

The School District of Palm Beach County

Palmetto Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	18
Positive Culture & Environment	23
Budget to Support Goals	24

Palmetto Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

<https://pmte.palmbeachschools.org>

Demographics

Principal: Danny Moya

Start Date for this Principal: 7/1/2012

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 10/21/2020.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	24

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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/21/2020.

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.

"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, position title, and job duties/responsibilities 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 curriculum, 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.
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 aspects 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 curriculum, 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	Ana McCalla is the ESOL Coordinator. She creates, modifies, and analyzes ELL plans and is team leader for ELL resource teachers. She also 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.
Ackerman, Judith	Instructional Coach	The magnet coordinator is 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.
Long, John	Instructional Technology	Supports teachers and administration with one on one technology. I.e iPads, Flat Screen TVs,

Name	Title	Job Duties and Responsibilities
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

Demographic Information

Principal start date

Sunday 7/1/2012, Danny Moya

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

55

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	93	91	98	92	79	0	0	0	0	0	0	0	530
Attendance below 90 percent	23	29	22	36	32	12	0	0	0	0	0	0	0	154
One or more suspensions	2	1	0	0	4	8	0	0	0	0	0	0	0	15
Course failure in ELA	42	51	55	45	27	0	0	0	0	0	0	0	0	220
Course failure in Math	21	30	35	28	19	0	0	0	0	0	0	0	0	133
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	17	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11
ELA Winter Diagnostics FY 20	0	0	0	41	33	51	0	0	0	0	0	0	0	125
Math Winter Diagnostics FY 20	0	0	0	60	37	51	0	0	0	0	0	0	0	148

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	0	32	42	38	37	28	0	0	0	0	0	0	0	177

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/10/2020

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	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

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	
Number of students enrolled	109	92	101	100	99	105	0	0	0	0	0	0	0	606
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0

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 in FY 19. The contributing factors were an increase in enrollment in our SWD population, as well as an increase in SWD absences. This is a trend because we have historically had a large population of ELL/SWD students and this population has had the lowest performance over the years.

During the midyear, our overall ELA data has increased to 46% and or science data was at 40% based on Winter diagnostic scores.

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.

When looking at Diagnostics to Diagnostics (FY 19 - FY 20), the data shows a decrease in ELA overall proficiency in all grade levels. Third grade dropped from 50% to 34 %, fourth Grade went from 65% to 36%, and fifth Grade fell from 60% to 58%

Science diagnostics shows a 9 point increase from 41% to 50%.

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 (FY 19) 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.

When looking at Diagnostics to Diagnostics (FY 19 - FY 20), the data shows a decrease in ELA overall proficiency in all grade levels. Third grade dropped from 50% to 34 %, fourth Grade went from 65% to 36%, and fifth Grade fell from 60% to 58%

Science diagnostics shows a 9 point increase from 41% to 50%.

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

ELA gains (FY 19) went up 14 points and this was attributed to an increase in ELA overall proficiency. All teachers implemented a new WIG where all students had individual interactive word walls, as well as interactive word walls around the classroom. Teachers also utilized cognates and cognate anchor charts, as well as ELL heritage language dictionaries. Students in grades 2-5 attended a workshop to learn how to use them. Resource teachers pushed in to K and 1st grade to teach the students how to use dictionaries.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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.

Our two areas of concerns after reviewing the EWS data are:

1. Level 1 on state assessments – Assessments are a good indicator of student learning. Due to the amount of students scoring level one on the state-wide assessments solidifies our concern with how many students are performing 1 to 2 or more years below grade level and hinders the natural trajectory of the child's educational success. Students scoring a level one are demonstrating an inadequate understanding or knowledge of grade level content. Students scoring level two are demonstrating below satisfactory understanding or knowledge of grade level content. This would indicate the students would need substantial support for learning in the future.
2. High student absences - Student attendance is crucial in academic performance. Students who attend school on a regular basis have a higher proficiency rate than those who miss school often. While students can make up the work, they tend to miss the foundational skills taught while they were out (including teacher modeling, thinking aloud, guided practice) and tend to try to "catch up".

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. Increasing all students learning gains including SWDs in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills and use a variety of strategies perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.
2. Increasing students' proficiency in Science helps us think critically and analytically and have a better understanding of the world surrounding us. Science concepts provide for students to build better revising and reasoning abilities. Analytical thinking refers to the ability to think critically about

the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

3. Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. Students who engage in accountable talk and with appropriate texts and tasks will provide opportunities for students to take responsibility of their learning. This focus will be ongoing and PD will be provided during staff meetings. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance and monitor progress.

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

To ensure progress towards student achievement in all content areas.

Based on FSA data from FY 19, overall ELA data is 48% which is an increase of 7%. When looking at ELA performance by grade, only third grade decreased (-1%) while fourth grade increased (+23%) and fifth grade increased (1%). Our ELA learning gains increased by 14% from 51% in 2018 to 65% in 2019. In addition, our ELA L25 percentile increased 2% from 45% in 2018 to 58% in 2019. Our SWD population has the lowest performing 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).

Area of Focus Description and Rationale:

The gap between ELA achievement (48) and the District average (59) is 11 percentage points. Science Achievement declined 5 points in 2019, reflecting a gap with the District of 15 percent.

During Midyear, our ELA Diagnostic data showed 3rd grade students at 34% proficient, 4th grade students were at 47%, and 5th grade showed 36%. Our goal for 3rd grade in FY 20 was 40%, 4th grade was 58%, and 5th grade was 62% (due to incoming scores of the 5th graders). Our Science diagnostics showed 17% proficiency. This data demonstrates we are on the correct path to meet our goals.

Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21, however our iReady data shows our students are making progressive improvements.

Measurable Outcome:

Our measurable goal for FY 21 will be to increase overall ELA proficiency from 48% to 56% with a focus on SWDs. The goal for SWD proficiency is 42%, which is a 5 point increase. Another measurable goal we have is to increase Science proficiency from 36% to 41%.

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 need 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 will occur within all ELA and Math classrooms to ensure all learners are learning at their ability level. We are ensuring that students are engaged in text, task, and accountable talk. Academic tutors will push in to support the double down model during this time. (monitored by Stockman and Moya)
3. Teachers 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 model to offer personalized learning solutions that provide support/enrichment at their level (iReady, Success Maker, Boot Camp) ... (monitored by Moya and Stockman)

**Rationale
for
Evidence-
based
Strategy:**

1. Standards based teachers 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 students 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, 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 Steps to Implement

1. Collaboration - teachers will meet every 6 days in PLC to review standards, analyze data, determine next steps, and modify instruction. Teacher will meet on an ongoing basis to common plan.

a. Create PLC schedule to ensure all teacher/resource teachers participate

b. Grade level teachers collaborate to design effective standards based lessons that are rigorous and engaging

c. Teachers will analyze data on an ongoing basis to plan for and modify instruction and small groups accordingly.

d. Administrators and coaches will attend PLCs to support and provide guidance. Administration will collect lesson plans on a monthly basis, provide constructive feedback, and walkthrough classes to continuously monitor for effectiveness.

2. Differentiated Instruction -

a. Teachers will analyze student data to determine strengths and weaknesses in content area.

b. Teachers will create all small group rotational cycle to ensure all students are being supported at their abilities

c. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

d. Teachers develop ongoing formative assessments to track student learning.

e. SSCC and coach will monitor student progress through data analysis. Principal and assistant principals will monitor through fidelity walks.

f. Academic tutors and resource teachers will push in/pull out of ELA and Math blocks to facilitate the execution of differentiated small groups.

3. Student Engagement -

a. Teachers will attend PD and training in how to choose appropriate texts that align with the standards, how to create rigorous tasks, and how to allow for accountable student talk

b. SSCC will mentor and coach teachers to ensure effective instruction is taking place in both whole group and small group

c. Teachers will create rigorous tasks in PLCs

4. Focused blended learning technology is provided in every classroom. One to one iPads, Apple TV, and SMART panels.

a. Provide teachers with professional development to ensure appropriate use of adaptive technology.

- b. Teachers will develop a rotational schedule to ensure all students have access to technology.
- c. Teachers will engage students in small instruction based on adaptive technology results.
- d. Monitoring of small group lesson plan, technology usage/pass rate will occur by assistant principal.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 the 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

Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student

achievement. These deliberately designed action steps and processes are research-based with a history of success. They share a common theme of impacting student achievement, and the predicted

outcomes would not be exclusive to only the Areas of Focus. It is anticipated Science Achievement

and ELA Achievement of the SWDs will demonstrate positive data gains as a result from the action steps developed for both Areas of Focus as well.

Palmetto Elementary School integrates and continuously develops a Single School Culture by sharing our

universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring and implementation of PBS programs. These actions influence student achievement and create an environment conducive to learning.

Palmetto Elementary School implements a School-Wide Positive Behavior Program by recognizing students

exhibiting positive behaviors on campus.

Palmetto Elementary School integrates Single School Culture by sharing our Universal Guidelines for

Success, Single School Culture Scripts, Grade Level Assemblies, Family Nights, Curriculum Nights, and

SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online data

warehouses (EDW and Performance Matters). In addition, we utilize a behavior matrix, and teaching

expected behaviors, communicating with parents, and monitoring SwPBS.

Special funds are allocated for Parent Liaison, teachers, and instructional coaches. Funds are also

utilized for tutorials, supplies, refreshments for parental training, remediation.

Services are provided through the district for educational materials and ELL district support services

to improve the education of immigrant and ELL students.

Violence Prevention Programs: Safe and Drug Free Schools - District receives funds for Red Ribbon

Week and programs that support prevention of violence in and around the school. These programs

help to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment

supporting student achievement and promoting an appreciation of multicultural diversity through

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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".

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students receive lanyards, certificates, and incentives. To highlight teachers' contributions to students' success, SWPB will provide incentives to the teachers monthly and on an ongoing basis for going above and beyond.

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.

All stakeholders are involved in promoting a positive culture and environment. Business partners, community members, and parents are involved in decision making at Palmetto.

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.

Character Counts program has been in place to promote patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property; honesty, charity, self control, racial, ethnic, and religious tolerance and cooperation.

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.

The staff at Palmetto Elementary collaborate with District personnel to provide services for migrant and homeless children and families. We provide support and assistance during the holidays from donations provided by our business partners.

Title 1, Part A funds are used for tutorial, classroom supplies, Academic Facilitator, Reading Coach, SAI, Resource Teacher, Professional Development 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:LLI Kits, SPIRE, Math manipulatives.

District title 2 funds supports Marzano training and other initiatives.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$538.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0561 - Palmetto Elementary School	School Improvement Funds	550.26	\$538.00
Total:						\$1,143.00