Palmetto High School

leadership
students
analysis
Florida
college and career
mission
ambitious
school improvement
family and community involvement
striving
achievement
teaching
relationships
success
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2021-22 Schoolwide Improvement Plan

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Palmetto High School

1200 17TH ST W, Palmetto, FL 34221

https://www.manateeschools.net/palmetto

Demographics

Principal: Monica Delesline   Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (48%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Manatee County School Board.

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Palmetto High School

1200 17TH ST W, Palmetto, FL 34221

https://www.manateeschools.net/palmetto

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	53%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

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

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SIP Authority

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
DeLesline, Monica	Principal	Activities AICE Ath./Band/Cheerleaders Athletic Duty Schedules Audits Beginning Teachers Boosters Connect Ed Construction Equity Finance/Budget PE Department Secretaries/Clerks SGA Social Media SRO Teacher Certifications Yearbook
Bradshaw, Daniel	Assistant Principal	Acceleration AICE Bell Schedules Course Guides Credit Recovery/DOP Curriculum Data Dual Enrollment Exam Schedules Facilities/Custodians FOCUS FTE Graduation Rate & Seniors Guidance Master Schedule Math Department Schedule Changes Science Department Technology Textbooks
Simmons, Quantas	Assistant Principal	Advanced Placement AVID Awards Program Cafeteria Campus Aides/Classroom Subs Clinic Committees Dances (Homecoming/Prom) ESE Department

Name	Position Title	Job Duties and Responsibilities
		ESOL Handbooks (Faculty/Student) JROTC Media Center MTSS Music/Art Orientations SAC/SIPS School Accreditation Schoology Social Studies Department Substitutes Transportation World Language Department
Brown, Kathleen	Assistant Principal	Attendance Campus Safety/Security Detentions/Extra School Discipline Emergency Procedures English Department Graduation Ceremony ILT Industry Certifications/CTE ISS Meeting Powerpoints Middle School Articulations Professional Learning Reading Coach Reading Department Student ID's Testing Tiger Patrol

Demographic Information

Principal start date

Thursday 7/1/2021, Monica Delesline

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

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.*

Total number of teacher positions allocated to the school

91

Total number of students enrolled at the school

1,955

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

11

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

9

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	0	0	0	0	0	0	0	0	0	537	545	437	458	1977
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	23	10	16	79
One or more suspensions	0	0	0	0	0	0	0	0	0	19	13	14	6	52
Course failure in ELA	0	0	0	0	0	0	0	0	0	48	28	133	90	299
Course failure in Math	0	0	0	0	0	0	0	0	0	54	18	5	39	116
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	141	164	172	305	782
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	94	127	91	130	442
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/10/2021

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	0	0	0	0	0	0	0	0	0	534	456	505	552	2047
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	70	36	61	280
One or more suspensions	0	0	0	0	0	0	0	0	0	78	52	48	40	218
Course failure in ELA	0	0	0	0	0	0	0	0	0	121	145	166	81	513
Course failure in Math	0	0	0	0	0	0	0	0	0	127	140	160	88	515
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	141	164	172	305	782
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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	0	0	0	0	0	0	0	0	0	534	456	505	552	2047
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	70	36	61	280
One or more suspensions	0	0	0	0	0	0	0	0	0	78	52	48	40	218
Course failure in ELA	0	0	0	0	0	0	0	0	0	121	145	166	81	513
Course failure in Math	0	0	0	0	0	0	0	0	0	127	140	160	88	515
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	141	164	172	305	782
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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	

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				41%	49%	56%	40%	50%	56%
ELA Learning Gains				41%	47%	51%	41%	51%	53%
ELA Lowest 25th Percentile				31%	37%	42%	35%	45%	44%
Math Achievement				44%	51%	51%	36%	51%	51%
Math Learning Gains				39%	47%	48%	36%	49%	48%
Math Lowest 25th Percentile				33%	45%	45%	40%	49%	45%
Science Achievement				59%	67%	68%	59%	71%	67%
Social Studies Achievement				61%	69%	73%	66%	69%	71%

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
09	2021					
	2019	45%	53%	-8%	55%	-10%
Cohort Comparison						
10	2021					
	2019	36%	49%	-13%	53%	-17%
Cohort Comparison		-45%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	69%	-11%	67%	-9%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	71%	-11%	70%	-10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	65%	-39%	61%	-35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	61%	-8%	57%	-4%

Grade Level Data Review - Progress Monitoring Assessments

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

The data was queried and pulled from School City from the 2020-21 (last year) quarterly benchmarks. The District benchmarks were the only progress monitoring tool(s) utilized. Unfortunately, due to the COVID-19 pandemic year with 3 learning modalities many students did not participate in benchmark testing. The 3 modalities were: E-learners, Hybrid (this modality was terminated in November and students switched to either e-learning or brick and mortar) and full time brick and mortar students. Lack of participation was due to personal decisions to not return to campus to avoid potential exposure to COVID. Therefore, the data reported below is not comprehensive, reliable or an accurate representation of PHS student's academic progress in the tested subject areas in 2020-21.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	39.3%	NA
	Economically Disadvantaged			
	Students With Disabilities	16.7%	8.1%	NA
	English Language Learners	18%	16.6%	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	21.8%	NA
	Economically Disadvantaged			
	Students With Disabilities	14.3%	2.2%	NA
	English Language Learners	18.3%	15.3%	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.2%	37.1%	NA
	Economically Disadvantaged			
	Students With Disabilities	26.9%	8.4%	NA
	English Language Learners	37.2%	24.2%	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.6%	29.4%	NA
	Economically Disadvantaged			
	Students With Disabilities	21.3%	11.9%	NA
	English Language Learners	9.1%	16.4%	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	48%	
	Economically Disadvantaged			
	Students With Disabilities	20%	35%	
	English Language Learners	37%	33%	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	36%	
	Economically Disadvantaged			
	Students With Disabilities	32%	32%	
	English Language Learners	33%	32%	

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	12	33	29	14	29	38	16	27		82	18
ELL	8	25	26	7	16	22	14	15		80	30
ASN	31	8						70			
BLK	21	29	24	10	18	25	23	29		92	26
HSP	27	34	31	14	16	20	29	38		86	41

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
MUL	52	37		24	8		65	38		94	38
WHT	56	40	25	41	21	30	61	68		89	59
FRL	25	31	27	14	16	24	27	35		86	35
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	29	32	24	48	45	30	30		75	15
ELL	10	23	22	22	27	17	39	45		73	21
ASN	83	53		71	45						
BLK	22	29	34	23	22	15	47	36		85	37
HSP	26	34	29	33	40	29	49	52		82	35
MUL	53	43		48	43		58	92			
WHT	58	50	36	60	42	44	71	74		88	56
FRL	27	32	30	36	37	31	50	51		83	35
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	31	28	17	33	36	41	43		57	33
ELL	9	36	39	11	32	54	31	33		41	
ASN	77	50						90			
BLK	19	33	36	19	31	38	28	44		71	31
HSP	29	38	33	28	34	44	50	56		74	36
MUL	45	49		42	44		53	67			
WHT	55	45	33	49	38	33	76	80		88	63
FRL	28	37	35	26	34	43	48	57		73	40

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
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	26
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	36
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	30
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	34
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	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	49
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	33
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?

By utilizing FSA and EOC results from 2018-19 school year and the benchmark progress monitoring data, the data is all over the place and produces no trends. The data points are not comparable nor are they accurate across grade levels, subgroups or core content areas. The 2019-20 school year produced no data due to no EOC or FSA Spring testing results during the COVID pandemic. The state has yet to upload the 2020-2021 ESSA data regarding subgroups and Palmetto High School has opted out of receiving a school grade since less than 90% of students were tested, three modalities were utilized, many students switched modalities, along with it being a pandemic year. The state may not upload the data due to the opt out status. Therefore, PHS will be utilizing the District produced INDV file which compiled FSA and EOC scores from the 2020-2021 enrolled and tested students. Test scores from our currently enrolled students will also be queried for this 2021-22 school year to examine the data to determine the focus of the 2022 School Improvement Goals.

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

Reading proficiently is the basis for academic success in many other core subject areas. Palmetto High school is utilizing and capturing the Reading data of our 2020-21 currently enrolled students. The Reading data is based specifically upon the 9th and 10th grade enrolled student's most recent Spring 2021 FSA assessment results. 254 out of 511 9th grade students scored an FSA Level of 1 or 2. Unfortunately, 50% of our 9th grade students are not considered proficient in Reading. 327 out of 537 10th grade students scored an FSA Level of 1 or 2, indicating that 60% of our 10th grade students are not considered proficient in Reading.

18/19 Reading data: 41% hit achievement; 41% made learning gains; and 31% of the L25 made learning gains.
19/20 NO DATA
20/21 Reading data: 37% hit achievement; 35% made learning gains; and 28% of L25 made learning gains.

Since the FSA data trends are sloping downward, the Reading arena is definitely in need of improvement.

18/19 Math data (includes ALG 1 and Geometry): 44% hit achievement; 39% made learning gains; and 33% of L25 made learning gains.
19/20 NO DATA
20/21 Math data (includes ALG 1 and Geometry): 22% hit achievement; 18% made learning gains; and 24% of L25 made learning gains.

The Math arena EOC data trends show a strong need for improvement.

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

In Reading, a major contributing factor to this need for improvement was the e-Learning model and the continued use of a supplemental computer program that the students are not engaged in or motivated to utilize. New actions during the 21-22 school year are to differentiate instruction with direct explicit engaging instruction, pull students based upon data for small group instruction, provide whole group instruction for vocabulary, incorporate summary writing and implement the B.E.S.T. foundational standards as needed in the Intensive Reading classrooms.

In Math, along with eLearning and COVID, the contributing factor to the need for improvement was that the 2020-21 Math students who needed to take the EOC included the 540 students who missed the testing opportunity due to the COVID pandemic the year before. Those students then tested in 2020-21 and earned a proficiency rate of 24%.

With this in mind, for the 2021-22 school year, the addition of Intensive Math classes with talented Math educators have been implemented along with the use of additional online resources such as ALEK and SAT prep through Khan Academy to support the 12th grade seniors who need to earn concordant scores in ALG 1 to graduate. Students have also been placed into Liberal Arts Math courses with exemplary teachers who are utilizing targeted standards spiral reviews to build the student's knowledge in order to prepare the students through structured instruction, practice and review. Geometry students are also placed with exemplary Geometry teachers.

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

The 2020-21 data component that showed the most improvement based upon the Quarterly assessments, is the Social Studies arena, specifically the US History EOC with 49% proficiency.

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

In this area, the impressive proficiency numbers from the Social Studies test was clearly due to superior department-level leadership.

The 2020-21 school year saw a substantial staff change in the tested subject of US History. Several teachers who had never taught the course took over from more experienced teachers. In an effort to reduce workload and increase efficacy these new teachers worked very closely together to gather materials for the classroom. They met regularly to discuss what was working and what wasn't, making changes throughout the year. One general trend was towards a model that included a short review at the beginning of class, a short note-taking session (with a teacher-provided graphic organizer), a short video on the day's subject, and independent work time to assess mastery.

The results also could have been due to changes made in the 19-20 SY. At that point the World

History teachers made an effort to focus more on modern history. This meant that last years' juniors were exposed to the 4th quarter US History standards for two years in a row.

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

In order to accelerate learning, the strategies Palmetto High School utilizes are:

Continued enrollment and participation of students into the AICE program at Palmetto High School. The AICE program is an exemplary world-renowned program that supports students with curriculum from Cambridge that prepare students for life by helping them develop an informed curiosity and lasting passion for learning. Cambridge courses also help students become confident, responsible, reflective, innovative and engaged. Upon receiving the AICE Diploma, high school graduates will be prepared to tackle the demands of tomorrow's world and capable of shaping a better world for the future.

In other Palmetto High School courses, using data-driven instruction, scaffolding intentionally, building knowledge and vocabulary, prioritizing the Florida state standards, implementing the B.E.S.T. Foundational reading standards as necessary, utilizing the MTSS/RtI process by implementing Tier 2 and Tier 3 interventions, modifying guided reading practices, strengthening core instruction, engaging students, stretching student's thinking, and in the Intensive Reading classrooms and World Cultures classes, and utilizing the PHS Reading Coach for collaborative planning.

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 surveys have been electronically sent to all staff and staff requests along with overall results are being compiled to determine need. Leadership Team will also focus on previous Needs Survey resulrs along with using school data to drive Professional Development opportunities to design offerings on campus. Opportunities will be designed based on responses. District PLW opportunities will be designed based on the biggest area(s) of need. Technology PD was already scheduled prior to the start of the school year for all teachers.
Upcoming professional development is in the planning stages to rollout the District initiative such as the MTSS process. Professional Development calendar is being created.

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

While PHS does not utilize a Continuous School Improvement Model (or a CSI), we find ourselves squarely in the middle of adapting to a rapidly changing environment brought on by a pandemic. We understand that we are now functioning within the new normal with completely changing student population along with increasing demands for accountability. We find ourselves in a flexible state.

Moving forward into 2021-22, we are managing uncertainty as we strive to continue to educate our students while we continuously improve our instruction, increase our attendance during the another new-post pandemic, while we become more innovative and effective. Palmetto High School will continue to strive to improve and sustain the improvement in this year and in the years to come. The additional services that will be implemented at Palmetto High School during the 2021-22 school year will be the MTSS/RtI problem solving process and SEL (Social Emotional Learning). These services will receive more focus on our campus as we continue to support students and provide them with the interventions that they need so that can learn to achieve and succeed.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	FSA ELA/Reading 9th and 10th grade test score data indicates that ELA reading proficiency dropped from 41% in 18-19 to 37% in 20-21. With Learning gains, in 18-19 PHS was at 41%, in 20-21, we were at 35%. With Learning gains for the L25%ile, in 18-19, PHS was at 31% and in 20-21, PHS was at 28%. The backslides are not huge, and all schools slide backwards during the pandemic, but it is concerning. During the 2021-22 school year, the B.E.S.T. Foundational Standards will be implemented in the Intensive Reading classrooms at the high school level (grades 9-10). Keeping in mind the large percentage of students who tested below proficiency on the FSA that was administered in the Spring of 2021, 50% of PHS's current freshman and 60% of the current sophomores are currently reading below proficiency as measured by that assessment. We are utilizing the Reading Plus initial assessment as a baseline to determine if the student is reading at or below the 3rd grade level. If so, these students will need to be reassessed and will need to be tested again through another TBA reading assessment so they can be retested to determine the need in order to receive Tier 2 or Tier 3 instruction with the B.E.S.T. Foundation Reading standards through small group instruction and the support of an additional supplemental reading program which drills down to the root cause of the reading deficiency to address the issue.
Measurable Outcome:	Palmetto HS hopes to achieve a proficiency of above 41% for 9th and 10th grade ELA/Reading on the FSA. Palmetto HS will achieve overall learning gains above 41% and learning gains at or above 32% for the L25%ile. The school hopes to achieve these SMART goals by addressing the B.E.S.T. Foundational Reading standards and teaching the standards and concepts directly to the student to fill the gaps in learning reading, the student may master the concept and benefit from the Tier 2 or Tier 3 direct explicit instruction. Through progress monitoring and data tracking, the student should be able to exit out of Tiered interventions and eventually participate in only Tier 1 and instruction. The students will demonstrate growth at the end of the year on the ELA/Reading FSA as well as Comprehension growth on the Reading Plus end of year benchmark assessment.
Monitoring:	This Area of Focus will be monitored by the Reading Coach, the Assistant Principal, Kathleen Brown, and the Reading Teachers who are working exclusively with the students who are receiving the interventions along with the MTSS team members as necessary. The student data that will be monitored is the Reading Plus comprehension data, classroom work, quarterly benchmark assessments, semester assessments, Reading Plus midyear and end of year assessments, and the cumulative FSA in ELA/Reading.
Person responsible for monitoring outcome:	Kathleen Brown (brownk@manateeschools.net)
Evidence-based Strategy:	Data driven decision-making is a subset of evidence-based decision making. Organizing multiple lines of evidence, direct and indirect, into a data set, enhances the reliability of conclusions and is scholarly practice.
Rationale for Evidence-	Julius N. Shanks, in 2018, writes in his book, "Establishing a Data Culture Using a Data-Driven Instructional System for School Improvement," The major premise in this model is to connect the results of summative assessments to formative information systems in order for school leaders and teachers to use data for improving the educational decisions across

	the school (Ikemoto & Marsh, 2007). A Data Driven Instructional System will assist school leaders and teachers with accessing data, reflecting on the data, developing a plan based upon the identified needs, and assessing the results of that plan for possible improvements.
based Strategy:	

Action Steps to Implement

During 1st month of school - all Intensive Reading students (primarily 9th and 10th grade students) assessed on Reading Plus initial benchmark assessment.

Person Responsible   Kathleen Brown (brownk@manateeschools.net)

Review Initial assessment results - Provide students with opportunities to retest to improve their assessment scores if necessary.

Person Responsible   Kathleen Brown (brownk@manateeschools.net)

Conduct data chats with students on FSA data and review initial RP benchmark data results with students

Person Responsible   Kathleen Brown (brownk@manateeschools.net)

Retest RP benchmark assessment if necessary - gap is too large between FSA score or vocabulary and comprehension scores on RP - the gap is too large.

Person Responsible   Kathleen Brown (brownk@manateeschools.net)

Begin small group instruction - waiting on District to provide supplemental support and additional professional development in supplemental diagnostic for students who tested at or below 3rd grade reading level in RP comprehension who will need Tier 2 and Tier 3 interventions and instruction in the B.E.S.T. foundational reading standards. As of August 31st - no instrument provided.

Person Responsible   Kathleen Brown (brownk@manateeschools.net)

Throughout the school year, the cycle will continue as teachers provide whole group instruction utilizing the computerized Reading Plus program, small group instruction for all levels of readers in the classroom, whole group vocabulary instruction, independent reading time, summary writing, data chats, individual conferences, literature circles, and other engaging strategies to motivate and create a love of reading and a love of learning to read.

Person Responsible   Kathleen Brown (brownk@manateeschools.net)

Review Quarterly benchmarks and Reading plus mid-year assessment data to change and revise instructional goals. On a monthly basis review data with each student during data chats to determine progress and provide interventions as necessary.

Person Responsible   Kathleen Brown (brownk@manateeschools.net)

As students continue to progress and are in the classrooms and data is monitored, they may be brought up for IST and be discussed for MTSS purposes.

Person Responsible   Quantas Simmons (simmonsq@manateeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	In Mathematics, overall achievement in the 2020-21 school year was affected by both 9th - 12th grade ALG 1 EOC scores and 9th -12th grade Geometry EOC scores. Examining the data and breaking out the scores of the upper grade levels who took the exams due to scheduling issues due to the pandemic, PHS was able to portray a more accurate picture of how our "true" Algebra 1 and Geometry students performed last year during EOC testing. The PHS students achieved 54% proficiency in Algebra 1 and Geometry. This year, 2021-22, Palmetto High School currently has students scheduled into Algebra 1, Liberal Arts Math and Geometry courses. These students will maintain or increase academic proficiency in their performance as measured by their EOC scores when tested in the Spring of 2022.
Measurable Outcome:	Continuing the goal of maintaining and increasing proficiency levels in ALG 1 and Geometry scores as measured by the of Spring 2022 EOC results, an additional Math goal is to increase learning gains for our Algebra and Geometry math students. The 2020-21 INDV District Math data indicates that overall learning gains are reported at 18% and the learning gains of the L25 are reported at 24%. With the interventions in place for the 2022 school year, PHS expects the learning gains to be over 30% or higher in both categories.
Monitoring:	The math areas of focus will be monitored through the quarterly benchmark assessments for both ALG 1 and Geometry. The Math teachers and Mr. Bradshaw, the Assistant Principal, along with the Department Chair, will be monitoring the data to determine how the interventions are working and teachers will be adjusting their instruction as necessary to support student success. The District Math support Specialist will also monitor data that may be applicable through the ALEK program for students as applicable.
Person responsible for monitoring outcome:	Daniel Bradshaw (bradshad@manateeschools.net)
Evidence-based Strategy:	The evidence-based strategy is to utilize standards-based teaching approach. Teaching math is based on mastering foundational skills. Using evidence-based and research-based effective instructional practices based on strong mathematical standards will provide the level of differentiated instruction needed for all students to learn and succeed.
Rationale for Evidence-based Strategy:	The rationale for this is based upon the research conducted by the National Council of the Teachers of Mathematics. Building on the work of the National Council of Teachers of Mathematics (NCTM), this vision of mathematics education which requires students to reason and model with mathematics, be problem solvers, and analyze and interpret data. A key component of the Mathematics K–12 Learning Standards are the Standards for Mathematical Practice: 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically.

6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Action Steps to Implement

Students will be scheduled and placed into the appropriate Math courses as needed based on their FSA or EOC scores from the 2020-21 school year.

Person Responsible Daniel Bradshaw (bradshad@manateeschools.net)

Students will take a formative assessment with their classroom teachers and also take the Q1 benchmark assessment when scheduled. Progress monitoring is used to determine if students are responding to the instruction being provided. It is useful in determining the next level of instruction or intervention to be used with individual students, a small group, or an entire class. While formative assessment is closely linked to the immediate learning that occurs during a lesson, progress monitoring assesses what the student understands as a result of the unit of instruction. Progress monitoring occurs on a more frequent basis for students receiving tier 2 and tier 3 supports.

Person Responsible Daniel Bradshaw (bradshad@manateeschools.net)

Students will receive supplemental practice through Khan Academy and Engenuity for standards and concepts they may need reinforcement with. They may also participate in computer assisted instruction such as ALEK.

Person Responsible Daniel Bradshaw (bradshad@manateeschools.net)

#3. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	Palmetto HS has not had the ESSSA Federal Index data updated for 2018-19 since July of 2019, therefore, the two subgroups, SWD and Black/African American students are still being listed as scoring below 41% in the Federal Index. Our ELL population is also listed below the Federal Index as well. Palmetto High School's demographic for the 2021-22 school year is 37% Hispanic, 37% White and 20% African American. Due to the lack of accurate subgroup data, our rationale is to address this critical need where it truly matters most, proving that we meet the student's needs where it matters most. Graduating students. Earning a high school diploma is the ultimate measure of high school success. That high school diploma is a measure of whether a student has met the testing requirements, credit requirements, grade requirements - all the requirements that the diploma required.
Measurable Outcome:	Palmetto High School prides ourselves in treating and teaching all students equitably. We are proud of our students' accomplishments and hard work and effort. Our last years graduation rate was 87%, which was the 2nd highest high school graduation rate in Manatee County. Palmetto's goal is to continue to maintain or increase the graduation rate by 2% each school year even amidst a global pandemic. This includes serving and graduating those SWD and African American students who, according to 3 year old data, are below 41% of the Federal Index.
Monitoring:	This Area of Focus will be monitored by our Principal, Monica DeLesline, and our Assistant Principals, Daniel Bradshaw, Quantas Simmons and Kathleen Brown. The Guidance Counselors, our Senior Advisor teacher, and our College and Career Advisors will also collaborate to ensure services are provided, data collection and monitoring is conducted.
Person responsible for monitoring outcome:	Monica DeLesline (deleslim@manateeschools.net)
Evidence-based Strategy:	11th grade and 12th grade students will be provided every opportunity to test and retest to earn concordant scores for ELA/Reading and Math graduation requirements. Students will be afforded opportunities to review and relearn material to be successful on examinations. Student tutoring and supports offered on campus during class and after school. Students will be provided opportunities to retrieve credits through credit recovery. Students will be provided guidance in options for their future and make decisions based on their best options. 11th and 12th grade teachers will support students who have academic gaps in their learning to close those gaps to become successful. Students will participate in college and career opportunities to research post-secondary choices.
Rationale for Evidence-based Strategy:	Studies have shown that good study skills can increase your confidence, competence, and self-esteem. They can also reduce anxiety about tests and deadlines. Good study skills can improve your ability to learn and retain knowledge. Students who use effective study skills may feel their work and effort is more worthwhile. Review sessions can thus serve to help clarify questions about the materials/notes, make students feel more confident about possible exam material, and provide a valuable metacognitive opportunity to examine what they know and do not know. Well-designed review sessions help students organize the material to be studied.

Action Steps to Implement

Students are notified and participate in retesting for FSA ELA/Reading and ALG EOC retakes in Fall and Spring.

Person Responsible   Kathleen Brown (brownk@manateeschools.net)

Students participate in PSAT and SAT and ACT school administrations when offered

Person Responsible   Kathleen Brown (brownk@manateeschools.net)

Students participate in SAT and ACT off campus administrations as offered

Person Responsible   Rhonda Hall (hallr@manateeschools.net)

Students continually meet with their Reading and Math teachers for continual support, utilize Khan Academy and participate in direct explicit instruction in class and meet with their guidance counselors frequently to ensure progress is being made toward graduation goals and requirements.

Person Responsible   Rhonda Hall (hallr@manateeschools.net)

Students will participate in college and career opportunities to research post-secondary choices through participation with College and Career Advisors.

Person Responsible   Quantas Simmons (simmonsq@manateeschools.net)

11th and 12th grade teachers will support students who have academic gaps in their learning to close those gaps to become successful.

Person Responsible   Daniel Bradshaw (bradshad@manateeschools.net)

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.

The lastest discipline data report from the SafeSchoolsfor Alex.org indicates that Palmetto High School ranked #367 out of 505 high schools state-wide for the highest amount of suspensions for crime, violence and disruptive behaviors collectively. The incident rate for PHS for violent incidents compared to the state high school rate is #438/505. For property incidents it is #387/505 and for drug and public order incidents it is #264/505.

The new Principal, Ms. DeLesline, has defined the PHS goal for all staff and teachers are to focus on building positive relationships with their students and to build a culture of trust, respect and increased academic engagement in the classrooms. The Leadership Team and all school staff support her vision 100%. The behavioral expectations have been reviewed extensively with the students through power points shown in class along with visual reminders and staff verbal reminders daily to guide the students in school-wide wearing of id's, no ear buds during class changes, no devices in class unless at the teacher's discretion, bathroom policies that are consistent with all staff and consequences that are fair and just. Along with lunch detention, the addition of after school detention has been an additional consequence to reinforce the rules.

All tardies and referrals are entered into the student system and are tracked automatically. Data can be pulled and queried for review and are progress monitored to determine if the strategies and interventions are effective. The utilization of the MTSS/RtI problem solving process with regard to behavior is more specific to an individual student and is used as a resource at PHS.

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.

Building positive school culture always starts at the top and trickles down and grows. Fortunately, Palmetto High is located in one of the most special and unique communities. Ms. DeLesline is the Principal at Palmetto HS. She fosters a positive school culture and environment by messaging and modeling a positive attitude. She is a strong leader who values everyone's journey. She definitely recognizes the great work happening on campus, goes out of her way to acknowledge to the person that it's great work, and extends the conversation about that work to everyone to share that it is happening! She not only does that with staff and personnel - she is every bit that way with students!

At the beginning of this year, all the students received a beautifully designed PHS tee-shirt. All the students felt welcome and knew that this high school was a place that was theirs! This small token fostered TIGER PRIDE like never before. Other ways PHS fosters a positive school culture and environment is that school safety is paramount. All staff have been trained and wear a Centegix card for emergencies. Staff greet their students at their doors on the daily and are present in the hallways and on campus between class exchanges. All staff model a friendly demeanor and show that PHS is a place for learning. Teachers set the tone through words and actions, and take every opportunity to model the behaviors we expect from students. Culture is built through every interaction we have with our students, staff and families, and those interactions are optimistic, inspiring and supportive.

Our Leaders and staff create positive school culture and climate through meaningful parent involvement and community connections. We love celebrating personal achievements of our students from AICE students and our athletes to our graduates and our ESE and ELL students! We enjoy reinforcing good behavior and celebrate those small but monumental victories with all students. Our Leadership team works very hard to establish school norms that build values, set consistent discipline and reinforce the discipline and expectations consistently. All staff attempt to model the behaviors we want to see in our school and we definitely engage students in ways that benefit them and work on building relationships with every single student to make them feel a part of our school family and community.

On Friday afternoons, Ms. DeLesline sends out a weekly e-mail/newsletter communication with important information for all staff. This is extremely helpful to all to keep us in the loop with upcoming information about events and news we need to know. On Sunday nights, every teacher and student gets an automated phone call "Tiger Tails" where Ms. DeLesline talks about important things we need to know for the upcoming week. These calls are very helpful as they are building a sense of community and culture and help students get into the right head space before they come to school on Monday.

Every member of the faculty and staff feel that they are supported by leadership in a professional community that values innovation, growth and collegiality. One of our staff members started and continues a Top-Secret-Tiger fun game - where you fill out some info about yourself (voluntarily) and then every now and then your name may be picked and you will get a special something from a Top-Secret-Tiger TST) Our Leadership team is planning to provide a robust approach to social-emotional learning with students that nurtures a growth mindset, builds positive relationships with adults and peers, and fosters the emotional safety necessary for students to focus on their learning.

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

Palmetto High School's stakeholders are:

Teachers
Teacher Aides
Office Staff
Deans
Food Services Staff
Custodial Staff
Administrators
Counselors
School Advisory Council (SAC)
KAPPA
Popi's
Tiger Vision
FFA Alumni
Bill Britt

Kona Ice
Athletic Boosters
Band Boosters
PA3
Manatee County Fairgrounds
Manatee County Agricultural Extension Services

All the PHS stakeholders from the smallest student to the loudest and strongest supporter have Palmetto High School's best interests in their hearts. They all have a passion for the ultimate success of every student who attends this very special high school and HOLD the highest of hopes for every child who enrolls here and who graduates with the TIGER PRIDE! We hold in high honor everything we accomplish here in our community for our students, for our parents for our community. One town - one nation!

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: B.E.S.T. Standards**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
3	III.A.	**Areas of Focus: Instructional Practice: Graduation**	$0.00
		Total:	**$0.00**