Palmetto Elementary School

2019-20 Schoolwide Improvement Plan

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Palmetto Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

https://pmte.palmbeachschools.org

Demographics

Principal: Danny Moya

Start Date for this Principal: 1/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (48%) 2016-17: C (43%) 2015-16: C (53%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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-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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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.

"100 % of our Palmetto Elementary students will be reading at or above proficiency level by second grade and maintaining proficiency throughout their educational career at Palmetto Elementary"

"Every student enrolled in Pre-K, K, 1st, 2nd,3rd, 4th & 5th at Palmetto Elementary SHALL achieve one years growth or more."

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Harris, Gladys	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Stockman, Shannon	Other	The role of the SSCC is to provide on going professional development with instructional strategies and facilitate PLCs. The SSCC works with teachers in analyzing data and planning for instruction as well as coaches teachers on a needed basis.
Mohl, Michele	Teacher, K-12	The SAI teacher's role is to provide supplemental instruction through the use of LLI to retained third grade students as well as at risk students.
Easley, Susan	Teacher, ESE	The role of the ESE coordinator is to create and implement IEPs and support ESE students. The coordinator also works with teachers to support the implementation of ESE strategies during instruction. In addition, the ESE coordinator communicates with parents and families consistently.
Ocasio-Rosado, Maria	School Counselor	The guidance counselor supports the Social and Emotional health of all students in grades Pre-K -5. In addition, the counselor is responsible for 504s and reaching out to provide services to families in need.
Moya, Danny	Assistant Principal	The assistant principal supervises and assists all personnel in all aspect of the running of the school. The role of an assistant principal is to support the principal in providing strategic direction in the school system, developing standardized curricula, assessing teaching methods, monitoring student achievement, encouraging parent involvement, revising policies and procedures, working with Title 1 and budget, and to hire and evaluate staff and oversee facilities.
Richards, Shereen	Teacher, K-12	Team Leader responsible for leading 5th grade team
Negron, Olga	Teacher, PreK	Teacher of the Pre-K
McCalla, Ana	Teacher, K-12	Creates, modifies, and analyzes ELL plans, team leader for ELL resource teachers, supports ELL Students
Bastien, Myrlande	Other	Mrs. Basil's role is to provide students with instructional support in the Advanced Math Program. She is also the Chairperson of the School Advisory Committee / and Coordinator of 21st Century After School Program. She leads SAC meetings that involves parents and community members.

Name	Title	Job Duties and Responsibilities
Ackerman, Judith	Instructional Coach	The magnet coordinator responsible for IB throughout the school (K-5). The role of this coordinator is to mentor and coach teachers to help infuse IB and STEM strategies within the instructional blocks.
Rosen, Mindy	Instructional Coach	The STEM coach is responsible for assisting teachers and students with all technology at our school. Students have one to one iPads, classrooms have SMART panels and apple TV and Mrs. Rosen coaches into classrooms to work with the teachers and students.
Long, John	Instructional Technology	Supports teachers and administration with one on one technology. I.e iPads, Flat Screen TVs,
Salmaggi, Allyson	Other	Ms. Salmaggi provides RTI support for teachers in Grades K - 2 . She also works with struggling students as a reading resource teacher. Ms. Salmaggi is a the K-2 SBT leader in which her role is to lead a team to make instructional decisions for students.
Dragon, Jody	Teacher, K-12	Team Leader - leads the Kindergarten team
Gallagher, Brian	Teacher, K-12	Team Leader - leads the 4th grade team
Smith, Kaili	Teacher, K-12	Team Leader leading the 1st grade team

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	31	19	15	21	17	19	0	0	0	0	0	0	0	122
One or more suspensions	2	0	3	6	2	9	0	0	0	0	0	0	0	22
Course failure in ELA or Math	53	47	47	52	49	88	0	0	0	0	0	0	0	336
Level 1 on statewide assessment	0	0	0	30	28	51	0	0	0	0	0	0	0	109

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	20	12	11	33	32	57	0	0	0	0	0	0	0	165

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	1	7	11	14	18	11	0	0	0	0	0	0	0	62
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

36

Date this data was collected or last updated

Friday 8/16/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	9	16	50	49	55	0	0	0	0	0	0	0	193

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	9	16	50	49	55	0	0	0	0	0	0	0	193

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	58%	57%	35%	53%	55%
ELA Learning Gains	65%	63%	58%	51%	59%	57%
ELA Lowest 25th Percentile	58%	56%	53%	52%	55%	52%
Math Achievement	61%	68%	63%	49%	62%	61%
Math Learning Gains	60%	68%	62%	48%	62%	61%
Math Lowest 25th Percentile	44%	59%	51%	30%	53%	51%
Science Achievement	36%	51%	53%	36%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	31 (25)	19 (18)	15 (20)	21 (24)	17 (20)	19 (25)	122 (132)
One or more suspensions	2 (0)	0 (3)	3 (2)	6 (6)	2 (8)	9 (15)	22 (34)
Course failure in ELA or Math	53 (56)	47 (48)	47 (48)	52 (66)	49 (72)	88 (84)	336 (374)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (49)	28 (42)	51 (47)	109 (138)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	54%	-15%	58%	-19%
	2018	40%	56%	-16%	57%	-17%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	58%	62%	-4%	58%	0%
	2018	35%	58%	-23%	56%	-21%
Same Grade Comparison		23%				
Cohort Comparison		18%				
05	2019	39%	59%	-20%	56%	-17%
	2018	38%	59%	-21%	55%	-17%
Same Grade Comparison		1%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	65%	-1%	62%	2%
	2018	56%	63%	-7%	62%	-6%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	64%	67%	-3%	64%	0%
	2018	50%	63%	-13%	62%	-12%
Same Grade Comparison		14%				
Cohort Comparison		8%				
05	2019	48%	65%	-17%	60%	-12%
	2018	55%	66%	-11%	61%	-6%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	51%	-18%	53%	-20%
	2018	37%	56%	-19%	55%	-18%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	14	43	40	40	60	40	18				
ELL	39	64	56	53	59	44	23				
BLK	33	79		56	63		50				
HSP	48	63	55	61	59	39	32				
WHT	65	67		71	63						
FRL	45	64	57	59	59	43	34				
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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at the subgroup data across the board, our SWD population has the lowest achievement in ELA with 37% proficiency.The contributing factors were an increase in enrollment in our SWD population, as well as an increase in SWD absences.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When looking at our grade level data in Science, our school had a decline from 2018. We went from 41% to 36%. Additionally, our school demonstrated a 17 point difference compared to the state and 15 point difference compared to the district. This was due to the lack of rigor in the classroom and the depth of knowledge that was taught. In addition, another contributing factor was the low ELA proficiency in 5th grade. This compared to the scores in Science.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 5th grade Science data had the greatest gap where we needed 10 points to be on target for meeting our Strategic plan. This was attributed to the lack of rigor in the classroom and the depth of knowledge that was taught.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA gains went up 14 points and this was attributed to an increase in ELA overall proficiency. All teachers implemented a new WIG where all students has individual interactive word walls, as well as interactive word walls around the classroom. Teacher s also utilize cognates and cognate anchor charts, as well ELL heritage language dictionaries. Students attended a workshop to learn how to use them.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the Early Warning Systems, two concerns are the number of level 1 students on the statewide assessment and the number of students with high absences.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD Gains
2. Science Proficiency
3. Increase Text, Task, Talk

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in all content areas specifically with our SWDs in alignment to LTO 1: 3rd grade proficiency and LTO 2: high school readiness.
Rationale	Our SWD population has the lowest achievement in ELA with 37% and we need to be at 41%. Historically, SWD have had low ELA achievement . When looking at grade level data, our Science proficiency correlates to the ELA proficiency with a 5 point drop in Science (41 - 36) and only 1 point increase in ELA (38 - 39)

State the measurable outcome the school plans to achieve	Our measure goal for FY 20 will be to increase over all ELA proficiency from 48 to 56%, with a focus on SWDs. The goal for SWD ELA proficiency is 42%, which is a 5 point increase. Another measurable goal we have is to increase Science proficiency from 36% to 54%. The reason we have a high increase goal in Science is due to the fourth grade ELA proficiency being 58% and we have seen the trend that Science and ELA scores correlate.
Person responsible for monitoring outcome	Gladys Harris (gladys.harris.1@palmbeachschools.org)
Evidence-based Strategy	1. Teachers will engage in standards-based instruction cycle during collaborative planning. What do students needs to know; how do we teach effectively to ensure all students are learning; how do we know students are really learning; what do we need to do when students are not learning or reaching mastery before expected; and teachers will analyze standards and Test Item Specs during the planning process. (monitored by Stockman) 2. Differentiated small group instruction within all ELA and Math classrooms. (monitored by Stockman and MOya) 3. Teaches will plan and implement instruction through Text, Task, Talk in order to ensure student engagement is active and effective.(monitored by Moya) 4. ELA, Math, and Science teachers will implement a focused curriculum through a blended learning. (iReady, Success Maker, Boot Camp). (monitored by Moya and Stockman)
Rationale for Evidence-based Strategy	1. Standards-based teaching ensures accountability on the teachers. Aligning standards ensures a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. 2. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn to move forward. Evidence has demonstrated that ongoing observations of students combined with systematic assessment enables teachers to support and enhance student learning by an increase in the number of students with successful outcomes. 3. Student engagement is a crucial part of holding the students accountable. Text, task, and talk ensures that students are engaged in appropriate texts, rigorous tasks, and accountable talk. 4. Our science curriculum offers an increase in satisfactory scores at the end of the year and state assessments.

Action Step	
Description	1. Collaboration Teachers will meet every 6 days in PLC to review standards, analyze data, determine next steps, and modify instruction. Teachers will also meet consistently to common plan. 2. Differentiated Instruction a. Academic tutors and resource teachers will push in to ELA and Math blocks to facilitate the execution of differentiated small groups.

b. Identify students with highest needs (SWD)
c. Create and arrange schedules so that academic tutors can push in during small group instruction.
d. Monitoring will take place through lesson plan review, student progress data analysis, classroom walk throughs (Harris, Moya, Stockman, Easley)

3. Student Engagement
Teachers will attend PD and training, as well as mentoring and coaching to ensure effective instruction is taking place in both whole group and small group.

4. Focused Blended Learning Technology is provided in every classroom. All students have one to one iPads. All classrooms have Apple TV, and some classrooms have SMART panels. Classrooms have chrome books and/or a COW.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment to the district's strategic plan, and with the goal to increase the academic instruction of all students - students are immersed in rigorous tasks encompassing the full intent of Florida State Standards including the content required by Florida State statute 1003.42 continuing to develop a Single School Culture of excellence of Academics, Behavior, and climate and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on instruction of the:

History of the Holocaust
History of Black and African Americans
Study of the contributions of Hispanics and Women to the US, and
Sacrifices of Veterans in serving our country

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible, respectful, and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interactions and create the structures for a single school culture of excellence.

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 Schoolwide Improvement Plan 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.

Palmetto hosts ongoing nightly events, such as Literacy Night, Math Night, and Stem Night to involve all parents, families, and stakeholders. In addition, we invite families, stakeholders, and business partner to

after school meetings, such as SAC. Palmetto is opening a parent resource room and will provide support and training to parents throughout the year.

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.

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.

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, RtI resource teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.

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 RtI Leadership Team.

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".

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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement in all content areas specifically with our SWDs in alignment to LTO 1: 3rd grade proficiency and LTO 2: high school readiness.				$2,065.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	0561 - Palmetto Elementary School	School Improvement Funds	553.6	$2,065.00
					Total:	$2,065.00