Palmetto Elementary School

2021-22 Schoolwide Improvement Plan

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Palmetto Elementary School

3000 10TH AVE SE, Naples, FL 34117

https://www.collierschools.com/ple

Demographics

Principal: Katie Sandlin

Start Date for this Principal: 8/25/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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: B (61%) 2017-18: B (56%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Collier 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

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

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.

To ensure our students meet or exceed grade level expectations by making academic gains each year while engaging our students in differentiated, rigorous, and high interest learning activities based on standards and data driven decisions.

Provide the school's vision statement.

Creating personal and academic success for every student, every day.

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
Sandlin, Katie	Principal	As the Principal, Mrs. Sandlin focuses on maintaining high student achievement by providing instructional leadership guided by data and framed in a positive community and culture of leadership opportunities for all staff and students. She focuses on the following pillars: Transformational Leadership Continuous development of teachers and staff in data analysis and pedagogical practices Support and encouragement of staff in self selected professional development and leadership growth opportunities Consistently identifying targets for school attention and action Standards-based Planning, Instruction, and Learning Create building-wide systems to allow for consistent and effective collaborative planning Monitoring ESSA Subgroups for outcomes Monitoring Data and Instructional Adjustments Monitor MTSS implementation Strategic placement of instructional leadership staff and grade level teachers for maximum impact on student outcomes Positive Culture and Environment Acknowledge and reward staff individually and collectively Foster positive relationships with and among teachers Monitor communication among all stakeholders
Vaill, Christy	Assistant Principal	As an Assistant Principal, Mrs. Vaill works to maintain high student achievement, by providing instructional leadership, working alongside instructional coaches to provide transparent communication to continue improve instructional practices resulting from student data, and building strong relationships with students, families, and staff. Transformational Leadership: Supports in data analysis alongside instructional coaches Works to support instructional coaches Provides feedback to teachers to grow as teacher leaders Works with instructional coaches to implement a sustainable MTSS framework that decreases performance gaps among all subgroups Works with the district MTSS coordinators to ensure PLE is supported and on track Works with aspiring leaders in the building to further support leadership aspirations Standards-based Planning, Instruction, and Learning Engages in PLCs with teachers and staff to analyze data and plan for future instruction and changes Coordinates and meets with coaches and staff members of students in the MTSS process and plans next steps based on data and feedback (MTSS

Name	Position Title	Job Duties and Responsibilities
		meetings already scheduled on calendar for the remainder of the school year). Works to schedule resource, intervention, and ESE and ELL support for students based on data Works with reading coach and math/science coach to provide content area support, grade level support, individual teacher support Meets with coaches to provide feedback and monitor the effectiveness of coaching support and instructional adjustments Attends all collaborative planning meetings to ensure target task alignment, productivity and student work analysis Positive Culture and Environment Supports district and school wide initiatives: SEL, Connect for Success, etc. Coordinates school wide recognition for students and staff promoting student achievement, accomplishments, and effort Communication – Parent and Staff Newsletters, Twitter, Facebook, etc. "Gator Gazette" for families (monthly) and "Palmetto Post" for staff (weekly) Staff "First Friday" treats to promote staff appreciation from leadership Participates in and collaborates with Sunshine Action Team (Social Committee)
Badillo, Jorge	Math Coach	As the instructional Math/Science Coach, Mr. Badillo supports academic achievement of student by providing support and leadership to teachers in the areas of instructional coaching cycles, data monitoring with school and grade-level analysis, and providing ongoing professional development. Transformational Leadership Builds content knowledge, instructional strategies, and developmental knowledge of grade-level teachers in the area of Mathematics instruction and foundational number sense Develops teachers' data analysis skills for a variety of purposes with the ultimate result of instructional adjustments to increase performance of all students in Mathematics and Science Standards-based Planning, Instruction, and Learning Facilitates weekly grade level collaborative planning in Math and Science, ensuring instructional practices, targets, and tasks align with the intent and rigor of grade-level standards. Provides professional development in the areas of Math and Science instructional practices in the context of childhood cognitive development as well as evidenced-based strategies aligning with current resources Provides feedback and instructional adjustment suggestions, including remediation and enrichment opportunities and resources, based on non-evaluative classroom observation and student work analysis Supports teachers with a tiered coaching support system including one-on-one coaching cycles Collect and analyze data to glean school-wide, grade level, and classroom performance on math assessments and online resource (Waggle, ALEKS, and USA Test Prep) Support and suggest instructional adjustments based on sub-group data to

Name	Position Title	Job Duties and Responsibilities
		ensure equitable access to curriculum Positive Culture and Environment Coordinates building and grade-level Math and Science challenges and incentives Coordinates and facilitates recognition for Math and Science performance across the school, grade levels, and classrooms
Lynch, Diane	Reading Coach	An instructional reading coach, Diane Lynch focuses on maintaining high academic achievement by supporting teachers through planning, coaching, feedback, data monitoring, and making instructional adjustments. Transformational Leadership Builds content knowledge of grade level teachers Works with teachers to assist them in understanding how to interpret their student data and determine next instructional steps Standards-based Planning, Instruction, and Learning Coordinates and leads ELA Collaborative Planning for K-5 Assists grade levels in integrating science and social studies standards when working on informational standards Ensures core lessons are grade level standards with target-task alignment Provides professional development in the areas of early literacy, phonological awareness, and phonics instruction Provides feedback and instructional adjustment suggestions based on student work analysis Provides Coaching Support to grade level teachers, and individual teachers as needed Monitors data sets for students in the MTSS process and ESSA Subgroups in the content area of reading Data Sets responsible for monitoring include: iReady diagnostic data, iReady Standards Mastery Data, individual student Fountas and Pinell levels Positive Culture and Environment Coordinates building wide reading celebration awards and incentives for students to celebrate both reading proficiency and reading gains Coordinates building wide reading recognition for student performance on iReady weekly lessons, iReady Standards Mastery and district benchmark tests. Provides additional professional development on an as needed basis for staff
Curran, Rebecca	School Counselor	As the school guidance counselor, Mrs. Curran assists with social emotional needs of students across grade levels. She meets with small groups, provides classroom guidance/SEL lessons, and positive behavior intervention support. Transformational Leadership Facilitates and monitors the school wide PBIS plan Provides professional development on school wide expectations

Name	Position Title	Job Duties and Responsibilities
		Standards-based Planning, Instruction, and Learning Supports district initiatives for Social Emotional Learning Provides classroom guidance lessons based on need Provides small group counseling for students to increase student classroom performance in the areas of executive functioning, trauma informed care, and conflict resolution Assists in coordination of essential services such as health and vision screenings for students Positive Culture and Environment Coordinates recognition of building wide Positive Behavior including classroom and individual student awards Promotes positive classroom management and support for teachers Provides support for individual student behavior success plans Works to monitor and adjust interventions for individual students for behavior
Burkard, Elissa	Other	As the Exceptional Student Education (ESE) Program Specialist, Elissa Burkard efforts to hold Individual Education Plan (IEP) meetings and ensure compliance of 504s and IEPs contribute to the overall goal of increasing academic performance of all students. Transformational Leadership Provides professional development and tiered teacher support in the areas of ESE support and 504 compliance Works with school leadership and classroom teachers to ensure continuity of services to students who receive exceptional education services, or have a documented 504 Standards-based Planning, Instruction, and Learning Works with classroom and resource teachers to plan appropriate accommodations and supports based on IEPs increasing equity of access to grade-level instruction and tasks Works with teachers to analyze subgroup performance and provide instructional adjustments as necessary to narrow discrepancies in achievement Positive Culture and Environment Works with families to promote a positive transition into pre-k programming Works in conjunction with teachers to ensure IEPs are implemented with fidelity
Moss, Danielle	Other	As the Media Specialist, Mrs. Moss works collaboratively with the Reading Coach and the Leadership Team to support students' reading goals and the love of reading and literacy in our families. Her roles include the following: Create a love of reading in students Ensure reading is a top priority at PLE and connect reading to success Media Center ordering and budget, providing a diverse collection Instructional teacher and consultant who positively impacts student achievement through the use of innovative resources, collaboration, and best teaching

Name	Position Title	Job Duties and Responsibilities
		practices Reading Counts SSYRA Morning News BTC Webmaster

Demographic Information

Principal start date

Wednesday 8/25/2021, Katie Sandlin

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.*

1

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.*

7

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

508

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

8

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

7

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	74	91	81	83	77	100	0	0	0	0	0	0	0	506
Attendance below 90 percent	9	13	14	18	13	14	0	0	0	0	0	0	0	81
One or more suspensions	0	1	0	0	0	4	0	0	0	0	0	0	0	5
Course failure in ELA	1	35	8	14	0	0	0	0	0	0	0	0	0	58
Course failure in Math	0	16	5	13	2	0	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	12	23	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	16	21	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	3	0	4	3	2	0	0	0	0	0	0	0	12

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	1	9	4	8	8	9	0	0	0	0	0	0	0	39

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	2	6	4	7	1	1	0	0	0	0	0	0	0	21
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 9/16/2021

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	52	83	56	76	87	76	0	0	0	0	0	0	0	430
Attendance below 90 percent	7	4	7	8	0	6	0	0	0	0	0	0	0	32
One or more suspensions	0	2	0	1	2	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	3	1	1	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	2	2	1	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	19	0	0	0	0	0	0	0	19

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	

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	2	0	1	0	0	0	0	0	0	0	0	0	4
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	52	83	56	76	87	76	0	0	0	0	0	0	0	430
Attendance below 90 percent	7	4	7	8	0	6	0	0	0	0	0	0	0	32
One or more suspensions	0	2	0	1	2	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	3	1	1	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	2	2	1	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	19	0	0	0	0	0	0	0	19

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	

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	2	0	1	0	0	0	0	0	0	0	0	0	4
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 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				60%	60%	57%	56%	61%	56%
ELA Learning Gains				68%	59%	58%	59%	62%	55%
ELA Lowest 25th Percentile				60%	51%	53%	45%	54%	48%
Math Achievement				65%	68%	63%	64%	69%	62%
Math Learning Gains				65%	64%	62%	62%	65%	59%
Math Lowest 25th Percentile				58%	55%	51%	44%	55%	47%
Science Achievement				53%	59%	53%	65%	60%	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	54%	61%	-7%	58%	-4%
Cohort Comparison						
04	2021					
	2019	58%	58%	0%	58%	0%
Cohort Comparison		-54%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	68%	-17%	62%	-11%
Cohort Comparison						
04	2021					
	2019	71%	65%	6%	64%	7%
Cohort Comparison		-51%				
05	2021					
	2019	66%	67%	-1%	60%	6%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	56%	-8%	53%	-5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

1st/2nd Grade ELA: iReady Diagnostic; 3-5th grade ELA, Math, & Science: Quarterly Benchmarks; 3-5 grade 3rd quarter benchmark was the state Progress Monitoring Tool.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(13/79) 16%	(24/73) 33%	(49/82) 60%
	Economically Disadvantaged	(8/64) 13%	(18/56) 32%	(4/6) 67%
	Students With Disabilities	(0/11) 0%	(2/8) 25%	(6/17) 35%
	English Language Learners	(2/22) 9%	(9/22) 41%	(13/21) 62%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(17/63) 27%	(26/54) 48%	(36/68) 53%
	Economically Disadvantaged	(11/52) 21%	(19/42) 45%	(2/4) 50%
	Students With Disabilities	(2/13) 15%	(2/9) 22%	(4/16) 25%
	English Language Learners	(0/15) 0%	(2/12) 17%	(7/16) 44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(26/64) 41%	(37/65) 57%	(29/67) 43%
	Economically Disadvantaged	(16/48) 33%	(26/49) 53%	(20/50) 40%
	Students With Disabilities	(2/8) 25%	(4/10) 40%	(1/10) 10%
	English Language Learners	(3/19) 16%	(8/21) 38%	(5/20) 25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(22/64) 34%	(35/65) 54%	(15/68) 22%
	Economically Disadvantaged	(16/48) 33%	(25/49) 51%	(10/50) 20%
	Students With Disabilities	(1/8) 13%	(3/10) 30%	(2/11) 18%
	English Language Learners	(5/19) 26%	(8/21) 38%	(2/20) 10%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(29/78) 37%	(34/80) 43%	(36/81) 44%
	Economically Disadvantaged	(22/61) 36%	(26/62) 42%	(28/62) 45%
	Students With Disabilities	(2/21) 10%	(1/22) 5%	(2/18) 11%
	English Language Learners	(3/18) 17%	(4/17) 24%	(5/18) 28%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(31/78) 40%	(38/80) 48%	(32/82) 39%
	Economically Disadvantaged	(23/61`) 38%	(29/62) 47%	(24/62) 39%
	Students With Disabilities	(2/21) 10%	(5/22) 23%	(3/20) 15%
	English Language Learners	(4/18) 22%	(7/17) 41%	(2/18) 11%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(29/65) 45%	(31/63) 49%	(30/64) 47%
	Economically Disadvantaged	(20/51) 39%	(24/49) 49%	(21/50) 42%
	Students With Disabilities	(1/14) 7%	(2/13) 15%	(1/13) 8%
	English Language Learners	(3/14) 21%	(2/14) 14%	(1/14) 7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(25/64) 39%	(39/64) 61%	(22/64) 34%
	Economically Disadvantaged	(17/50) 34%	(31/50) 62%	(16/51) 31%
	Students With Disabilities	(1/13) 8%	(3/14) 21%	(2/14) 14%
	English Language Learners	(4/14) 29%	(6/14) 43%	(3/14) 21%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	(22/65) 34%	(37/63) 59%	(35/62) 56%
	Economically Disadvantaged	(15/51) 29%	(20/49) 57%	(27/49) 55%
	Students With Disabilities	(1/14) 7%	(3/13) 23%	(2/13) 15%
	English Language Learners	(0/14) 0%	(6/14) 43%	(5/13) 38%

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	42	57	55	46	52		40				
ELL	57	60		55	80		47				
BLK	58			74							
HSP	66	68		65	79	60	52				
WHT	49	65		59	63		60				
FRL	58	64	62	64	73	62	56				
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	39	68	63	45	55	52	34				
ELL	49	62	61	57	71	65	45				
BLK	67	75		67	42						
HSP	56	66	58	62	66	56	47				

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	64	71	60	71	73		62				
FRL	57	67	62	60	63	59	47				
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	31	45	32	36	43	27	50				
ELL	38	52		49	44						
BLK	53	70		60	70						
HSP	50	55	42	60	60	40	57				
WHT	63	59	39	70	62	50	71				
FRL	50	58	46	62	63	40	63				

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	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

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

Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

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

White Students	
Federal Index - White Students	59
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Improvements were seen across all content areas, especially in students making gains in Math and Lowest Quartile students making gains in Math.

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

Students demonstrating proficiency in Reading and Math show the biggest opportunity for growth.

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

Blended instructional delivery modes (virtual and in-person) presented new barriers to learning. Relative to the district, PLE had higher numbers of students choosing the virtual instructional model later into the year. Staffing issues resulted in inconsistent performance.

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

Math gains in both all students as well as students in the lowest quartile showed the greatest improvement.

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

School support and resources were focused on students needing to make gains (Coach support, resource teacher support, after-school programming).

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

Target-task alignment and consistent focus on grade-level standards will ensure high quality instruction. Teachers need support to implement this delivery with new materials. District support of coaches and planning will ensure maximum results.

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.

Ongoing professional development to support teacher implementation of new resources in ELA and Math. District-provided support will include job-embedded professional learning through collaborative planning in both ELA and Math, as well as specific supports for new Reading Coach and 2nd-year Math Coach.

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

Ongoing progress monitoring at all grade levels to include classroom, grade level, and school wide data analysis will inform instructional decisions and adjustments.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Overall Reading proficiency on the FSA decreased by one point last year, but implementation of a new district curriculum presents challenges in moving forward. Quarterly benchmark data from FY21 showed improvement at all grade levels from Q1 to Q4, but scores continue to fall below the district average.
Measurable Outcome:	Increase overall reading proficiency by 3%, from 59% (FY21) to 62% (FY22), as measured by the FSA.
Monitoring:	Ongoing progress monitoring and data analysis using quarterly iReady growth monitoring, quarterly district benchmarks, and iReady diagnostic (Fall, Winter, and Spring).
Person responsible for monitoring outcome:	Katie Sandlin (sandlika@collierschools.com)
Evidence-based Strategy:	Teachers participate in collaborative planning to ensure target-task alignment.
Rationale for Evidence-based Strategy:	Supported collaborative planning to ensure target-task alignment and analyze student data will guide teachers' consistency in expectations among teams and grade levels while providing ongoing job-embedded professional learning to build capacity in instructional staff, ensuring sustainable growth. https://www.tandfonline.com/doi/figure/10.1080/19388071.2020.1805058?scroll=top&needAccess=true

Action Steps to Implement

Coach will support teachers in collaborative planning to ensure target/task alignment with grade-level standard and (1) develop aligned student tasks and common formative assessments to quickly identify students who need additional support to reach proficiency, (2) examine student performance on the formative assessment, (3) determine common errors/misconceptions are present, and (4) determine what strategies or instructional adjustments should be implemented at the classroom level.

Person Responsible	Diane Lynch (lynchd@collierschools.com)

Administration will gather classroom observation data correlated to standards-aligned look-fors to support planning implementation.

Person Responsible	Christy Vaill (vaillc@collierschools.com)

Administration and Coach will support professional learning for teachers focused on disaggregation of summative ELA assessment data to ensure equity of achievement and identify strengths and areas for opportunity. Necessary instructional adjustments will be made based on results.

Person Responsible	Katie Sandlin (sandlika@collierschools.com)

Administration and coach will support ongoing professional development opportunities to support areas of demonstrated opportunity as evidenced by self-assessment, observation data, and student outcomes.

Person Responsible	Katie Sandlin (sandlika@collierschools.com)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Sixty-three percent of students scoring in the lowest quartile in ELA on the state FSA assessment made learning gains representing an increase of only 3% over FY19, while 68% of students overall made learning gains in reading.

Measurable Outcome:	Lowest scoring quartile in ELA will increase percentage of students making a learning gain by 3%, from 63% in FY21 to 66% in FY22 as measured by the state Reading Assessment .
Monitoring:	Ongoing progress monitoring and data analysis using quarterly iReady growth monitoring, quarterly district benchmarks, and Fall, Winter, and Spring iReady diagnostics.
Person responsible for monitoring outcome:	Katie Sandlin (sandlika@collierschools.com)
Evidence-based Strategy:	Increased student talk, cooperative learning, and small group intervention for struggling readers
Rationale for Evidence-based Strategy:	Cooperative learning strategies implemented with struggling readers in conjunction with small group tutoring will result in positive student outcomes. https://bestevidence.org/category/reading/reading-struggling-readers/

Action Steps to Implement

ELA Collaborative planning focused on target-task alignment used to identify appropriate instructional methods including cooperative learning strategies to increase student accountable talk and student engagement.

Person Responsible	Diane Lynch (lynchd@collierschools.com)

Students with significant reading deficits identified for participation in small-group intervention.

Person Responsible	Christy Vaill (vaillc@collierschools.com)

Students will meet with resource teacher in small groups for extra support on selected skills.

Person Responsible	Miranda Drowzdowski (drowzdm@collierschools.com)

Student data are monitored and compared to grade level data to gauge efficacy of intervention and make instructional adjustments as necessary.

Person Responsible	Katie Sandlin (sandlika@collierschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on District benchmark results indicate our overall math proficiency scores have improved by at all grade levels, but scores continue to fall below district average. Students demonstrating proficiency in Math on the Statewide Math Assessment decreased from 65% in FY19 to 63% in FY21.
Measurable Outcome:	Increase students demonstrating Math proficiency on the State Math Assessment from 63% in FY21 to 66% in FY22.
Monitoring:	ALEKS Knowledge Checks quarterly, Quarterly Benchmark Assessments, and HMH Module Assessments as appropriate
Person responsible for monitoring outcome:	Katie Sandlin (sandlika@collierschools.com)
Evidence-based Strategy:	Build procedural fluency from conceptual understanding and promote productive struggle in learning mathematics
Rationale for Evidence-based Strategy:	Build fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Consistently provide students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. National Council of Teachers of Mathematics. (2014). Principles to Actions. National Council of Teachers of Mathematics. https://www.nctm.org/uploadedFiles/Standards_and_Positions/PtAExecutiveSummary.pdf

Action Steps to Implement

Math Coach and Administration support collaborative planning to provide teacher knowledge of instructional practices to implement HMH Math resource, supporting building fluency with procedures on a foundation of conceptual understanding. Math Coach and Administration will support planning for opportunities for students to engage in productive struggle with mathematical ideas and relationships.

Person Responsible Jorge Badillo (badilj@collierschools.com)

Administration conducts classroom observations to gauge fidelity of implementation of HMH Math resources and planned-for student opportunities and provide actionable feedback to teachers to strengthen instructional practices.

Person Responsible Katie Sandlin (sandlika@collierschools.com)

Math Coach supports teachers' desegregation of module assessment, quarterly benchmark assessment, and Aleks Knowledge Check data to make instructional adjustments as necessary and build teacher capacity.

Person Responsible Jorge Badillo (badilj@collierschools.com)

Administration and Math Coach will provide ongoing professional development in areas of need, as demonstrated by teacher needs assessment, classroom observations, and student outcomes.

Person Responsible	Katie Sandlin (sandlika@collierschools.com)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	District quarterly benchmark scores indicate an increase in students scoring proficient. The State Science Exam resulted in an increase of students meeting standard of 4%, from 53% in FY19 to 57% in FY21.
Measurable Outcome:	Increase the percent of students meeting the standards on the State Science exam by 3%, from 57% in FY21 to 60% in FY22.
Monitoring:	Quarterly benchmark assessments, Unit Assessments as needed, and monthly analysis of USA Testprep data.
Person responsible for monitoring outcome:	Jorge Badillo (badilj@collierschools.com)
Evidence-based Strategy:	Collaborative Groups and Cooperative Learning
Rationale for Evidence-based Strategy:	Collaborative groups and cooperative learning refer to a variety of structured classroom management techniques and grading systems and when used consistently are more likely to produce positive outcomes.

Action Steps to Implement

Math/Science Coach facilitates collaborative planning focused on target-task alignment used to identify appropriate instructional methods including cooperative learning strategies to increase student accountable talk and student engagement.

Person Responsible	Jorge Badillo (badilj@collierschools.com)

Math/Science Coach supports teachers' desegregation of unit assessments, quarterly benchmark assessments, and USA Test Prep to determine efficacy of instruction and students needing further intervention

Person Responsible	Jorge Badillo (badilj@collierschools.com)

Administration conducts classroom observations to ensure alignment with collaborative planning initiatives and inform actionable feedback to strengthen instructional practices.

Person Responsible	Katie Sandlin (sandlika@collierschools.com)

Administration provides ongoing, job-embedded professional learning based on self-assessment and observed trends.

Person Responsible	Katie Sandlin (sandlika@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the 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.

Palmetto Elementary is ranked #817 out of 1375 Florida elementary schools in school discipline incidents. The school ranks "low" in terms of violent incidents, "extremely low" in terms of property incidents. An area for focus is tobacco related incidents. To address these, the school will participate in the LEAD program with the school resource officer and a school-wide celebration for Red Ribbon Week. Discipline data is monitored quarterly to ensure no ESSA subgroup is overrepresented. School Safety is addressed at every School Advisory Council meeting.

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.

Palmetto Elementary focuses on building a positive school culture and environment through a variety of district- and school-led initiatives.
Positive Behavior intervention Support (PBiS) ensures a proactive approach to managing student behavior by building value in behaviors and actions the school community deems desirable. PBiS offers rewards for students achieving behavior goals and strategies including reteaching for students needing additional interventions to achieve their behavior goals.

Connect for Success is a district-led initiative building classroom and school communities, teaching individual and classroom goal setting, developing student leadership skills, and empowering students through a variety of social-emotional awareness activities. District-provided lessons are taught twice per week, and student work is collected in an ePortfolio.

This year, all staff members participate in Action Teams focused on school growth goals. These teams develop lead measures to ensure the school community's progress toward goals. Through these teams, teachers have decision-making and leadership opportunities to directly affect school outcomes.

Student Leadership Clubs provide students across all grades with leadership and decision making opportunities.

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

Katie Sandlin, Principal: oversees, monitors, and ensures the implementation of all school identified priorities in building a community of care and collaboration. These areas include: ensuring teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student; providing teachers with roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school; ensuring equity in a child-centered school with input from staff, students, parents, and the community; acknowledging the successes of the school and celebrating the diversity and culture of each student.

Christy Vaill, Assistant Principal: supports the school identified priorities in the areas of building a community of care and collaboration.

Rebecca Curran, School Counselor: implements and monitors Positive Behavior intervention systems school wide, identifying students who need more intensive interventions to support positive behavior, designing behavior interventions, and monitoring behavior interventions for effectiveness. Designs and implements school-wide celebrations and incentives for meeting behavior goals.

Diane Lynch, Reading Coach: implements school-wide and grade-level incentives and celebrations and supports classroom-level incentives and celebrations for Reading and Literacy achievement.

Jorge Badillo, Math/Science Coach: implements school-wide incentives and celebrations and supports classroom-level incentives and celebrations for Math and Science achievement.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				$132,459.86
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0541 - Palmetto Elementary School	Title, I Part A	1.5	$117,723.02
			Notes: Resource teachers Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
	5900	130-Other Certified Instructional Personnel	0541 - Palmetto Elementary School	Title, I Part A		$6,769.60
			Notes: Afterschool Program - Instructional staff			
	7300	160-Other Support Personnel	0541 - Palmetto Elementary School	Title, I Part A		$1,540.56
			Notes: Afterschool Program - Clerical			
	7800	790-Miscellaneous Expenses	0541 - Palmetto Elementary School	Title, I Part A		$2,752.00
			Notes: Transportation for Afterschool Program			
	5900	510-Supplies	0541 - Palmetto Elementary School	Title, I Part A		$1,599.43
			Notes: Afterschool Supplies			
	6150	510-Supplies	0541 - Palmetto Elementary School	Title, I Part A		$250.00
			Notes: Parental Involvement Supplies			

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0541 - Palmetto Elementary School	Title, I Part A		$1,704.00
		Notes: Parental Involvement Supplies				
	6150	519-Technology-Related Supplies	0541 - Palmetto Elementary School	Title, I Part A		$121.25
		Notes: Technology Supplies - Ink				
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$38,609.78**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0541 - Palmetto Elementary School	Title, I Part A	0.5	$38,609.78
		Notes: .50 Math Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70				
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$38,609.78**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0541 - Palmetto Elementary School	Title, I Part A	0.5	$38,609.78
		Notes: .50 Science Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70				
					Total:	**$209,679.42**