

The School District of Palm Beach County

Palmetto Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	14

Palmetto Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

<https://pmte.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Palmetto Elementary is committed to developing a community of life-long learners with a global mindset utilizing inquiry, knowledge, and compassion. To this end, we empower each other to take action, accept each other's differences, and create a more peaceful world and green environment. As a school community, we commit to a single school culture; collaborating to make this vision a reality.

Provide the school's vision statement.

Palmetto Elementary School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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

Name	Title
Harris, Gladys	Principal
Stockman, Shannon	Other
Mohl, Michele	Teacher, K-12
Easley, Susan	Teacher, ESE
Harper, Alice	Instructional Coach
Banks, Luisa	School Counselor
Moya, Danny	Assistant Principal
Richards, Shereen	Teacher, K-12
Negron, Olga	Teacher, PreK
McCalla, Ana	Teacher, K-12
Soto, Luiza	Teacher, K-12
Bastien, Myrlande	Instructional Coach
Ackerman, Judith	Instructional Coach
Rosen, Mindy	Instructional Coach
Long, John	Instructional Technology

Duties

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

The leadership team uses data to establish goals. As team, these goals are monitored and modified throughout the year as needed.

Mrs. Mohl is the SAI teacher and is responsible for delivering instruction to the third grade retainees as well as pushing into 3-5 classes to support the lowest 25%. The ESE teacher is responsible for ensuring that ESE students' needs are being met and that all IEPs are being followed by teachers.

She also is responsible for the ESE process and getting students tested and placed. The guidance counselor pulls students for mentor groups and supports 504 students. In addition, guidance implements a character counts program to help students learn social skills and become respectful learners. The assistant principal oversees all instruction, monitors data and instruction, and supports with discipline issues. He is in contact with parents and is also responsible for the ESP program which provides support to new teachers. Mrs. McCalla, the ESOL coordinator is responsible for providing support to the ELL students. She also makes sure that all students are tested and placed correctly based on their ELL status. Our instructional coaches are responsible for providing instruction and support to the teachers in specific content areas, such as reading and math, along with our IB and STEM coach who provides support with IB to the teachers. Our math coach also provides instruction to our 3rd and 4th grade AMP students. We have a district member who provides support with IT to our teachers and is gifted to us with the IB program. Ms. Stockman, the SSCC, is responsible for facilitating PLCs and analyzing data with the teachers. She also provides professional development in reading when necessary.

Early Warning Systems

Year 2017-18

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	25	18	20	24	20	25	0	0	0	0	0	0	0	132
One or more suspensions	0	3	2	6	8	15	0	0	0	0	0	0	0	34
Course failure in ELA or Math	56	48	48	66	72	84	0	0	0	0	0	0	0	374
Level 1 on statewide assessment	0	0	0	49	42	47	0	0	0	0	0	0	0	138

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	14	9	16	50	49	55	0	0	0	0	0	0	0	193

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	1	4	5	9	15	18	0	0	0	0	0	0	0	52

Date this data was collected

Monday 9/10/2018

Year 2016-17 - As Reported

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	18	14	19	28	22	16	0	0	0	0	0	0	0	117
One or more suspensions	2	1	2	5	5	3	0	0	0	0	0	0	0	18
Course failure in ELA or Math	42	45	67	92	76	73	0	0	0	0	0	0	0	395
Level 1 on statewide assessment	0	0	0	58	51	46	0	0	0	0	0	0	0	155

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	15	12	14	64	54	53	0	0	0	0	0	0	0	212

Year 2016-17 - Updated

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	18	14	19	28	22	16	0	0	0	0	0	0	0	117
One or more suspensions	2	1	2	5	5	3	0	0	0	0	0	0	0	18
Course failure in ELA or Math	42	45	67	92	76	73	0	0	0	0	0	0	0	395
Level 1 on statewide assessment	0	0	0	58	51	46	0	0	0	0	0	0	0	155

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	15	12	14	64	54	53	0	0	0	0	0	0	0	212

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA lowest 25% is the lowest performing achievement area at 45% on grade level in 2018. It declined 7% from 2017. There was no growth in ELA learning gains, however, we maintained 51% in 2018 from 2017.

Which data component showed the greatest decline from prior year?

ELA lowest 25% declined 7% from 52% in 2017 to 45% in 2018.

Which data component had the biggest gap when compared to the state average?

ELA achievement gap between the school at 41% and the state at 56% is -15% points.
Math lowest 25% gap between the school at 39% and the state at 47% is -8% points.
Science achievement gap between the school is 41% and the state at 55% is -15% points.

Which data component showed the most improvement? Is this a trend?

Math achievement improved from 49% IN 2017 TO 58% IN 2018 which is a 9% growth.
Math learning gains improved from 48% in 2017 to 58% in 2018 which is a 10% growth.

Describe the actions or changes that led to the improvement in this area.

Analyzing data in PLCs and made adjustments, while then re assessing using FCIM.
Double down instruction in both ELA and Math blocks.
Push in teachers into the instructional blocks - resource teachers (ESE, ELL, AMP, Coaches).
Bohicchios accelerated math focus calendars
AMP instruction
iReady
Common Planning among grades and departments
Common Assessments - FSQ, Standards Mastery

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	57%	56%	42%	52%	52%
ELA Learning Gains	51%	61%	55%	59%	56%	52%
ELA Lowest 25th Percentile	45%	56%	48%	57%	51%	46%
Math Achievement	58%	65%	62%	56%	61%	58%
Math Learning Gains	58%	63%	59%	57%	61%	58%
Math Lowest 25th Percentile	39%	53%	47%	44%	51%	46%
Science Achievement	41%	56%	55%	54%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25 (18)	18 (14)	20 (19)	24 (28)	20 (22)	25 (16)	132 (117)
One or more suspensions	0 (2)	3 (1)	2 (2)	6 (5)	8 (5)	15 (3)	34 (18)
Course failure in ELA or Math	56 (42)	48 (45)	48 (67)	66 (92)	72 (76)	84 (73)	374 (395)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	49 (58)	42 (51)	47 (46)	138 (155)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	56%	-16%	57%	-17%
	2017	33%	54%	-21%	58%	-25%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	35%	58%	-23%	56%	-21%
	2017	31%	57%	-26%	56%	-25%
Same Grade Comparison		4%				
Cohort Comparison		2%				
05	2018	38%	59%	-21%	55%	-17%
	2017	32%	52%	-20%	53%	-21%
Same Grade Comparison		6%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	63%	-7%	62%	-6%
	2017	45%	62%	-17%	62%	-17%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	50%	63%	-13%	62%	-12%
	2017	48%	64%	-16%	64%	-16%
Same Grade Comparison		2%				
Cohort Comparison		5%				
05	2018	55%	66%	-11%	61%	-6%
	2017	44%	61%	-17%	57%	-13%
Same Grade Comparison		11%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	37%	56%	-19%	55%	-18%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	26	30	21	35	24	24				
ELL	30	53	51	46	50	37	30				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	20	30		37	61	40	8				
HSP	44	55	49	58	57	41	44				
WHT	52	46		86	62						
FRL	40	50	44	56	59	40	38				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	51	72	22	30	18	23				
ELL	22	45	46	41	47	32	16				
BLK	14	18		34	41						
HSP	36	54	54	49	47	29	37				
WHT	53			76							
FRL	34	50	51	48	47	30	36				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within ELA instruction to support the expectations LTO # 1: Increase Reading on Grade Level by 3rd Grade
Rationale	<p>ELA lowest 25% is the lowest performing achievement area and and showed a decline from 52% in 2017 to 45% in 2018. This is a 7% decline.</p> <p>This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75% by 3rd grade.</p>
Intended Outcome	<p>Improve ELA overall proficiency by 6% to be on target for meeting the LTO of the Strategic Plan by 2021.</p> <p>Overall ELA proficiency goal for FY 19 is 47%.</p>
Point Person	Gladys Harris (gladys.harris.1@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across content areas:</p> <ul style="list-style-type: none"> * Students will be placed in School Based Team if recommended by the teacher in order to provide supplemental or intensive instruction where it is needed. * Academic Tutors will provide in classroom support for differentiated small group instruction with a double down framework for the lowest 25% and ELL students. * Lowest 25% of students will receive LLI during their SAI time and during iii * The IB framework will provide all students with opportunities to learn through hands on, global, and technology based instruction. - Through the IB program, students will use Junior Great Books during shared reading to build content knowledge in Reading. * Students will keep reading journals or notebooks in which they write to explain, analyze, and reflect using question types and question stems from each of the FSA ELA Reporting Categories daily. * Students will use accountable talk in both student led conferences with the teacher, as well as in small groups to explain their thinking and writing at least twice a week. * Students will utilize iReady materials during small groups to enhance reading skills. <p>These will be in print and on chromebooks.</p> <ul style="list-style-type: none"> * Parent trainings and SAC meeting will be provided to educate them on strategies that can be used to close the gap between home and school. * Business partners will collaborate with the school and provide activities that align to STEM during Curriculum Nights/STEM Night * Students entering 2nd and 3rd grade will be invited to a Summer Swing Tutorial Program over the summer to prepare for grade level ELA standards and FSA. * Students will utilize the Top Score Writing program daily to ensure instruction is aligned to the Writing Standards. Students will engage in Palmetto Writes monthly. Data from this will be analyzed by the teachers and instruction will be modified and planned according to the results. * Foundations and Wilson will be provided by resource teachers to students in order to improve foundation skills in ELA and comprehension. * Tutorial will be provided for students before, during, and after school, along with Saturdays in order to provide extended learning opportunities in all content areas. * PD will provided to teachers on Classroom Management, and all instructional strategies by District support and/or SSCC. * Teachers will provide PMPs to parents of all students at risk in ELA in during the first Open House/Curriculum Night.

Person Responsible Danny Moya (danny.moya@palmbeachschools.org)

Plan to Monitor Effectiveness

Description Principal and AP will monitor effectiveness of instruction and student performance in reading and writing notebooks/folders in classrooms weekly to ensure substantive instruction is occurring with evidence of teacher feedback, monitoring, reflection, and reteaching.
SSCC will spot check and pull samples of student work in all levels to use with teachers in PLCs to ensure teachers are using data to plan effectively. This will occur once a week.
Teachers will plan instruction using question stems from each of the ELA reporting categories to ensure that students are familiar with these types of questions and comfortable answering them while providing evidence as well.
Teachers will analyze multiple measures of data based on FSQs, RRR, Standards Mastery, Diagnostics, and plan instruction based on the needs of each individual student in the class. Data will be monitored in the PLC room on a data wall, as well as in teacher data binders. Teachers will reteach and reassess as needed.
Lesson plans are collected by administration on a monthly basis.
Administration will hold ongoing data chats with all teachers.

Person Responsible Gladys Harris (gladys.harris.1@palmbeachschools.org)

Activity #2

Title

Rationale

Intended Outcome

Point Person [no one identified]

Action Step

Description

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible [no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Provide Literacy Night with Tips for Reading and Writing.

Parent Conferences conducted with all parents for first report card. Also every six weeks for struggling students.

Implementing Arts Integration strategies to provide multiple ways of learning.
Provide Math Night to equip parents with Math strategies to use at home with students
Invite parents to School Based Team Meetings when their child is being discussed
Standard Based Report Card parent training
Parents invited to Celebration of Learning in the K-2 classrooms
Parents invited to student Trimester Awards for 3rd, 4th and 5th grade students.
Parents considered part of the IEP team for students enrolled in the ESE program and are decision makers for their child individual education plan.
Parents will be invited to attend Monthly School Advisory Council by numerous ways; marquee, parent link, flyers, twitter, monthly family calendar, word of mouth.
Parent will be invited to attend Monthly Parent University by numerous ways: marquee, parent link, flyers, word of mouth, monthly family calendar, twitter.
Parent Passports - parents will get a stamp every time they visit school for a meeting or an event. Names will be drawn at the end of each trimester for a reward.
Business partners will attend STEM Night and Curriculum/Choice Night. They will provide STEM related activities at the events. They are invited to all SAC meetings.

PFEP Link

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

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.

Counselors conduct classroom guidance, and individual counseling sessions with students. Depending on student needs specific groups are formed for group counseling sessions. I.e, Divorce Group, Newcomers group (students new to Palmetto are oriented to the Palmetto's Single School Culture), Bullying Prevention & Awareness group, Tech Safe strategies, Food for Families Pantry, Needy Parents Support System (i.e. Thanksgiving Baskets for Needy Families, Holiday Toys and Food Baskets in December.) We also provide a Bicycle (Bike) Shop for students needing special mentoring techniques. Every student will have be accountable to an adult (through i.e. morning meetings, lunch buddy, breakfast buddy, etc.)
Morning Meeting will occur daily to provide social emotional learning.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Palmetto will hold its VPre-K, K-5 "Meet the Teachers" preschool week. This gives the students and parents an opportunity to meet their teacher, learn the curriculum and grade level expectations, visit the classroom and learn valuable information about the upcoming new year. We also invite parents to "Curriculum Night" early September to inform our parents of the grade level curriculum expectations and allow them to set parent/teacher conferences for more individualized meeting.
Palmetto has a yearly Kindergarten Round-Up for incoming students, which has been very successful in registering in-coming students for the new school year. Through the use of a Power Point Presentation our teachers inform parents of FSA, procedures related to our school and discuss readiness for entering Kindergarten. Palmetto will target preschool programs and child-care centers where our students are coming from and set up opportunities to visit these schools and develop a dialogue back and forth to discuss the needs of the students from a standpoint of what skills these students should be exposed to

before entering Kindergarten.

Students in 5th grade are assisted by the guidance counselors in determine any choice middle schools they may want to attend. Middle schools will come to Palmetto to talk to the students.

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 school-based RTI Leadership Team meets regularly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Tier-1 Core Instruction is in place, the team identifies students who are not meeting identified academic targets. Once identified students are referred to the school-based Rtl Leadership Team.

The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, Rtl resource teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.

Palmetto integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team, Team Leaders and PLCs Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structure lessons, and implementation SwPBS programs.

We also implement "CHAMPS" strategies as a component of our school-wide positive behavior support (SwPBS) and part of our Single School Culture.

One of the biggest teaching tools at Palmetto is our school universal guideline. Our school mascot is the Panther, and our students must "L.E.A.P. into Success".

- Listen and learn
- Expect your Best
- Always be Respectful
- Practice Safety

Title 1, Part A funds are used for tutorial, classroom supplies, Academic Facilitator, Reading Coach, SAI, Resource Teacher, Professional Development/Travel and Parent Involvement. Also funds are used to increase the use of technology, I-Pad/Tablets, Students Instructional Materials such as but not limited to: Scholastic Story Works & Dyna Math publications, IReady Student Instruction book and teacher resource book, LLI Kits.

The staff at Palmetto Elementary collaborate with District personnel to provide services for migrant and homeless children and families. At Palmetto we house a food pantry where needy families are supplied with groceries on a weekly basis. We also provide support and assistance during the holidays from donations provided by our business partners. Additionally services for ELL students and families are provided by the Multi-cultural department at the district level.

District title 2 funds supports Marzano training and other initiatives.

Business partners that support our school include Rotary Club, Kiwanis of West Palm Beach, Palm Beach Zoo, Palm Beach Science & Aquarium, Target, Lowes, Eta Phi Beta, Sorority Inc., Inner City Youth Golf, Inc., Teamwork USA, Publix, Flagler Museum, Wells Fargo Bank, etc.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We have a partnership with Team Work USA where a group of individual business partners contribute to several students college fund through a scholarship program. All students & families are exposed to this opportunity through an assembly where college and career awareness is emphasized.

School Based Team review and provide assistance to specific students as needed. Counselors conduct classroom guidance and individual counseling sessions with students. Meetings held with parents (i.e. parent training) to explain their role in assisting students with being ready for college.

We have partnered with the feeder schools (i.e. Conniston, Palm Springs Middle, and Forest Hill High School, Palm Beach Atlantic University) through the Educational Mall Symposium night to present to the community our commitment and importance of students staying in school and graduating. K-12 educational focus.

Palmetto is in year 2 of the IB program. Students are preparing to do an exposition bases on a transdisciplinary theme in 5th grade. This allows them to experience real world issue and prepare them for action in the outside world.

Part V: Budget

Total:

\$0.00