

**FLORIDA DEPARTMENT OF EDUCATION  
&  
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)  
Form SIP-1  
Title I Elementary Schools**



## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Palmetto Elementary School	District Name: : Manatee County
Principal: Eddie C. Hundley	Superintendent:
SAC Chair: TBD	Date of School Board Approval:

#### **Student Achievement Data:**

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

#### **Additional Requirements**

##### ***Coordination and Integration-Title I Schools Only***

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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 Migrant Tutoring
Title I, Part D N/A

April 2012

Rule 6A-1.099811

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<p>Title II                  Training of Core Instructional Programs                  Conferences                  Educational Consultant</p>
<p>Title III                  Migrant Parent Liaison                  Instructional and Parental training and support                  Educational Support through District personnel</p>
<p>Title X- Homeless                  Project HEART                  Social Worker</p>
<p>Supplemental Academic Instruction (SAI)                  N/A</p>
<p>Violence Prevention Programs                  Bullying Prevention Program                      Palmetto Elementary P.A.W.S program for positive behavior support                  Positive Behavior Support                  Character Education</p>
<p>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.</p> <p>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.</p>
<p>Housing Programs                  Project Heart</p>
<p>Head Start                  N/A</p>
<p>Adult Education                  Rosetta Stone English classes                  GED classes through partnership with MTI</p>
<p>Career and Technical Education                  N/A</p>
<p>Job Training                  N/A</p>
<p>Other                  SES Tutoring</p>

***Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)***

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<b>School-Based MTSS/RtI Team</b>
<p>Identify the school-based MTSS Leadership Team.                      Identify the school-based MTSS leadership team.                      Principal- Eddie C. Hundley                      Assistant Principal- Latrina N. Singleton                      Instructional Specialists- Christine Dawson                      School Psychologists- Dr. Jeffery Fry                      ESE Liaison- Muriel Nelson-Barr                      Social Worker- Phyllis Milton                      Guidance Counselor- John Flemmig                      Reading Specialist/ESOL- Mercedes Bolduc</p>
<p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?                      The Response to Intervention (RtI) model is a multi-tiered approach to providing high quality instruction matched to student needs, learning rate, and level of performance. RtI is based on a problem-solving model that uses data to inform decision-making and develop interventions.</p> <p>The RtI leadership team meets on a weekly basis to to review data and monitor the RtI process.</p> <p>Weekly grade level team meetings are conducted with teachers to ensure quality instruction, discuss effective interventions, and monitor student learning and performance.</p>
<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan.                      Describe how the RtI Problem-solving process is used in developing and implementing the 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 RtI through the instructional program.</p>
<b>MTSS Implementation</b>
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.                      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.</p>
<p>Describe the plan to train staff on MTSS.                      Training occurs during RtI grade level team meeting. On-going process as new material is presented via District Point of Contact meetings.</p>

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Describe plan to support MTSS.
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***Literacy Leadership Team (LLT)***

<b>School-Based Literacy Leadership Team</b>
Identify the school-based Literacy Leadership Team (LLT). Principal-Eddie C. Hundley Assistant Principal- Latrina Singleton Guidance Counselor- John Fleming Reading Remediation Teacher- Chris Dawson Reading Specialist/ESOL Chair- Mercedes Bolduc ESE Liaison- Muriel Barr Reading Resource Teacher- Melody Moore Grade Level Team Leaders
Describe how the school-based LLT functions (e.g., meeting processes and roles/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.
What will be the major initiatives of the LLT this year? 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.

***Lesson Study***

<b>Lesson Study</b>
Identify the Lesson Study Plan for your school
Describe how the Lesson Study Plan will be implemented
What will be the major initiatives of the Lesson Study Plan this year?

***\*Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The VE Pre-K classroom that serves up to 12 students. Re-evaluations and transitional IEPs are due in the spring preceding kindergarten entrance to develop appropriate individual goals. A majority of the students in this program transition into Palmetto Elementary as KG student.
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**PART II: EXPECTED IMPROVEMENTS**

**Goals**

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
During 2011/2012 Academic school year 42% of students tested level 3 or above in reading. In 2013 55% (183 students) or more will score level 3 or above in reading	Students lack fundamental reading comprehension skills.	- Collaborative planning by discipline through vertical teaming. - Progress monitoring via data management system and use of common assessments. - Strategic placement of students and teachers for optimal teaching and learning	Principal Asst. Principal Instructional Spec. Team Leaders Teachers	Weekly monitoring of On-Course lesson plans. Data collection, posting, and review (biweekly) in data meetings.	Formative: In program mastery testing, FAIR, Success-Maker, Voyager Benchmark testing.  Summative: FCAT

*\*Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Students will increase by one year's growth as outlined in CELLA in Reading and Listening and Speaking.
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\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<b>Goals (Subject)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
During the 2011/2012 academic school year, 62% of students showed learning gains in reading. In 2013 75% (154 students) or more will show learning gains in reading.	Students lacking fundamental decoding and fluency skills.	<ul style="list-style-type: none"> <li>- Collaborative planning by discipline through vertical teaming.</li> <li>- Progress monitoring via data management system and use of common assessments.</li> <li>- Strategic placement of students and teachers for optimal teaching and learning</li> </ul>	Principal Asst. Principal Instructional Spec. Team Leaders Teachers	Weekly monitoring of On-Course lesson plans. Data collection, posting, and review (biweekly) in data meetings.	Formative: In program mastery testing, FAIR, Success-Maker, Voyager Benchmark testing.  Summative: FCAT

\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

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\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<b>Goals (Subject)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
During 2011/2012 Academic school year 40% of students tested level 3 or above in Math. In 2013 55% (183 students) or more will score level 3 or above in Math	Students lack the basic foundation of number	<ul style="list-style-type: none"> <li>- Collaborative planning by discipline through vertical teaming.</li> <li>- Progress monitoring via</li> </ul>	Principal Asst. Principal Instructional Spec. Team Leaders Teachers	Weekly monitoring of On-Course lesson plans. Data collection, posting, and review (biweekly) in data meetings.	Formative: In program mastery testing, IXL Math, FCAT Explorer, Benchmark testing.  Summative:

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	sense. Students do lack the foundational skills in addressing multi-step word problems.	data management system and use of common assessments. - Strategic placement of students and teachers for optimal teaching and learning			FCAT
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*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
During the 2011/2012 academic school year, 67% of students showed learning gains in Math. In 2013 75% (154 students) or more will show learning gains in Math.	Students lack math fluency skills.	- Collaborative planning by discipline through vertical teaming. - Progress monitoring via data management system and use of common assessments. - Strategic placement of students and teachers for optimal teaching and learning	Principal Asst. Principal Instructional Spec. Team Leaders Teachers	Weekly monitoring of On-Course lesson plans. Data collection, posting, and review (biweekly) in data meetings.	Formative: In program mastery testing, IXL Math, FCAT Explorer, Benchmark testing.  Summative: FCAT

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*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
During 2011/2012 Academic school year 49% of students tested level 3 or above in Science. In 2013 55% (62 students) or more will score level 3 or above in science	Building students background knowledge and exposure to scientific thought and processes	- Collaborative planning by discipline through vertical teaming. - Progress monitoring via data management system and use of common assessments. - Strategic placement of students and teachers for optimal teaching and learning	Principal Asst. Principal Instructional Spec. Team Leaders Teachers	Weekly monitoring of On-Course lesson plans. Data collection, posting, and review (biweekly) in data meetings.	Formative: In program mastery testing, Teacher generated assessments Benchmark testing.  Summative: FCAT

*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
During 2011/2012 Academic school year 51% of students tested proficient or above in writing. In 2013 75% (70 students) or more will score proficient or above in writing	Students lack foundational skills in developing organized writing.	- Collaborative planning by discipline through vertical teaming. - Progress monitoring via data management system and use of common assessments. - Strategic placement of students and teachers for optimal teaching and learning	Principal Asst. Principal Instructional Spec. Team Leaders Teachers	Weekly monitoring of On-Course lesson plans. Data collection, posting, and review (biweekly) in data meetings.	Formative: In program mastery testing, Teacher generated assessments Benchmark testing.  Summative: FCAT

*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Students will increase by one year's growth on CELLA in writing.

**Professional Development at Your School**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS Math	K-2	Asst. Principal	Math Team Leaders	3rd Tuesday of the Month	Online, Lesson Plans, and Coaching	Administration
CCSS Math	3-5	Asst. Principal	Math Team Leaders	1 <sup>st</sup> Tuesday of the Month	Online, Lesson Plans, and Coaching	Administration
CCSS English and	K-2	Remediation	ELA Team Leaders	2 <sup>nd</sup> Tuesday of the Month	Lesson Plans and Coaching	Administration

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Language Arts		Specialists				
CCSS English Language Arts	3-5	Remediation Specialists	ELA Team Leaders	2 <sup>nd</sup> Wednesday of the Month	Lesson Plans and Coaching	Administration
Conference: Digging Deeper into Common Core Standards	All	Administration	Administration and Math Team Leaders	November 2012	Online, Faculty Meeting, and Coaching	Administration
Conference: Visible Learning Institute	Administration	Administration	Administration	December 2012	Online, Faculty Meetings, and Coaching	Administration

**Budget** (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
On-Course Lesson Plans, IXL, and Renzulli Learning	Software	Title I	8,000.00
On-Course Lesson Plans, IXL, and Renzulli Learning	Software	Tech	4,000.00
			<b>Subtotal: \$12,000.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study	Texts	Title I	2,000.00
Conferences		Title I	15,000.00
			<b>Subtotal: \$17,000.00</b>

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Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page*

**School Advisory Council (SAC)**

*SAC Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes     No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount