

The School District of Palm Beach County

# Palmetto Elementary School



## 2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (48%) 2016-17: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Palm Beach 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](http://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 Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

<https://pnte.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	90%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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## 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 will achieve one year's 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	Position Title	Job Duties and Responsibilities
Harris, Gladys	Principal	Instructional Leader responsible for the supervision of all personnel and all aspects of school operations. Communicates and builds positive relationships with the community as well as business partnerships that support student learning and achievement.
Moya, Danny	Assistant Principal	Supervises and assists all personnel in all aspects of the running of the school. Reports to the principal.
Vega, Cindy	Other	Provides Instructional support for all teachers. Ensures that the school's mission, vision, goals, and initiatives align to create a single school culture. Provides systemic support of the MTSS process through coaching and professional development.
Ocasio-Rosado, Maria	School Counselor	Supports the social and emotional health of all students in grades Pre-K - 5th grades.
McCalla, Ana	ELL Compliance Specialist	Creates, modifies, and analyzes ELL plans. Ensures that ESOL students are supported academically with strategies and tools they need to be successful. Team leader for ELL resource teachers.
Bastien, Myrlande	SAC Member	Provides students with instruction in the Advanced Math Program. Also the Chairperson of the School Advisory Council and the Coordinator of the 21st Century After School Program.
Rosen, Mindy	Instructional Coach	Choice Magnet coordinator responsible for IB throughout the school (K-5). Supports curriculum integration to include STEM and IB Units. Coaches and onboards staff and teachers through engaging PD and PLC's.
Salmaggi, Allyson	Teacher, ESE	Creates, modifies, and analyzes IEP plans. Ensures that ESE students are supported academically with strategies and tools they need to be successful. Team leader for ESE resource teachers.
Soto, Luiza	Teacher, K-12	Leads the Kindergarten team and provides incoming Kindergarten families with round up support.
Richards, Shereen	Teacher, K-12	Teacher of 5th graders and team leader for 5th grade team. Supports and organizes instructional planning and parent communications for her team.
Gallagher, Brian	Teacher, K-12	Conducts team meetings, assists in decision making, leads, and assists Professional Learning Communities.

**Demographic Information**



**Principal start date**

Friday 1/1/2010, 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.*

2

**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.*

10

**Total number of teacher positions allocated to the school**

56

**Total number of students enrolled at the school**

550

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

4

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	75	81	88	102	89	94	0	0	0	0	0	0	0	529
Attendance below 90 percent	24	30	32	26	27	22	0	0	0	0	0	0	0	161
One or more suspensions	1	2	0	0	3	4	0	0	0	0	0	0	0	10
Course failure in ELA	42	70	64	53	66	68	0	0	0	0	0	0	0	363
Course failure in Math	20	41	53	37	51	35	0	0	0	0	0	0	0	237
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	35	39	24	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	37	48	30	0	0	0	0	0	0	0	115
Number of students with a substantial reading deficiency	0	6	12	17	3	4	0	0	0	0	0	0	0	42
FY21 ELA Winter Diag Level 1 & 2	0	0	0	7	53	57	0	0	0	0	0	0	0	117
FY21 Math Winter Diag Level 1 & 2	0	0	0	7	34	54	0	0	0	0	0	0	0	95

**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	29	48	53	49	63	50	0	0	0	0	0	0	0	292

**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	0	0	7	0	0	0	0	0	0	0	0	0	8
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**

Tuesday 7/20/2021

**2020-21 - 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	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	

**2020-21 - 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	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	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 Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	58%	57%	41%	57%	56%
ELA Learning Gains				65%	63%	58%	51%	61%	55%
ELA Lowest 25th Percentile				58%	56%	53%	45%	56%	48%
Math Achievement				61%	68%	63%	58%	65%	62%
Math Learning Gains				60%	68%	62%	58%	63%	59%
Math Lowest 25th Percentile				44%	59%	51%	39%	53%	47%
Science Achievement				36%	51%	53%	41%	56%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	39%	54%	-15%	58%	-19%
Cohort Comparison						
04	2021					
	2019	58%	62%	-4%	58%	0%
Cohort Comparison		-39%				
05	2021					
	2019	39%	59%	-20%	56%	-17%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	65%	-1%	62%	2%
Cohort Comparison						
04	2021					
	2019	64%	67%	-3%	64%	0%
Cohort Comparison		-64%				
05	2021					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	51%	-18%	53%	-20%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

We used iReady Reading to progress monitor grades K-5 in ELA.  
 K-5 used USA's and Successmaker to progress monitor.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.3	24.7	38.2
	Economically Disadvantaged	28.2	25	36.6
	Students With Disabilities	55.6	11.1	11.1
	English Language Learners	16	12	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			75.9
	Economically Disadvantaged			76.3
	Students With Disabilities			75
	English Language Learners			54.3

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	19.1	30.6
	Economically Disadvantaged	25	19.1	30.6
	Students With Disabilities	21.4	21.4	15.4
	English Language Learners	5.7	0	8.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		62.4	58.5
	Economically Disadvantaged		63.1	59.1
	Students With Disabilities		69.2	50
	English Language Learners		44.1	37.5

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		57.8	54.7
	Economically Disadvantaged		57.5	53.8
	Students With Disabilities		42.9	50
	English Language Learners		37.9	35.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.8	69.7	54.5
	Economically Disadvantaged	65.8	70.9	54.7
	Students With Disabilities	60	83.3	62.5
	English Language Learners	45.8	53.6	48.5
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		40.2	41.1
	Economically Disadvantaged		39	40
	Students With Disabilities		21.7	25
	English Language Learners		21.9	27.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.9	34.54	30.7
	Economically Disadvantaged	39	35.4	30.2
	Students With Disabilities	31.8	13.6	12.5
	English Language Learners	20.6	14.3	11.6

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		53.3	56.3
	Economically Disadvantaged		55.7	58.1
	Students With Disabilities		33.3	38.5
	English Language Learners		34.6	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55.8	42	31
	Economically Disadvantaged	54.8	39.5	27.2
	Students With Disabilities	33.3	17.6	5.3
	English Language Learners	38.5	21.4	15.6
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	44.9	36.6	44
	Economically Disadvantaged	43.1	34.2	42.3
	Students With Disabilities	23.5	23.5	26.3
	English Language Learners	20.7	10.3	12.5

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	23	41	42	25	24	20					
ELL	37	55	43	32	24	17	29				
BLK	38			17							
HSP	43	53	44	37	28	20	35				
WHT	53			41							
FRL	44	51	42	35	24	17	34				
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				

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
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	47
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diag vs. FSA21 results shows:

Math proficiency decrease on FSA 34% and Winter Diagnostic 47%, difference of -13 percentage pts.

ELA proficiency increase on FSA 40% from Winter Diagnostic 34%, increase of 6% pts.

Within the end of the year adaptive technology data, we see the following percentages are on or approaching grade level in ELA:

Grade K: 71.2, Grade 2: 53.2, Grade 3: 54.7, Grade 5: 56.3

The English Language Arts data for students with disabilities and English Language Learners grades 1 through grade 5 dropped from fall to spring in some grades levels by 44 percentage points a statistically significant drop. Grade 4 Math also showed a statistically significant drop of 9 percentage points from fall to winter.

Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroup; ELL who will receive strategic targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. Our school wide targeted intervention and tutorial ensure student participation and success. All teachers will collaborate to ensure program success.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Two potential areas of concern are the number of level 1 students on the statewide assessment and the number of students with course failures in ELA and Math. Our focus is to diminish course failure and increase learning gains and achievement. iReady data results, K-5, indicate significant numbers of students were scoring below grade level in pre-reading skills (phonemic awareness, phonics, and vocabulary). To address this problem, we implemented the Foundations program in grades K-3 ensuring training of all teachers to effectively implement the strategies. Explicit vocabulary instruction is a school wide initiative to occur in the context of all content area instruction. Additionally, high level research based texts are provided for teachers to implement rigorous standards-based instruction using the three Core Actions (reading text, talking about the text and completing a task around the text/standard). Targeted support will be provided for all struggling learners with focus on our ELL and SWD students. Academic tutors will assist teachers with small group strategy and skill based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Student and teacher data chats will be scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

The English Language Arts data demonstrate the greatest need for improvement for all grades.

Overall all content areas demand attention for all grades especially for our Students with Disabilities and English Language Learners.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

ELA dropped due to low proficiency in the area of academic vocabulary and comprehension in literature and informational text. Low 25% Gains in Math and Reading dropped by 33 points. New actions to address this need improvement are: Instructional Support Specialist from ELA making her a priority to coach and conduct data analysis to implement needed strategies for reteaching/ reassessing specific standards. Teachers doing a targeted spiral review for Math and Reading in small groups using iReady, Successmaker, and diagnostic data. Incentive programs for students will maintain the motivation and participation in use of the technology support programs.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days.

At Palmetto Elementary School, we develop student engagement and participation towards 100% attendance and participation through various incentives and recognition. For example, we distribute student prizes for time spent and lessons passed on the technology platforms available (iReady & SuccessMaker).

Our master schedule has been adjusted to allow for our schoolwide LEAP to WIN Time, intervention and enrichment.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

28% Schoolwide increase in ELA areas overall increase in proficiency from 25% to 53%.

Within the end of year adaptive technology data, we see the following:

- 20% increase of Tier 1 students (from 14% to 34%)
- 13% decrease in At Risk Tier 3 Students (from 29% to 14%)

Kindergarten: 88% of students are on or above grade level (from 28%)

1st: 54% of students are on or above grade level (from 31%)

2nd: 47% of students are on or above grade level (from 26%)

3rd: 59% of students are on or above grade level (from 26%)

4th: 41% of students are on or above grade level (from 24%)

5th: 44% of students are on or above grade level (from 25%)

Phonological Awareness (89%), Phonics (68%), and High Frequency Words (87%) were areas of high improvement and proficiency.

### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

Within our core instruction, Foundations was implemented in grades K-3 during the Phonics and Word Study components of the literacy block. Foundations was embedded as part of their literacy block to insure fidelity and accountability. Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

### **What strategies will need to be implemented in order to accelerate learning?**

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, PLC's and data chats. 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.

Administrators were assigned to support the students and positively ensure:

1. Increasing students learning gains in Literacy allows for development of necessary skills towards future success. Children who have developed strong reading skills perform better in school become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage.
2. Increasing students' learning gains in Math helps think analytically and have better 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 students solve problems and look for solutions.
3. Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Our ESSA subgroups will receive additional support through lessons that based on their specific needs.
4. 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. This focus will be ongoing, training will be provided during staff meetings and on professional development days.
5. Our School Based Team will review data and provide progress monitoring for all student to have potential to be successful.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

During the summer of FY21 the teachers will receive PD to focus on Marzano's taxonomy of instruction. Teachers will receive PD on the mental process students experience when learning. They were instructed on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through: Identifying similarities and differences. Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing at grade level. Funding has been set aside to provide extended learning opportunities. Teachers, including resource teachers (ESE, ELL), collaborate weekly to ensure the academic success of our students. As instruction is implemented, it is key that the teacher ensures maximum student engagement. Our goal is to ensure the following:

1. Increase Reading Proficiency in Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed. ELL students are provided targeted instruction using WIDA data results and iReady results. In addition to these assessments, district formative assessments are implemented.
2. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts is designed to increase learning gains in ELA and Math. Data driven differentiated instruction is planned

to meet the needs of all students. Ongoing progress monitoring will be done for all students.

3. Increase in Student Engagement: Student engagement is another area of focus. Professional development is planned to assist teachers in the implementation of engagement strategies. Ongoing implementation of engagement strategies will be used in staff meetings and PLC meetings to model and demonstrate their effectiveness when meeting with teachers and staff.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus**  
**Description and Rationale:** To ensure progress towards student achievement in ELA, specifically with our English Language Learners in alignment to LTO 1: 3rd grade proficiency and LTO 2: high school readiness.

**Measurable Outcome:** Our measurable goal for FY21 will be to increase overall ELA achievement from 48% to 60%.

**Monitoring:**

1. Teachers will engage in standards based instructional collaborative planning cycle. Through collaboration, teachers will design instruction that is deliberate in targeted students need as a whole class and for small group planning. During grade level PLC's we will analyze data and make midcourse corrections to lesson plans as needed. Teachers will plan with the 4T's - target, text, talk, and task.
2. Differentiated Small Group Instruction within the ELA block Small group instruction should also occur as a double dose rotation in which our ELL students are able to receive core and language support from both the classroom teacher as well as the resource teacher.
3. Teachers will participate in professional development that builds capacity to engage students. Professional development will be offered in all content areas and include ELA components across the subjects.

**Person responsible for monitoring outcome:** Gladys Harris ([gladys.harris.1@palmbeachschools.org](mailto:gladys.harris.1@palmbeachschools.org))

**Evidence-based Strategy:**

1. Professional Learning Communities ensure that teachers are collaboratively planning and creating a positive single school culture for sharing best practices as well as making instructional decisions that are rooted in data and the Palm Beach Model of Instruction. Standards based instruction ensures accountability and aligns instructional practices to the data collected through progress monitoring opportunities.

2. Small Group ensures that students are receiving support instruction in a flexible setting that ensures students are closing the achievement gap through instruction that meets their needs.
3. Professional staff development creates a school culture of life long learning and building capacity that is focused on increasing student achievement and success. The PD provided is aimed at targeting the areas that demonstrate need and meet the needs of varying areas of staff development. Including ELL strategies, Educational Support Program, MTSS and Response to Interventions.

**Rationale for Evidence-based Strategy:**

1. The Palm Beach Model of Instruction provides opportunities for teachers to participate in professional learning communities that are guided by standards based planning. Common planning ensures that instructional practices meet the high quality education requirements that lead to increased student achievement.
2. Data provides teachers with information they need to implement differentiated instruction that deliberately targets what students need to increase their literacy skills which in turn increases their ability to research and critically think across the content areas. Providing small group instruction increases student engagement and their accountability for goal setting.
3. Professional development increases staff capacity to provide high quality instruction that is specifically targeted to meet the needs of all learners.

**Action Steps to Implement**

1. Learning Team Facilitator will collaborate with Team Leaders and the SSCC to organize agendas and pull the grade level data to review during the PLC.
2. Teachers will use student data to create groups, and design flexible groups with guided reading lesson plans that provide instructional support within literacy standards, skills, or strategies.
3. Professional development will be routinely scheduled during the monthly faculty meetings as well as professional development days. The PD Team will collaborate with classroom teachers and administration to ensure that the training provided is relevant and supported through the data.

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

**#2. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus Description and Rationale:** 230 of 527 students in our school population have been identified as having an ELL status requiring varying levels of instructional support. ELL students demonstrated the highest decrease in proficiency. 11% of students were proficient in ELA and 15% demonstrated proficiency in MATH. IReady results show an overall increase in students' foundational language skills in areas of Phonological Awareness and Phonics, but lack the vocabulary context and explicit instructional practice to increase their overall comprehension.

**Measurable Outcome:** Our measurable goal will be to increase proficiency among the ELL students from 11% in ELA to 25% and from 15% to 30% in math. All ELL students will demonstrate diagonal growth on the ELDC WIDA Chart.

- Monitoring:**
1. Monitor students' ELDC Level Growth
  2. Small group instruction during reading block
  3. ESOL teachers attending grade level PLC and PD to support instruction
  4. Dictionary training for all students
  5. Cognates available in all content areas

**Person responsible for monitoring outcome:** Gladys Harris (gladys.harris.1@palmbeachschools.org)

- Evidence-based Strategy:**
1. Instructional strategies such as GO TO Strategies to provide students with scaffolded language instruction to increase language acquisition and support academic content.
  2. Small group instruction rotations with both the ESOL and classroom teacher.
  3. ESOL teachers collaborate with ELA teachers to plan instruction during PLC and common planning times.
  4. ELL's will attend a training to help them use a native language dictionary.
  5. Teachers will provide cognates for academic and concept content for ELL students.

- Rationale for Evidence-based Strategy:**
1. Monitoring the ELDC growth ensures that we include language acquisition as a component for student success. Using GO TO Strategies supports the literacy and language skills students need in order to make gains within the ELDC Chart.
  2. Small group instruction with the ELL teacher gives students an opportunity to work within their ELL Plan and Goals. Small group instruction with the classroom teacher provides students with the academic support they need to preview text, make connections, and learn tier 2 and 3 vocabulary prior to reading the text in a whole group setting.
  3. When ESOL Teachers attend and collaborate with classroom teachers, they have access to the instructional plans, materials, and standards.
  4. Providing dictionary training ensures that all students know how to use it.
  5. Providing cognates supports students ability to comprehend.

**Action Steps to Implement**

1. Teachers and ESOL Team will analyze their students' ELDC Levels and review the ELL Plans.
2. Teachers and ESOL Resource Teachers will create rotating small groups with all identified ELLs. All teachers will create instructional lesson plans that address both the language and academic standards based needs.
3. Include ESOL teachers in grade level PLC's. ESOL Coordinator will also schedule monthly or bi-monthly ESOL PLCs.
4. The ESOL Coordinator and teachers will lead a student training on dictionary use.
5. Teachers and ESOL Team will work to provide students with cognates for the instructional materials being used.



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

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**When looking at SafeSchoolsforAlex.org we see our school ranks 519 out of 1,395, Low when compared to all elementary schools statewide. We reported 0.4 incidents per 100 students. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100 students.**

**To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student handbook, and monitoring SwPBS through data, lessons and resources.**

**In the International Baccalaureate program, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals. We have initiated a new School Wide Class Dojo to increase parent and teacher relationships and communication.**

### 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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Palmetto Elementary continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Our Family Resource Center will support families with monthly educational workshops facilitated by our School Counselors, Case Manager, Behavioral Health Specialist, Co-Located Therapist, and Single School Culture Coordinator.

English language learning technology (Imagine Learning) will also be available for interested families for use on-site and at home. Additional resources (e.g., school supplies and clothing) will be distributed by our Case Manager and School Counselors through the Family Resource Center.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, to name a few.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

## Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Councilor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality

instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

**Part V: Budget**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$2,273.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3336	120-Classroom Teachers	0561 - Palmetto Elementary School	School Improvement Funds	553.6	\$2,273.00
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: English Language Learners</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$2,273.00</b>