due limited knowledge of how to interpret data. **2**

 B226302

G1.B1.S1 Instructional Coaches and Interventionists will work with teachers to analyze data and determine specific strategies to meet the needs of individual students. **4**

 S238730

Strategy Rationale

Teachers will gain an understanding of how to interpret and analyze data and student needs will be met.

Action Step 1 **5**

Instructional coaches and interventionists will work with teachers to analyze data and determine specific strategies to meet the needs of individual students.

Person Responsible

Amy Worthington

Schedule

Weekly, from 8/30/2016 to 5/25/2017

Evidence of Completion

Coach's Logs, Data Analysis Spreadsheet, Ongoing Assessment Data sheet

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

A member of the administrative team (Principal, AP, or Dean) will sit in on planning meetings to provide support and ensure data is being analyzed and interpreted appropriately.

Person Responsible

Lyndsy Kulcher

Schedule

Weekly, from 8/30/2016 to 5/25/2017

Evidence of Completion

Coach's log, collaborative planning agenda

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

Student data will be monitored to show student progress.

Person Responsible

Lyndsy Kulcher

Schedule

Every 6 Weeks, from 9/6/2016 to 5/25/2017

Evidence of Completion

Reading Wonders Unit Assessments, Math Unit Assessments, FAIR, STAR/STAR Early Literacy, ACHIEVE3000

G1.B2 Teachers are not transferring information learned from data to guide instruction. **2**

 B226303

G1.B2.S1 Instructional coaches and interventionists will support teachers in determining specific strategies and resources to meet student needs. **4**

 S238731

Strategy Rationale

Building capacity within classroom teachers.

Action Step 1 **5**

During collaborative planning, instructional coaches and interventionists will support teachers in determining the specific strategies and resources to meet individual student needs.

Person Responsible

Amy Worthington

Schedule

Weekly, from 8/30/2016 to 5/25/2017

Evidence of Completion

Collaborative planning agenda, coach's log

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

A member of the administrative team (Principal, AP, or Dean) will sit in on planning meetings to provide support and ensure data is being analyzed and interpreted appropriately.

Person Responsible

Lyndsy Kulcher

Schedule

Weekly, from 8/30/2016 to 5/25/2017

Evidence of Completion

Coach's log, collaborative planning agenda

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student data will be monitored to show student progress.

Person Responsible

Lyndsy Kulcher

Schedule

Every 6 Weeks, from 9/6/2016 to 5/25/2017

Evidence of Completion

Reading Wonders Unit Assessments, Math Unit Assessments, FAIR, STAR/STAR Early Literacy, ACHIEVE3000

G2. Palmetto Elementary will increase student achievement by creating an environment conducive to support student learning. 1

G085076

G2.B1 Students lack the motivation to attend school regularly. 2

B226304

G2.B1.S1 All parents will be required to sign the district's attendance contract that states Florida's attendance statutes. 4

S238732

Strategy Rationale

Parents may be unaware of the attendance policies in the state of Florida.

Action Step 1 5

The attendance contract will be sent home with all students for parent signatures and will be kept on file.

Person Responsible

Jessica Short

Schedule

Annually, from 8/29/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Attendance contracts will be distributed and collected from all parents

Person Responsible

Jessica Short

Schedule

Annually, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance contracts for each student will be collected and maintained in the office by class enrollment.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Attendance contracts will be collected and maintained for every student and attendance will be monitored using the district's database attendance reports (Genesis).

Person Responsible

Jessica Short

Schedule

Annually, from 8/29/2016 to 6/2/2017

Evidence of Completion

G2.B1.S2 Parents of students missing 5 or more school days within a quarter will be contacted regarding attendance issues. 4

 S238733

Strategy Rationale

School personnel and parents can work together to determine an appropriate solution for attendance issues.

Action Step 1 5

Using the district's database for attendance, students who accumulate 5 or more days of non-attendance will be contacted by a staff member (teacher, guidance, office, or administrative personnel) to determine the reason for the absence and to determine if Tier 2 interventions are needed.

Person Responsible

Jessica Short

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

A contact log will be maintained in the guidance office noting the student's name, date of contact, person contacted, a brief description of the conversation, and any potential interventions discussed.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attendance contact logs will be maintained in the guidance office and reviewed by administrative personnel.

Person Responsible

Jessica Short

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Attendance contact logs will be maintained and monitored frequently and attendance reports from the district's database (Genesis) will be monitored.

Person Responsible

Jessica Short

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance contact logs and bi-weekly attendance reports from the district's database (Genesis).

G2.B1.S3 Teachers will create a climate in their classroom that encourages students to attend school regularly and makes all students feel comfortable in the classroom. 4

 S238734

Strategy Rationale

Students who feel welcomed in the classroom are more likely to attend school regularly.

Action Step 1 5

Teachers will greet students each morning, plan engaging lessons, and will incorporate CHAMPS strategies for building relationships with students.

Person Responsible

Jessica Short

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans, observations, discussions with teachers.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Lesson plans will be monitored for student engagement and CHAMPS strategies.

Person Responsible

Jessica Short

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans, walk-throughs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Lesson plans and classroom walk-throughs will be monitored for student engagement activities.

Person Responsible

Lyndsy Kulcher

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans and Journey notes.

G2.B2 Students do not know and understand school expectations for behaviors. 2

B226305

G2.B2.S1 Teachers will explicitly teach and reteach expectations for classroom and school-wide behaviors in all areas of campus using CHAMPS strategies at the beginning of the year and as often as needed. 4

S238735

Strategy Rationale

All students must know and understand what is expected of them in each environment/setting/activity in order to successfully participate in school.

Action Step 1 5

Teachers will be provided with training for the implementation of CHAMPS, monthly meetings with the CHAMPS team will be held to ensure proper implementation and support.

Person Responsible

Jessica Short

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Professional development slides, participant sign-in sheets, monthly meeting logs, and observation notes in Journey.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson plans and observations will be used to ensure that CHAMPS is being implemented and maintained throughout the school.

Person Responsible

Lyndsy Kulcher

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lesson plans, CHAMPS team monthly meeting notes, and observation notes from Journey.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will include CHAMPS expectations for activities and locations around campus, the CHAMPS team will meet to discuss the implementation and support needed to maintain consistency.

Person Responsible

Lyndsy Kulcher

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, monthly CHAMPS meeting notes, observations notes from Journey.

G2.B2.S2 Students with frequent misbehaviors will be identified and taught in small groups and/or one-on-one appropriate behaviors in a variety of settings, which will be monitored using MTSS data. 4

 S238736

Strategy Rationale

Some students require additional instruction to be successful learners and need more frequent reminders to stay on task.

Action Step 1 5

Students with frequent misbehaviors will be identified, antecedents will be determined and students will be retaught appropriate behaviors for the classroom in small-group and/or one-on-one settings using Tier 2 and Tier 3 strategies to meet their needs. These students will be frequently monitored and retraining and/or new strategies will be implemented as appropriate.

Person Responsible

Jessica Short

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline logs for these students will be maintained for targeted behaviors, retraining, and monitoring.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Discipline logs for each student will be maintained by the dean and updated as behaviors, retraining, monitoring, and modifications occur.

Person Responsible

Jessica Short

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline logs will be maintained by the dean for these students.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Discipline logs and discipline reports from the district's database (Genesis) will be used to monitor the impact of individual interventions.

Person Responsible

Jessica Short

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Discipline logs and discipline reports from the district's database (Genesis).

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|------------------|-------------------------------|--|-------------------------|
| 2017 | | | | | |
| G1.MA1 M315956 | During weekly leadership and administrator meetings, the information from the weekly planning... | Kulcher, Lyndsy | 9/6/2016 | Minutes from leadership meetings will reflect discussion of next steps for support. | 5/25/2017 weekly |
| G1.MA2 M315957 | Progress monitoring of student achievement will be collected, discussed and analyzed to determine... | Kulcher, Lyndsy | 9/6/2016 | Reading Wonders Unit Assessment Data, Math Unit Assessment Data, FAIR, STAR, ACHIEVE3000 | 5/25/2017 every-6-weeks |
| G1.B1.S1.MA1 M315952 | Student data will be monitored to show student progress. | Kulcher, Lyndsy | 9/6/2016 | Reading Wonders Unit Assessments, Math Unit Assessments, FAIR, STAR/STAR Early Literacy, ACHIEVE3000 | 5/25/2017 every-6-weeks |
| G1.B1.S1.MA1 M315953 | A member of the administrative team (Principal, AP, or Dean) will sit in on planning meetings to... | Kulcher, Lyndsy | 8/30/2016 | Coach's log, collaborative planning agenda | 5/25/2017 weekly |
| G1.B1.S1.A1 A309148 | Instructional coaches and interventionists will work with teachers to analyze data and determine... | Worthington, Amy | 8/30/2016 | Coach's Logs, Data Analysis Spreadsheet, Ongoing Assessment Data sheet | 5/25/2017 weekly |
| G1.B2.S1.MA1 M315954 | Student data will be monitored to show student progress. | Kulcher, Lyndsy | 9/6/2016 | Reading Wonders Unit Assessments, Math Unit Assessments, FAIR, STAR/STAR Early Literacy, ACHIEVE3000 | 5/25/2017 every-6-weeks |
| G1.B2.S1.MA1 M315955 | A member of the administrative team (Principal, AP, or Dean) will sit in on planning meetings to... | Kulcher, Lyndsy | 8/30/2016 | Coach's log, collaborative planning agenda | 5/25/2017 weekly |
| G1.B2.S1.A1 A309149 | During collaborative planning, instructional coaches and interventionists will support teachers in... | Worthington, Amy | 8/30/2016 | Collaborative planning agenda, coach's log | 5/25/2017 weekly |
| G2.MA1 M315968 | Attendance and Discipline logs will be monitored regularly for implementation purposes and the... | Short, Jessica | 8/15/2016 | Attendance logs, Discipline logs, Attendance reports and Discipline reports from Genesis. | 6/2/2017 monthly |
| G2.B1.S1.MA1 M315958 | Attendance contracts will be collected and maintained for every student and attendance will be... | Short, Jessica | 8/29/2016 | | 6/2/2017 annually |
| G2.B1.S1.MA1 M315959 | Attendance contracts will be distributed and collected from all parents | Short, Jessica | 8/29/2016 | Attendance contracts for each student will be collected and maintained in the office by class enrollment. | 6/2/2017 annually |
| G2.B1.S1.A1 A309150 | The attendance contract will be sent home with all students for parent signatures and will be kept... | Short, Jessica | 8/29/2016 | | 6/2/2017 annually |
| G2.B2.S1.MA1 M315964 | Teachers will include CHAMPS expectations for activities and locations around campus, the CHAMPS... | Kulcher, Lyndsy | 8/15/2016 | Lesson plans, monthly CHAMPS meeting notes, observations notes from Journey. | 6/2/2017 monthly |
| G2.B2.S1.MA1 M315965 | Lesson plans and observations will be used to ensure that CHAMPS is being implemented and... | Kulcher, Lyndsy | 8/8/2016 | Lesson plans, CHAMPS team monthly meeting notes, and observation notes from Journey. | 6/2/2017 monthly |
| G2.B2.S1.A1 A309153 | Teachers will be provided with training for the implementation of CHAMPS, monthly meetings with the... | Short, Jessica | 8/8/2016 | Professional development slides, participant sign-in sheets, monthly meeting logs, and observation notes in Journey. | 6/2/2017 monthly |
| G2.B1.S2.MA1 M315960 | Attendance contact logs will be maintained and monitored frequently and attendance reports from the... | Short, Jessica | 8/29/2016 | Attendance contact logs and bi-weekly attendance reports from the district's database (Genesis). | 6/2/2017 biweekly |
| G2.B1.S2.MA1 M315961 | Attendance contact logs will be maintained in the guidance office and reviewed by administrative... | Short, Jessica | 8/29/2016 | | 6/2/2017 biweekly |
| G2.B1.S2.A1 A309151 | Using the district's database for attendance, students who accumulate 5 or more days of... | Short, Jessica | 8/29/2016 | A contact log will be maintained in the guidance office noting the student's name, date of contact, person | 6/2/2017 weekly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-----------------|-------------------------------|---|----------------------|
| | | | | contacted, a brief description of the conversation, and any potential interventions discussed. | |
| G2.B2.S2.MA1 M315966 | Discipline logs and discipline reports from the district's database (Genesis) will be used to... | Short, Jessica | 8/8/2016 | Discipline logs and discipline reports from the district's database (Genesis). | 6/2/2017 monthly |
| G2.B2.S2.MA1 M315967 | Discipline logs for each student will be maintained by the dean and updated as behaviors,... | Short, Jessica | 8/15/2016 | Discipline logs will be maintained by the dean for these students. | 6/2/2017 weekly |
| G2.B2.S2.A1 A309154 | Students with frequent misbehaviors will be identified, antecedents will be determined and students... | Short, Jessica | 8/15/2016 | Discipline logs for these students will be maintained for targeted behaviors, retraining, and monitoring. | 6/2/2017 weekly |
| G2.B1.S3.MA1 M315962 | Lesson plans and classroom walk-throughs will be monitored for student engagement activities. | Kulcher, Lyndsy | 8/29/2016 | Lesson plans and Journey notes. | 6/2/2017 biweekly |
| G2.B1.S3.MA1 M315963 | Lesson plans will be monitored for student engagement and CHAMPS strategies. | Short, Jessica | 8/29/2016 | Lesson plans, walk-throughs. | 6/2/2017 biweekly |
| G2.B1.S3.A1 A309152 | Teachers will greet students each morning, plan engaging lessons, and will incorporate CHAMPS... | Short, Jessica | 8/29/2016 | Lesson plans, observations, discussions with teachers. | 6/2/2017 biweekly |

V. Professional Development Opportunities

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

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 | Instructional coaches and interventionists will work with teachers to analyze data and determine specific strategies to meet the needs of individual students. | \$0.00 |
| 2 | G1.B2.S1.A1 | During collaborative planning, instructional coaches and interventionists will support teachers in determining the specific strategies and resources to meet individual student needs. | \$0.00 |
| 3 | G2.B1.S1.A1 | The attendance contract will be sent home with all students for parent signatures and will be kept on file. | \$0.00 |
| 4 | G2.B1.S2.A1 | Using the district's database for attendance, students who accumulate 5 or more days of non-attendance will be contacted by a staff member (teacher, guidance, office, or administrative personnel) to determine the reason for the absence and to determine if Tier 2 interventions are needed. | \$0.00 |
| 5 | G2.B1.S3.A1 | Teachers will greet students each morning, plan engaging lessons, and will incorporate CHAMPS strategies for building relationships with students. | \$0.00 |
| 6 | G2.B2.S1.A1 | Teachers will be provided with training for the implementation of CHAMPS, monthly meetings with the CHAMPS team will be held to ensure proper implementation and support. | \$0.00 |
| 7 | G2.B2.S2.A1 | Students with frequent misbehaviors will be identified, antecedents will be determined and students will be retaught appropriate behaviors for the classroom in small-group and/or one-on-one settings using Tier 2 and Tier 3 strategies to meet their needs. These students will be frequently monitored and retraining and/or new strategies will be implemented as appropriate. | \$0.00 |
| Total: | | | \$0.00 |