Manatee County Public Schools

Palmetto Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Palmetto Elementary School

1540 10TH ST W, Palmetto, FL 34221

https://www.manateeschools.net/palmettoel

Demographics

Principal: Billie Jo Tyne Fintel

Start Date for this Principal: 7/1/2020

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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (45%) 2016-17: C (53%)
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.](www.floridacims.org)

Purpose and Outline of the SIP

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

Table of Contents

Palmetto Elementary School

1540 10TH ST W, Palmetto, FL 34221

https://www.manateeschools.net/palmettoel

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

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

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 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 provide a safe, diverse community where all children can grow intellectually, socially, and emotionally through quality education and student engagement while becoming optimistic and unique builders of their future.

Provide the school's vision statement.

Practice safety, achieve goals, work smart, and show respect; 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
Tyne Fintel, Billie-Jo	Principal	To ensure the safety and security of the campus while providing a highly effective instructional learning environment for students and staff. Duties include: * Develop a climate of trust and mutual respect across the school community. * Ensure the school community works together to continually improve teaching and learning. * Engage the school community in using data to develop teaching and learning goals that align with the mission and vision of the school and promote academic success for every student. * Collaborate with the school community to develop improvement plans that achieve teaching and learning goals and adapt plans as needed. * Plan professional development and provide other resources (e.g. coaching) to support school wide implementation of effective instructional practices. * Engage staff in conversations about student learning data and ways to use data to improve instructional practices and organizational structures that improve student learning. * In conjunction with the Instructional Leadership Team, create, revise, and implement policies and procedures to build staff capacity and to support the continuous improvement of teaching and learning. * In conjunction with the Instructional Leadership Team, implement and monitor data systems and use evidence and data to monitor teaching and learning goals. * Communicate consistently about growth, opportunities for growth, and celebrate successes related to teaching and learning.
Porco, Melissa	Assistant Principal	As the Assistant Principal, Mrs. Porco plays a key role in the leadership, coordination, supervision and management of the school program and operation. She assists in developing and maintaining an effective educational program consistent with State and Federal guidelines and the philosophy, policies, and goals of the School Board; meeting and conferring with students, parents, faculty and staff; maintaining records and files; preparing reports. Mrs. Porco assists with the overall administration of the school; interpreting and enforcing school and district policies and regulations. Mrs. Porco takes an active role in the collaborative development, implementation, and ongoing refinement of the school's plan for continuous improvement. She also assists in monitoring compliance with federal, state, and local mandates and guidelines related to local and state testing programs and the local special education program. Mrs. Porco also works with the Instructional Leadership Team in planning and implementing a professional development/growth program for teachers and staff.
Ebbesmeyer, Susie	Other	Mrs. Ebbesmeyer supports the principal and assistant principal in monitoring the work environment to ensure it is safe and in alignment with the District mission and Strategic Plan. She provides leadership and vision to create an atmosphere conducive to student learning at the highest

Name	Position Title	Job Duties and Responsibilities
		possible levels and assumes responsibility for the school's operation. Mrs. Ebbesmeyer assists in developing, implementing, and evaluating instructional programs and activities at Palmetto Elementary School. She also coordinates the selection and acquisition of instructional materials and equipment. She is responsible for the supervision and evaluation of school-based personnel. Mrs. Ebbesmeyer serves as a member of the Instructional Leadership Team and plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Weicht, Aaron	Dean	Dr. Weicht takes an active role in the development of guidelines for proper student conduct, disciplinary policies, and procedures that ensure a safe and orderly environment. He serves as the Positive Behavioral Interventions and Supports (PBIS) Coordinator and Testing Coordinator. He designs short-and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents and community agencies. Dr. Weicht collects, reviews, and analyzes discipline data. He implements strategies with parents, students, and teachers to facilitate student behavior change. He uses relevant student information (i.e., Individual Education Plans, Behavior Intervention Plans, etc.) as an integral part of recommendations for disciplinary action. Dr. Weicht provides guidance to and instruction for teachers in the implementation of discipline policies, school safety, and provides training as needed. He also serves as a mentor teacher for new teachers at Palmetto Elementary School. Dr. Weicht is a member of the Instructional Leadership Team and serves an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Steininger, Jane	Attendance/ Social Work	Mrs. Steininger serves as the Graduation Enhancement Technician (GET) at Palmetto Elementary School (PES). This position is funded at PES through Title I, Part A, Federal Education Program which provides local educational agencies (LEA) resources that help children gain a high-quality education and the skills to master the Florida Standards. In this position, Mrs. Steininger develops and utilizes early warning systems to identify students who are most at risk due to absenteeism, lack of health/ personal care, homelessness, and limited parent involvement. She collaborates with school social workers, school counselors, teachers, school leaders, and parents/ guardians to develop systemic strategies to identify and support students who are frequently absent within our most at-risk populations. Mrs. Steininger serves as a member of the Instructional Leadership Team and plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Dowd, Jenna	Instructional Coach	Mrs. Dowd serves as the Instructional Coach at Palmetto Elementary School (PES). This position is funded at PES through Title I, Part A, Federal Education Program, which provides local educational agencies

Name	Position Title	Job Duties and Responsibilities
		(LEA) resources that help children gain a high-quality education and the skills to master the Florida Standards. In this position, Mrs. Dowd works with students, teachers, and school administrators, fulfilling several roles. She works with educators to identify issues with students or curriculum, set goals, and solve problems. Mrs. Dowd collaborates with educators and school administrators to develop curriculum and lesson plans. She leads and/or participates in study groups alongside staff. She supports teachers with conducting student assessments and analyzing student work. Mrs. Dowd designs and leads professional development presentations across the school community. She models lessons to help educators learn. Mrs. Dowd serves as a member of the Instructional Leadership Team and plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Surette, Kathleen	School Counselor	Ms. Surette is one of two School Counselors at Palmetto Elementary School (PES). As a school counselor, Ms. Surette is an educator uniquely trained in child development, learning strategies, self-management and social skills, who understands and promotes success for today's diverse students. Ms. Surette provides education, prevention and intervention activities, which are integrated into all aspects of children's lives. She plays an integral role in the total educational program at PES. Ms. Surette provides a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/ family members in the delivery of programs and activities to help students achieve success. She also collaborates with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for high academic achievement. Ms. Surette is also the Intensive Support Team Chair and serves as a member of the Instructional Leadership Team. She plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Natale, Cheyanne	School Counselor	Ms. Natale is one of two School Counselors at Palmetto Elementary School (PES). As a school counselor, Ms. Natale is uniquely trained in child development, learning strategies, self-management and social skills, who understands and promotes success for today's diverse students. Ms. Natale provides education, prevention and intervention activities, which are integrated into all aspects of children's lives. She plays an integral role in the total educational program at PES. Ms. Natale provides a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/ family members in the delivery of programs and activities to help students achieve success. She also collaborates with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for high academic achievement. Ms. Natale also serves as a member of the Instructional Leadership Team and plays

Name	Position Title	Job Duties and Responsibilities
		an integral role in the development of improvement plans that achieve the school's teaching and learning goals.

Demographic Information

Principal start date

Wednesday 7/1/2020, Billie Jo Tyne Fintel

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.*

4

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.*

6

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

556

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

3

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	78	82	87	113	97	91	0	0	0	0	0	0	0	548
Attendance below 90 percent	39	34	35	60	33	44	0	0	0	0	0	0	0	245
One or more suspensions	1	1	1	5	2	4	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	48	38	46	0	0	0	0	0	0	0	132
Level 1 on 2019 statewide FSA Math assessment	0	0	0	45	29	27	0	0	0	0	0	0	0	101
Number of students with a substantial reading deficiency	15	22	22	55	30	57	0	0	0	0	0	0	0	201

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	15	22	22	57	33	57	0	0	0	0	0	0	0	206

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	16	0	0	0	0	0	0	0	0	0	16
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
Sunday 9/19/2021

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	86	96	100	128	94	116	0	0	0	0	0	0	0	620
Attendance below 90 percent	18	32	17	33	20	31	0	0	0	0	0	0	0	151
One or more suspensions	1	1	1	2	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	24	11	33	0	0	0	0	0	0	0	68
Course failure in Math	0	0	0	11	27	24	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	25	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	15	29	0	0	0	0	0	0	0	44

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	1	1	1	20	31	0	0	0	0	0	0	0	55

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	1	31	18	0	0	0	0	0	0	0	0	50
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	86	96	100	128	94	116	0	0	0	0	0	0	0	620
Attendance below 90 percent	18	32	17	33	20	31	0	0	0	0	0	0	0	151
One or more suspensions	1	1	1	2	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	24	11	33	0	0	0	0	0	0	0	68
Course failure in Math	0	0	0	11	27	24	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	25	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	15	29	0	0	0	0	0	0	0	44

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	1	1	1	20	31	0	0	0	0	0	0	0	55

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	1	31	18	0	0	0	0	0	0	0	0	50
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				38%	52%	57%	31%	50%	56%
ELA Learning Gains				54%	57%	58%	48%	54%	55%
ELA Lowest 25th Percentile				49%	55%	53%	43%	47%	48%
Math Achievement				51%	63%	63%	44%	60%	62%
Math Learning Gains				72%	68%	62%	60%	61%	59%
Math Lowest 25th Percentile				61%	53%	51%	46%	47%	47%
Science Achievement				38%	48%	53%	42%	49%	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	36%	51%	-15%	58%	-22%
Cohort Comparison						
04	2021					
	2019	31%	56%	-25%	58%	-27%
Cohort Comparison		-36%				
05	2021					
	2019	40%	52%	-12%	56%	-16%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	42%	60%	-18%	62%	-20%
Cohort Comparison						
04	2021					
	2019	43%	65%	-22%	64%	-21%
Cohort Comparison		-42%				
05	2021					
	2019	62%	60%	2%	60%	2%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	38%	48%	-10%	53%	-15%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1-2 i-Ready Diagnostics
Grades 3-5 Benchmarks 1 and 2, and final FSA
Science Benchmarks 1 and 2, and final FSA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17 / 15.3%	30 / 28.8%	61 / 59.8%
	Economically Disadvantaged	14 / 14.9%	23 / 26.4%	51 / 59.3%
	Students With Disabilities	2 / 10.5%	2 / 12.5%	8 / 50%
	English Language Learners	3 / 8.3%	7 / 19.4%	20 / 57.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7 / 6.4%	16 / 15.5%	36 / 35.3%
	Economically Disadvantaged	5 / 5.4%	11 / 12.8%	31 / 36%
	Students With Disabilities	1 / 5.3%	1 / 6.3%	4 / 25%
	English Language Learners	2 / 5.7%	3/ 8.6%	8 / 22.9%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23 / 20.4%	41 / 36.9%	52 / 46.4%
	Economically Disadvantaged	16 / 17.8%	32 / 36%	43 / 47.8%
	Students With Disabilities	0	3 / 15%	4 / 19%
	English Language Learners	2 / 5.9%	7 / 21.9%	11 / 34.4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11 / 9.8%	26 / 23.4%	50 / 44.6%
	Economically Disadvantaged	8 / 8.9%	22 / 24.7%	40 / 44.4%
	Students With Disabilities	1 / 5%	1 / 5%	3 / 14.3%
	English Language Learners	3 / 8.8%	7 / 21.9%	8 / 25%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44 / 35.8%	37 / 29.6%	31 /27%
	Economically Disadvantaged	30 / 30.9%	28 / 28%	22 / 21.6%
	Students With Disabilities	3 / 10.7%	2 / 7%	1 /4%
	English Language Learners	12 / 21.8%	8 / 14.8%	7 / 16%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46 / 38.7%	53 / 43.4%	45 / 39%
	Economically Disadvantaged	35 / 36.8%	42 / 43.3%	35 / 34.7%
	Students With Disabilities	4 / 14.8%	2 / 7.1%	2 / 8%
	English Language Learners	17 / 30.9%	22 / 40.7%	15 / 34%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46 / 43.8%	39 / 37.1%	31 / 34%
	Economically Disadvantaged	36 / 45.6%	29 / 36.7%	23 / 28.8%
	Students With Disabilities	3 / 12%	2 / 8%	2 / 9%
	English Language Learners	8 / 20%	8 / 19.5%	6 / 19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48 / 46.2%	46 / 42.2%	46 / 51%
	Economically Disadvantaged	39 / 50%	36 / 46.2%	38 / 47.5%
	Students With Disabilities	6 / 24%	5 / 20.8%	6 / 29%
	English Language Learners	13 / 32.5%	12 / 30%	10 / 31%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	65 / 53.3%	50 / 43.9%	47 / 44%
	Economically Disadvantaged	52 / 53.6%	39 / 42.9%	39 / 40.6%
	Students With Disabilities	6 / 25%	4/ 19%	3 / 15%
	English Language Learners	29 / 48.3%	24 / 42.1%	9 / 36%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	76 / 63.3%	74 / 63.8%	77 / 73%
	Economically Disadvantaged	58 / 61.1%	62 / 66.7%	66 / 68.8%
	Students With Disabilities	5 / 20.8%	8 / 34.8%	9 / 45%
	English Language Learners	35 / 58.3%	34 / 58.6%	22 / 61%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	55 / 46.6%	55 / 47.8%	46 / 43%
	Economically Disadvantaged	45 /47.9%	42 / 45.7%	37 / 39.8%
	Students With Disabilities	5 / 21.7%	8 / 36.4%	5 / 25%
	English Language Learners	20 / 33.3%	22 / 37.9%	8 / 22%

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	9	30	41	26	55	47	25				
ELL	26	52	45	49	72	60	33				
BLK	30	50		45	67		58				
HSP	31	51	48	52	72	54	39				
MUL	67			65							
WHT	44	47		69	72		47				
FRL	32	46	42	53	70	52	39				
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	12	35	37	18	62	59	10				
ELL	29	48	55	43	75	66	25				
BLK	37	50		55	78	73	41				

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
HSP	31	48	55	45	76	67	35				
MUL	55			55							
WHT	56	71	55	64	60	20	44				
FRL	35	52	48	47	71	56	31				

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	7	39	44	13	33	28	7				
ELL	11	39	46	27	49	50	11				
BLK	27	41		42	56		42				
HSP	26	45	44	41	59	51	41				
WHT	48	61		55	63		40				
FRL	28	45	43	41	58	46	41				

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	48
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	50
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	49
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	66
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	56
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	48
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?

Math achievement and math learning gains are trending up across all grade levels except first grade. ELA achievement and learning gain trends are inconsistent.

Progress monitoring and 2019 state assessments demonstrate a significant need for improvement in the subgroup, Students with Disabilities.

Progress monitoring data also reveals a need to improve the performance of all students in ELA.

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

Based off progress monitoring and 2019 state assessments, ELA Achievement and the Students with Disabilities components demonstrate the greatest 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?

The need for improvement in ELA Achievement is directly tied to a trend across grades K - 3 in which the majority of students tend to be one or more years below grade level in phonics. In order to address this need for improvement, a systematic approach to foundational skills needs to be implemented in grades K - 2, and students in grades 3, 4, & 5 one or more grade levels below in phonics need to be provided intensive supports targeting this deficit.

Students with Disabilities were recommended for support services by general education teachers and services were provided by resource teachers who pulled students out of class to work with them. In order to address this and ensure all students are properly identified for additional supports and services when necessary, a systematic approach to Multi-Tiered Systems of Support must be developed and teacher collaborative teams must meet regularly to monitor the progress of all students.

Pandemic related school closures and social isolation has also impacted students; likely widening the achievement gap for some students. One of the most important things a school and teacher can do to address the challenges of teaching students from poverty is to create a safe environment for learning. Thus, building positive, enriching relationships will also be a focus of our efforts to improve student achievement.

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

Based off progress monitoring and 2019 state assessments, Math Achievement, Math Learning Gains, and Science Achievement data components showed the most improvement.

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

Students in grade 5 utilized math and science notebooks to stretch their thinking and make sense of problems/ concepts. The fifth grade students demonstrated the largest gains on progress monitoring

and state assessments. The fifth grade teachers also focused on writing across the curriculum as part of their professional learning community.

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

The master schedule was developed with an extra hour dedicated to reading instruction and intervention for all students in grades K -5. Students will be grouped based on need during the enrichment/ intervention block and shared among teachers and support staff.

Collaborative planning and professional development will focus on reading instruction and intervention. Coaching supports will be provided to all staff by the Instructional Leadership Team. Teacher Collaborative Teams will meet every 4 - 6 weeks to monitor progress.

Exceptional Education Services services will be provided (as appropriate) through an inclusive service delivery model. The Florida Inclusion Network supported administration, exceptional education staff, and instructional leadership team members in developing a master schedule that facilitates an inclusive delivery model.

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.

Staff will be provided differentiated professional development opportunities focused on reading instruction and collaborative teaching within an inclusive delivery model. Professional development plans will begin with an initial training and follow up training will be planned throughout the remainder of the year so ongoing, job-embedded support is provided to all staff.

Professional Learning Communities (PLCs) will focus on staff Professional Development Plans, which demonstrate a direct correlation to needs indicated by student assessment and/or learning data.

The Florida Inclusion Network (FIN) will facilitate the following professional development opportunities.
• Building Inclusive Schools
• Inclusive Scheduling & service delivery
• Collaborative Teaching partnerships
• Instructional Planning and Coaching
• Peers as Partners in Learning
• Including Students with Significant Disabilities
• Sustaining Staff Capabilities: Coaching and PLCs

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

The Instructional Leadership Team (ILT) will continue to monitor progress and state assessment results to ensure improvement. Strategies that lead to increased achievement will be sustained through school-wide systems and structures for professional learning and school improvement planning.

Professional Learning Communities will continue to examine problems of practice and work collaboratively to overcome barriers and increase student achievement. Professional learning efforts will focus research and evidence-based strategies.

ILT will continue to coordinate efforts with the district curriculum team, Title I department, exceptional

education department, and Florida Inclusion Network; ensuring new staff members receive initial training and experienced staff members receive next level trainings and supports.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Professional Learning Communities (PLC) provide an opportunity for teachers to come together to consult with colleagues and deepen skills with the goal of improving student achievement. The "big ideas" that represent the core principles of a PLC are: Big Idea #1: Ensuring That Students Learn Big Idea #2: A Culture of Collaboration * Collaborating for School Improvement * Removing Barriers to Success Big Idea #3: A Focus on Results School data, grade level data, and subgroup data indicate the majority of students are not meeting grade level expectations. The implementation of systematic and school-wide structures and processes are necessary to improve student performance. Each team will select learning goals for their team's PLC that compliment the school's comprehensive instructional improvement goals for the year.
Measurable Outcome:	By June 2022, 50% of the students will score satisfactory in ELA as measured by progress-monitoring data and state assessments. By June 2022, 65% of students will score satisfactory in Math as measured by progress-monitoring data and state assessments. By June 2022, 50% of students will score satisfactory in Science as measured by progress-monitoring data and state assessments.
Monitoring:	Teachers will engage in a PLC designed to strengthen professional practice and improve student learning. The PLC model is built on the foundational belief that the core mission of formal education is to ensure that students learn (not simply that they are taught). Richard DuFour's research demonstrates how this shift from a focus on teaching to a focus on learning has profound implications for schools.
Person responsible for monitoring outcome:	Billie-Jo Tyne Fintel (tynebj@manateeschools.net)
Evidence-based Strategy:	Team members will review student performance data (school wide, grade level, and subgroups), their own performance, areas of current problems, instructional strategies, and techniques needing improvement. Then, together, they will identify instructional improvement goals. Teams will then follow a common growth model: Investigate best practices to increase student achievement; study, learn, and train together (relying on one another's expertise, instructional coaches, trained consultants, and video examples); begin using new practices in the classroom; and come together frequently to discuss and dissect piloted practices.
Rationale for Evidence-based Strategy:	Working together to improve student achievement through a PLC will be the routine work of everyone in the school. Each team will participate in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. The PLC model requires school staff to focus on learning rather than teaching, work

collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement. Professional learning is more effective when it is grounded in issues related to student learning that have been identified by participants and when application of new learning is supported onsite. Effective professional learning also increases teachers' influence and their power to make decisions on important issues related to school improvement and professional learning.

Action Steps to Implement

Step 1: Organize for Collaborative Work.
Establish collaborative teams and structures that will enable educators to work together productively. This step involves adopting an improvement process, building a strong system of teams that communicate efficiently, and protecting time throughout the year for these teams to work. It also includes clarifying expectations for effective meetings, agreeing to norms for collaborative work, and acknowledging work style preferences. Finally, it entails creating a data inventory and an inventory of all the instructional initiatives already underway at a school.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 2: Build Assessment Literacy.
Increase staff members' comfort with the kinds of data they will be using throughout the inquiry process. Key tasks here involve reviewing the skills that will be tested on the assessments students will take and considering how these skills compare with the broader domain of skills and knowledge students need to master. Teachers will also learn the principles of responsible data use and practice studying assessment results.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 3: Data Overview.
A priority question will be developed that members are committed to exploring. The ILT will conduct a thorough analysis of recent data pertaining to a focus area and find patterns they believe are important for the entire faculty to think about. The data will be organized into charts and presented to the staff. School leaders will engage teachers in making sense of the charts and identifying a specific question they want to dig into.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 4: Dig into Student Data.
Once a priority question is chosen, subsequent meetings will be held to identify a learner-centered problem that directly relates to the priority question. This involves examining and analyzing a wide range of data in the target area, including student work samples, performance on benchmark assessments, observations of students, or conversations with them about their learning. From these sources of evidence, teachers come to a shared understanding of what the data show about students' learning and identify a common learning challenge.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 5: Examine Instruction.
Teams will examine instruction in order to determine a problem of practice that may be contributing to the learner-centered problem. Key tasks at this point will include examining a wide range of instructional data and observing teachers in classrooms.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 6: Develop an Action Plan.
Teams will create a complete, concise action plan for addressing the problem of practice. They'll decide on an instructional strategy, agree on what that strategy will look like in classrooms, and put the plan in writing. Teams will work with instructional leadership team members to determine what kinds of professional development they'll need in order to address the learner-center problem they've identified.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 7: Plan to Assess Progress.
Meetings at this stage will focus on the identification of data sources teachers will use to evaluate how the changes they implement will affect student learning. Teams will establish SMART goals that are student centered for the various data sources they intend to analyze.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 8: Acting and Assessing.
Teams will carry out the action plan and teachers will assess the extent to which they did what they committed to do, and whether student learning goals are met. Teams will analyze data sources to determine whether they need to make adjustments to the action plan or the instructional strategies.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students with disabilities was an under-performing subgroup on previous state assessments and progress monitoring assessments. School improvement efforts will focus on providing access and quality inclusive education at all levels for children with special needs in education. A high quality of inclusive education leads to enhanced learning and the participation of all students with special educational needs in all aspects and areas of society at large.
Measurable Outcome:	By June 2022, the Federal Index for Students with Disabilities will be 50% as measured by state assessments.
Monitoring:	The following district and state assessments will be used to monitor the growth of our students with disabilities throughout the school year. Grades 1-2 i-Ready Diagnostics Grades 3-5 Benchmarks 1 and 2, and final FSA Science Benchmarks 1 and 2, and final FSA
Person responsible for monitoring outcome:	Billie-Jo Tyne Fintel (tynebj@manateeschools.net)
Evidence-based Strategy:	We will support and improve the quality of inclusive education by strengthening school policies, culture, and practices. Collaborative structures will be implemented to ensure that teachers and specialists have the time and space to work together to support students. Recurring general and special education teacher and service provider meetings will be scheduled. Students with disabilities will be educated in content-rich, general education settings to the greatest extent possible. We will ensure that all teachers and staff are trained and receive the necessary support to perform in inclusive learning environments, through collaboration, interaction, and problem solving.
Rationale for Evidence-based Strategy:	Currently, students with disabilities (SWD) are performing below the Federal Index at PES. In order to improve the achievement of students with disabilities, children with special educational needs will be included in the developmental/educational activities alongside their peers with mechanisms to improve access and equity. Inclusive scheduling is a team process that was used to develop a school-wide master schedule that includes support for students in inclusive classrooms and other general education settings. Inclusive scheduling involves the scheduling team's development of a master schedule driven by the following: * Increased time in the least restrictive environment (LRE) for SWD, * Level and intensity of support for students to be successful in the LRE, * Consideration of instructional supports for students without disabilities, * In-class exceptional student education (ESE) service delivery models, * Expectations that all students will make adequate yearly progress, based on the general education standards and curriculum, and * Ongoing, collaborative planning time among education professionals.

Action Steps to Implement

Step 1: Inclusive Scheduling

The Florida Inclusion Network, administration, exceptional education staff, and instructional leadership team members developed a master schedule that facilitates an inclusive delivery model.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 2: Professional Learning

Administration and the Florida Inclusion Network established a framework for professional learning and will provide ongoing, job-embedded support to ensure collaborating teachers:
* Become more skilled in teaching all students.
* Learn to share responsibilities for educating all students.
* Develop more satisfying and collegial professional relationships.

We will implement collaborative structures and provide time for teachers to plan and teach collaboratively. Decisions about service delivery models will be based on the individualized needs of students with disabilities.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 3: Monitoring

Administration will monitor and evaluate the inclusive education delivery model to ensure that students are achieving at high levels and segregation is not happening either formally or informally.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 4: Act and Assess

* Administration and Florida Inclusion Network facilitators will conduct repeated classroom visits/observation and provide ongoing feedback.
* Maintain ongoing, specific PD, technical assistance, and follow-up for collaborating teachers and administration.
* Engage in ongoing data collection, data analysis, evaluation, and progress monitoring.

Person Responsible   Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	A review of the Florida Standards Assessment data and progress monitoring assessment data reveals that less than fifty percent of students in grades 2 - 5 are meeting grade level expectations in ELA. An evidence-based model of integrated instruction and intervention will be delivered to students in varying intensities (multiple tiers) based on student need. Need-driven decision-making will ensure that resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve proficiency.
Measurable Outcome:	By June 2022, 50% of the students in grades K-5 will score satisfactory/on grade level in ELA as measured by state and/or district progress monitoring assessments.
Monitoring:	The following progress monitoring assessments will be used to monitor ELA achievement throughout the year. Grades 1-2 i-Ready Diagnostics Grades 3-5 Benchmarks 1 and 2, and final FSA
Person responsible for monitoring outcome:	Billie-Jo Tyne Fintel (tynebj@manateeschools.net)
Evidence-based Strategy:	Multi-Tiered System of Supports (MTSS) will be implemented with fidelity to ensure an effective learning environment for all students. MTSS-A focuses on academics and MTSS-B focuses on behavior, social and emotional learning (SEL), and attendance. MTSS ensures successful education outcomes for all students by using a data-based problem-solving process to provide, and evaluate, the effectiveness of multiple tiers of integrated academic, behavior and social-emotional instruction, interventions, and supports. The master schedule also includes an extra hour dedicated to ELA instruction, intervention, and supports for all students in grades K -5. Students will be grouped based on need during this reading enrichment/ intervention block and evidenced-based instructional materials will be utilized.
Rationale for Evidence-based Strategy:	MTSS is an educational framework designed to ensure successful educational outcomes for all students. Research and literature indicate that a number of critical elements are associated with an MTSS that yields positive outcomes for students. These elements can be grouped or categorized into six domains: Multiple Tiers of Support, the Problem-Solving Process, Data/Evaluation, Leadership, Capacity Building/Infrastructure and Communication and Collaboration. Providing evidence-based instruction, intervention, and support matched to the diverse needs of all students is paramount to improving the ELA achievement of students at PES. Students require various levels of tiered instruction and intervention to reach grade level expectations. Thus, an iterative process based on examining data, identifying potential strategies, and assessing progress will be used to determine supplemental and intensive supports; ensuring all students have fluid access to instruction and supports of varying intensity levels.
Action Steps to Implement	

Step 1: The Self-Assessment of MTSS (SAM)

The SAM, a building-level needs assessment, was completed by the instructional leadership team (ILT) members. ILT members rated the school's implementation of the critical elements of a multi-tiered system of supports. Data from the SAM will be used to identify strengths as well as areas of needed improvement. School level reports and districtwide aggregate data will be used to inform next steps in ensuring an effective MTSS at PES.

Person Responsible Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 2: Professional Development

Results from the SAM will be used to determine professional development needs across the school community. ILT members will ensure that the critical elements of MTSS are defined and understood by school staff, including curriculum, assessment and instructional practices for academics, behavior, Social Emotional Learning (SEL), and attendance. ILT will engage staff in ongoing professional development and coaching to support MTSS-A and MTSS-B implementation.

Person Responsible Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 3: Data-Based Problem Solving

Teams will use data and decision rules to determine effectiveness of the Universal (Tier 1) program, identify students in need of interventions and evaluate student progress to determine next steps. Integrated data based problem solving for student academic, behavior and social-emotional outcomes will occur across content areas, grade levels and tiers.

Across all tiers, data will be used to identify the difference or "gap" between expected outcomes and current student performance relative to academic, behavior, attendance, and social-emotional goals. At all levels and in all settings, the problem-solving process will incorporate four steps in a cyclical, recurring model to address prevention, early intervention, and intensive intervention:
1. Goal Identification (Problem Identification): What do we want students to know and be able to do?
2. Problem Analysis: Why is the problem occurring?
3. Instructional/ Intervention Design: What are we going to do?
4. Response to Instruction/Intervention: Is it working?

Person Responsible Billie-Jo Tyne Fintel (tynebj@manateeschools.net)

Step 4: Monitor Implementation Fidelity

Teacher Collaborative Teams (TCT) will examine both core and supplemental data to design and implement instruction based on group or individual student needs. TCTs will regularly evaluate instructional practices to determine effectiveness of student response to instruction, intervention, and supports.

The ILT will periodically conduct analyses to determine how implementation of critical elements of MTSS relate to positive student outcomes.
* Are resources allocated based on student need?
* What is the relationship between the resources allocated and the outcomes of students?

The processes and criteria for resource allocation will be refined based on strategies that result in improved student outcomes.

Person Responsible	Billie-Jo Tyne Fintel (tynebj@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.

A large body of research confirms that building a safe and caring school community and attending to social and emotional learning are essential to students' overall success. In order to prepare students to be successful in the 21st century, we need to teach students to be aware of and regulate their own behavior.

The school culture and environment will be monitored through MTSS-B (Multi-Tiered System of Support for Behavior). MTSS-B is the behavioral framework under a multi-tiered system of support. Research shows that incorporating Positive Behavioral Intervention Support (PBIS) as a prevention and instructional framework for student behavior has the greatest success rate in improving student behaviors. Structures and practices will be incorporated across tiers that allow students to develop social skills and a sense of community. Instead of allowing negative behavior to escalate into disciplinary measures, the focus will be on teaching and promoting positive behaviors. By building on these positive behaviors, escalations into discipline should be reduced.

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.

Relationships underpin teaching, learning, and prosocial development. Establishing and maintaining a positive school culture and environment is the responsibility of everyone: students, parents, school leaders, teachers, custodians, cafeteria staff, support staff, district staff, and community leaders.

The Instructional Leadership Team (ILT) analyzes the school's culture through observations across the campus and in staff meetings, and by listening to stakeholders perceptions about the school. Aspects of the school that create a positive culture and environment as well as aspects that cause negative feelings in teachers, students, and families are identified. The ILT reinforces positive aspects of the school culture, and

sets goals to improve other values, attitudes, or qualities that should be refined.

The sense of community at Palmetto Elementary School (PES) is a strength of the culture. Stakeholders understand that relationships matter and work diligently to establish and sustain positive relationships across the school community. The focus on relationships, however, has led some stakeholders to take a more congenial stance with other members of the school community. We are working to establish a culture that embraces collegial conversations that encourage deep and critical reflection. Moving beyond routine and technical aspects of reflection, to a level that is critical and transformative, allows us to engage staff in purposeful and collaborative conversations that examine how well learning environments meet the needs of all students.

Efforts to build a positive school culture and environment also led to the establishment of two school-based inquiry groups. The inquiry groups are comprised of staff members from across the school community who examine problems of practice. The Instructional Design Team and the School-Wide Expectations Team are working to establish consistent, clear, and supportive expectations in the areas of behavior and instruction across the campus.

At PES, we believe children achieve greater academic and social success when schools, families, and community groups work together. We will continue to partner with members across the school community to ensure we maintain a supportive and fulfilling environment that meets the needs of all students.

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

Family engagement activities will align with school improvement goals and connect families with the teaching and learning goals for students. Building respectful and trusting
relationships between home and school is a focus of the 2021 – 2022 Palmetto Elementary School Parent and Family Engagement Policy.

Parent and teacher conferences, capacity building workshops, seminars, and volunteer opportunities allow stakeholders to partner with one another and develop the capacity to share the responsibility for improving student achievement.

All parents/ guardians of children receiving Title I services have the right to be involved in making decisions regarding how the funds are allotted as well as professional development programs and family engagement activities. The Parent and Family Engagement Policy is developed with input from parents, community members, and staff. Parents, community members, and staff provide input into the comprehensive plan through the Title I Spring Survey, participation in School Advisory Committee (SAC) meetings, and school-based staff meetings. The Parent and Family Engagement Policy is monitored and revised by SAC and staff as necessary based on student needs.

The Parent and Family Engagement Policy is readily available to parents, staff, and the public. A copy of the Parent and Family Engagement Policy is posted on the school website and available in the school office. All parents are informed of opportunities to be involved and their right to be involved in the budgeting and use of parent and family engagement funding via the school website, the school Facebook page, newsletters, and via Blackboard Connect messaging systems. Time is dedicated during SAC meetings to explain the parent and family engagement budget, the reasoning for why things are done, and parents are given opportunities to engage in dialogue around the Parent and Family Engagement Policy. Parents are also given opportunities to provide input on the Parent and Family Engagement Policy via surveys and through email.

Our school works with other federal programs, district departments, the local business community, library systems, governmental, and non-governmental organizations to provide integrated parent and family

engagement opportunities, such as but not limited to: Florida Inclusion Network, Voluntary Pre-Kindergarten, 21st Century, Project Heart, ESOL/Migrant, local churches, Head Start, Title I, Public Library, and the Palmetto Police Department.

We take very seriously our responsibility to teach the whole child and fully understand we are not just educating them for their time with us, but for the future they are capable of having. We work closely with a variety of community agencies to ensure students and their families have access to needed resources. At Palmetto Elementary School, we truly believe children achieve greater academic and social success when schools, families, and community groups work together.