

Manatee County Public Schools

Palmetto High School



2020-21 Schoolwide Improvement Plan

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Palmetto High School

1200 17TH ST W, Palmetto, FL 34221

<https://www.manateeschools.net/palmetto>

Demographics

Principal: Monica Delesline

Start Date for this Principal: 8/25/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (48%) 2016-17: C (50%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 is pending approval by the Manatee County School Board.

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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Palmetto High School

1200 17TH ST W, Palmetto, FL 34221

<https://www.manateeschools.net/palmetto>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>52%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>63%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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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 High School will educate and develop all students today for success tomorrow.

Provide the school's vision statement.

Palmetto High School will be an exemplary student-focused school that develops lifelong learners to be globally competitive.

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
Auckerman, Carl	Principal	Activities Ath./Band/Cheerleaders Audits Beginning Teachers Boosters Committees Connect Ed Curriculum Data Finance/Budget Guidance ILT Incentives Obs./Evals./PGP/PDP Reading Coach SAC/SIPS SGA SRO Secretaries/Clerks Student ID's Teacher Certifications Yearbook
Delesline, Monica	Assistant Principal	AICE AVID Acceleration Advance Placement Ambassadors Am. Edu Week Bell Schedules Course Guides Curriculum Data Dual Enrollment Exam Schedules Handbook – Student/Teacher Master Schedule Middle School Artic. Obs./Evals./PGP/PDP Public Relations Schedule Changes Social Media Teach. Appreciate Week Tiger Patrol Website
Bradshaw, Daniel	Assistant Principal	Athletic Duty Schedules Credit Recovery Data Detentions/Extra School Discipline

Name	Title	Job Duties and Responsibilities
		DOP ESOL Equity FTE Focus Gradebook Graduation Rate & Seniors ISS MTSS Media Center Obs./Evals./PGP/PDP Professional Learning Roster Verification Schoology Substitutes Technology Testing Textbooks
Simmons, Quantas	Assistant Principal	Attendance Back to School Business Partners Cafeteria Campus Safety/Security Custodians Data ESE/504 Emergency Procedures Facilities Guest Speakers Industry Certifications Obs./Evals./PGP/PDP Orientations Peer Counseling Remediation SAC/SIPS Testing Transportation Volunteers
Hall, Rhonda	School Counselor	Provide personal counseling to students Provide group counseling when need arises Provide assistance to students through testing and interpretation. Provide assistance to students in class selection and schedules. Identify and counsel potential dropouts. Assist students who are experiencing attendance problems. Assist in accurate recording and proper maintenance of student records. Provide input into the development of master schedules in secondary schools. Participate in workshops and training for professional growth.

Name	Title	Job Duties and Responsibilities
		<p>Assist in evaluating the guidance program. Provide orientation of new students to the school. Impart crises intervention skills when need arises. Assist students with special needs according to LRE, IEP and 504 guidelines. Assist teachers with problem solving and interventions.</p>
<p>McMillan, Kari</p>	<p>Teacher, K-12</p>	<p>Establish short- and long-range goals based on student needs and District and state curriculum requirements. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively. Instruct and supervise the work of volunteers and aides when assigned</p>
<p>Little, Jennifer</p>	<p>Teacher, K-12</p>	<p>Establish short- and long-range goals based on student needs and District and state curriculum requirements. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively. Instruct and supervise the work of volunteers and aides when assigned</p>
<p>Cole, Cathleen</p>	<p>Teacher, K-12</p>	<p>Establish short- and long-range goals based on student needs and District and state curriculum requirements. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special</p>

Name	Title	Job Duties and Responsibilities
		<p>needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively. Instruct and supervise the work of volunteers and aides when assigned</p>
<p>Gonzales, Laura</p>	<p>Dean</p>	<p>Assist in the development of guidelines for proper student conduct, disciplinary policies, and procedures that ensure a safe and orderly environment.</p> <p>Design short-and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents and community agencies.</p> <p>Use technology resources effectively.</p> <p>Maintain comprehensive files on each student requiring disciplinary action and maintain records for adults.</p> <p>Complete investigative and due-process procedures to include disciplinary action consistent with District Code of Student Conduct.</p> <p>Collect, review, and analyze discipline data. Implement strategies with parents, students, and teachers to facilitate student behavior change.</p> <p>Use relevant student information, i.e., Individual Education Plan (IEP), as an integral part of recommendations for suspension and expulsion.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events during work day.</p> <p>Supervise the orderly movement and safety of transportation on school grounds.</p> <p>Recognize indicators of disruption of the orderly conduct of the school and implement strategies. Serve as liaison to School Resource Officer (SRO) and other legal authorities.</p>
<p>Tyler, Fred</p>	<p>Teacher, K-12</p>	<p>Establish short- and long-range goals based on student needs and District and state curriculum requirements. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. Plan and prepare lessons which are meaningful and engaging. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special</p>

Name	Title	Job Duties and Responsibilities
		needs. Assist in assessing changing curricular needs and plans for improvement. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively. Instruct and supervise the work of volunteers and aides when assigned

Demographic Information

Principal start date

Tuesday 8/25/2020, Monica Delesline

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.*

0

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.*

9

Total number of teacher positions allocated to the school

94

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students

School Grades History	2018-19: C (48%) 2017-18: C (48%) 2016-17: C (50%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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	0	0	0	0	0	0	0	0	0	0	534	456	505	552	2047
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	113	70	36	61	280
One or more suspensions	0	0	0	0	0	0	0	0	0	0	78	52	48	40	218
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	121	145	166	81	513
Course failure in Math	0	0	0	0	0	0	0	0	0	0	127	140	160	88	515
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	141	164	172	305	782
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Date this data was collected or last updated

Tuesday 8/25/2020

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	462	527	576	531	2096
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	82	106	101	289
One or more suspensions	0	0	0	0	0	0	0	0	0	80	64	56	42	242
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	129	149	177	90	545
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	177	349	191	856

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	0	0	0	0	0	0	0	0	120	138	145	81	484

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	0
Students retained two or more times	0	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	0	0	0	0	0	0	0	0	0	462	527	576	531	2096
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	82	106	101	289
One or more suspensions	0	0	0	0	0	0	0	0	0	80	64	56	42	242
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	129	149	177	90	545
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	177	349	191	856

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	0	0	0	0	0	0	0	0	120	138	145	81	484

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	0
Students retained two or more times	0	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	41%	49%	56%	38%	48%	53%
ELA Learning Gains	41%	47%	51%	38%	45%	49%
ELA Lowest 25th Percentile	31%	37%	42%	27%	35%	41%
Math Achievement	44%	51%	51%	44%	52%	49%
Math Learning Gains	39%	47%	48%	48%	46%	44%
Math Lowest 25th Percentile	33%	45%	45%	33%	38%	39%
Science Achievement	59%	67%	68%	73%	73%	65%
Social Studies Achievement	61%	69%	73%	57%	63%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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
09	2019	45%	53%	-8%	55%	-10%
	2018	37%	52%	-15%	53%	-16%
Same Grade Comparison		8%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	36%	49%	-13%	53%	-17%
	2018	41%	52%	-11%	53%	-12%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	69%	-11%	67%	-9%
2018	57%	72%	-15%	65%	-8%
Compare		1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	71%	-11%	70%	-10%
2018	65%	71%	-6%	68%	-3%
Compare		-5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	26%	65%	-39%	61%	-35%
2018	31%	65%	-34%	62%	-31%
Compare		-5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	61%	-8%	57%	-4%
2018	39%	56%	-17%	56%	-17%
Compare		14%			

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	8	29	32	24	48	45	30	30		75	15
ELL	10	23	22	22	27	17	39	45		73	21
ASN	83	53		71	45						
BLK	22	29	34	23	22	15	47	36		85	37
HSP	26	34	29	33	40	29	49	52		82	35
MUL	53	43		48	43		58	92			
WHT	58	50	36	60	42	44	71	74		88	56
FRL	27	32	30	36	37	31	50	51		83	35
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	17	31	28	17	33	36	41	43		57	33
ELL	9	36	39	11	32	54	31	33		41	
ASN	77	50						90			
BLK	19	33	36	19	31	38	28	44		71	31
HSP	29	38	33	28	34	44	50	56		74	36
MUL	45	49		42	44		53	67			
WHT	55	45	33	49	38	33	76	80		88	63
FRL	28	37	35	26	34	43	48	57		73	40
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	14	24	18	17	44	26	39	37		79	23
ELL	6	21	17	14	19		45	20			
ASN	69	38		69	50						
BLK	21	28	24	27	45	30	41	41		92	42
HSP	26	31	27	32	39	19	63	47		90	43
MUL	56	37		43	50						
WHT	52	47	31	59	53	41	83	72		90	59
FRL	26	32	23	35	44	33	62	49		88	40

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	63
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41

Hispanic Students	
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	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	58
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	41
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.

The area of lowest performance was seen in the ELA L25 group. In 2018, 35% of the L25 made academic gains in ELA. The data was provided by the District which identified the students who were part of the schools lowest quartile.

A contributing factor to the gap in the data is teacher turnover. During the middle of the year multiple 10th grade ELA courses were affected by a teacher leaving the position and a substitute teacher being placed in the class until a replacement could be found. The students affected by this change were proficient students in an advanced ELA course. This affected our overall achievement score in ELA.

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

As a school, the data indicates the greatest decline is in the Math L25 category. Data indicates a 7% drop in achievement for the L25 group in Math. The intensive math courses provide additional support for the majority of our L25 students. This year the District implemented a new math program for the Intensive Math courses without success. Mid year the District allowed the school to switch programs to evaluate effectiveness.

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.

The school's greatest gap in academic performance as measured by the 9th and 10th grade ELA FSA test score data as compared to the state average, is in overall ELA achievement. A 15% spread is indicated in the data. A contributing factor to the gap in the data is teacher turnover. During the middle of the year, multiple 10th grade ELA courses were affected by a teacher leaving the position and a substitute teacher being placed in the class until a replacement could be found. The students affected by this change and lack of instructional consistency were proficient students in an advanced ELA course. This affected our overall achievement score in ELA.

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

Proficiency in Math Achievement showed the most improvement overall. Between 2018 and 2019, Math Achievement increased by 8%. Changes to the master schedule were made at the beginning of the school year that positively effected this area. Students who were scheduled into Algebra 1 with a 3, 4, or 5 from the previous years Math FSA were automatically placed into an advanced math course, Pre-AICE Math 1. Students who scored a level 1 or 2 were placed in Algebra 1A and received two years of Algebra instruction to be prepared for academic success as measured by the Algebra EOC. Also students who were a level 1 or 2 from the previous school year were placed in Algebra 1B and tested after receiving 2 years of math instruction.

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

Below are the two potential areas of concern based on the EWS data: Students with 2 or more risk factors (more specifically students who fall into the following 2 categories)

1. Course Failures in ELA or Math
2. Students who score a level 1 on statewide assessments

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

1. L25 ELA & Math Learning Gains
2. Social Studies Proficiency
3. Students with 2+ Risk Factors
4. Acceleration Rate
5. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Math L25 Learning Gains: The Math L25 students showed the largest decline in learning gains.
Measurable Outcome:	By the end of the 2020-2021 school year there will be a 5% increase in learning gains for students identified as Math L25 (lowest quartile) as measured by the Florida Standards Assessment (FSA EOC).
Person responsible for monitoring outcome:	Carl Auckerman (auckermc@manateeschools.net)
Evidence-based Strategy:	Differentiated instruction involving small group, push-ins and pull outs. Implementation of ALEKS math program in Algebra Ia, Intensive Math and Liberal Arts Math 1 & 2 with the use of the ALEKS data to drive instruction. The support of Khan Academy tutorials and practice problems in the intensive math courses to support differentiation and to address student's knowledge gaps. Teachers will be required to provide standards-based instruction, progress monitor and plan collaboratively
Rationale for Evidence-based Strategy:	Palmetto High data shows a need for continual progress monitoring of students to ensure instruction is meeting the needs of the students and appropriate rigor is being provided to all students.

Action Steps to Implement

1. Subject Area analysis of trends
2. Instructional Leadership Team (ILT) support
3. Subject Area planning based on standards and best practices
4. Monthly monitoring and adjusting as needed
5. Implementation of Aleks and Khan
6. Use of Millage Funds

Person Responsible Carl Auckerman (auckermc@manateeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: L25 ELA Learning Gains: The students identified as ELA L25 (bottom quartile) had achieved less gains from the previous school year.

Measurable Outcome: By the end of the 2020-2021 school year, there will be a 5% increase in learning gains for students identified as ELA L25 (lowest quartile) as measured by the Florida Standards Assessment (FSA EOC).

Person responsible for monitoring outcome: Carl Auckerman (auckermc@manateeschools.net)

Evidence-based Strategy: Differentiated instruction involving small group, and the use of data to drive instruction. Literacy Coach for support of instructional strategies and curricular support in the Intensive Reading classrooms. Following curriculum road maps, implementing standards-based instruction and participating in collaborative planning. Content level progress monitoring.

Rationale for Evidence-based Strategy: Palmetto High data shows a need for continual progress monitoring of students to ensure students are achieving proficiency and continuing to improve. This will allow for teachers and leadership to identify students to spiral review the standards that require more instruction.

Action Steps to Implement

1. Grade Level analysis of trends
2. Instructional Leadership Team (ILT) support
3. Grade level planning based on data based standards and best practices.
4. Monthly monitoring and adjusting as needed
5. After school tutoring
6. Use of Millage Funds to help support student learning.

Person Responsible Carl Auckerman (auckermc@manateeschools.net)

#3. Instructional Practice specifically relating to Social Studies

Area of Focus
Focus U.S History EOC Proficiency: Students struggling with the Florida Standards Assessment (FSA) Social Studies. It is important to reinforce the reading comprehension strategies necessary for our success.
Description and Rationale:

Measurable Outcome: By the end of the second semester, 66% of our students enrolled in Social Studies, will achieve proficiency as measured by the end of course exam.

Person responsible for monitoring outcome: Carl Auckerman (auckermc@manateeschools.net)

Evidence-based Strategy: Reinforcement via Bellwork Questions, ESE and ESOL strategies and accommodations in small groups, cross-curricular planning with ELA, Bimonthly department planning, and collaboration of electives to reinforce standards.

Rationale for Evidence-based Strategy: Our data shows that we are in need of improvement in student comprehension and reading skills. Collaboration with the Reading department in creating strategies that are cross-curricular to help develop students' ability to achieve a successful score on the FSA.

Evidence-based Strategy: Monitoring students ability throughout the year to implement necessary remediation and re-teaching.

Action Steps to Implement

1. Collaborative planning across subject areas.
2. Discuss results with Instructional Leadership Team (ILT) regarding data and support.
3. Review practice assessments results with teams to determine trends.
4. Monitor data and progress, adjusting as needed.

Person Responsible Carl Auckerman (auckermc@manateeschools.net)

#4. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Students with Two or More Risk Factors: At Palmetto High School, we have a significant population of students with two or more risk factors ranging from discipline, attendance and lack of core credits needed for graduation. We know that there is a direct correlation between students success and attendance. We want our students to maintain a direct path to receiving their high school diploma.

Measurable Outcome: By the end of the 2020-2021 school year. We will identify students with two or more risk factors. Attendance below 90%, Level 1 on Math or English, failing a core class, and discipline referrals.

Person responsible for monitoring outcome: Carl Auckerman (auckermc@manateeschools.net)

Evidence-based Strategy: Analyze at-risk students with IST and MTSS, aligning the proper accommodations and interventions into place providing direct teacher support. Creating incentives for students meeting attendance, academic and disciplinary goals.

Rationale for Evidence-based Strategy: Providing ways for students to connect through mentoring programs, weekly check-ins, and student contacts. Students will become more involved and connected to the school, feeling included and supported. Following the MTSS/IST process at Palmetto High School, this will allow for individualized interventions as needed.

Action Steps to Implement

1. Quarterly review of at-risk students, problem solving intervention in place for students who are unsuccessful.
2. Progress Monitoring students who are failing with D/F grades.
3. Bi-Weekly Data pull for attendance and behavior.
4. Survey Teacher support in identifying students at-risk in their classroom. Collaborative approach.
5. Weekly MTSS/IST meetings to review student concerns.

Person Responsible Carl Auckerman (auckermc@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

- G1. The percentage of students who have less than 90% attendance will decrease.**
- G2. The percentage of students earning passing scores on all AICE and AP course exams will increase by 3%**
- G3. The percentage of the L25 Math students demonstrating learning gains on Math EOCs (algebra and geometry) will increase by 4%.**
- G4. The percentage of students earning an Industry Certification will increase by 10%.**
- G5. The percentage of students graduating within 4 years of entering high school will increase by 1%.**
- G6. The percentage of students scoring at a proficient level in English Language Arts on the FSA will increase by 5%.**
- G7. The percentage of students scoring at a proficient level in Social Studies on the EOC exam will increase by 5%.**
- G8. The percentage of students scoring at a proficient level in Science on the EOC exam will increase by 5%.**
- G9. The percentage of students scoring at a proficient level on Mathematics EOC exams (Algebra and Geometry) will increase by 5%**
- G10. The percentage of the L25 ELA students showing learning gains on the FSA ELA will increase by 5%.**

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 High School strives to build a sense of pride and community within our school. Cultural relationships between teachers and students along with academic achievement is a vital link for all students current and future success. As a school focusing on cultural awareness provides a necessary link to build and interact with all shareholders. As students, teachers, and staff interact within the classroom setting,

cultural information is shared and celebrated. This exchange brings unity, respect, and cohesion within the educational structure of Palmetto High School.

Parent Family and Engagement Plan (PFEP) Link

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