Manatee County Public Schools

Palma Sola Elementary School

2021-22 Schoolwide Improvement Plan

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Palma Sola Elementary School

6806 5TH AVE NW, Bradenton, FL 34209

https://www.manateeschools.net/palmasola

Demographics

Principal: Jennie Grimes

Start Date for this Principal: 7/13/2015

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	60%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (52%) 2016-17: A (65%)
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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Palma Sola Elementary School

6806 5TH AVE NW, Bradenton, FL 34209

https://www.manateeschools.net/palmasola

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	No	45%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

The Mission of Palma Sola Elementary School community is to embrace an enthusiasm for learning in a challenging, secure, trusting environment as we inspire each other to learn, dream, and achieve.

Provide the school's vision statement.

Our vision is aligned with the Manatee County School District in that we 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
Grimes, Jennifer	Principal	* (1) Develop, implement and assess the academic program leading to student success. * (2) Develop and implement an annual School Improvement Plan. * (3) Coordinate program planning with District staff. * (4) Interview and select qualified employees to be recommended for employment. * (5) Monitor and conduct personnel evaluations and take appropriate action. * (6) Develop an annual assessment for inservice needs leading to faculty improvement. * (7) Provide leadership and vision to the School Improvement Process and changes leading to improvement. * (8) Develop a positive teaching / learning environment leading to teacher and student success. * (9) Develop and implement a safe and orderly school plan. *(10) Develop and implement a successful discipline plan promoting a safe teaching / learning environment. *(11) Promote a positive school image through appropriate communication and community involvement. *(12) Develop high expectations for teachers and students and promote this vision to the community. *(13) Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines.
Cherry, Heather	Assistant Principal	(1) Assist in the development, implementation and evaluation of the instructional program, including the use of technology. * (2) Supervise curricular and extracurricular activities as assigned. * (3) Provide recommendations to the Principal regarding curriculum improvement. * (4) Supervise textbook and equipment selection, acquisition and inventory. * (5) Assist the Principal in the administration of the summer school program. * (6) Assist with coordinating student field trips. * (7) Assist in developing the master schedule and assignment of students and staff. * (8) Assist in the administration of the testing program. * (9) Assist in gathering, analyzing and interpreting data related to student performance. *(10) Assist in coordinating the School Accreditation Program and School Improvement Program. *(11) Assist with the supervision of personnel, including orientation of new employees as assigned.

Name	Position Title	Job Duties and Responsibilities
		*(12) Assist the Principal in developing personnel assignments and duty rosters. *(13) Assist in implementing and administering negotiated employee contracts. *(14) Assist in the coordination of the school's inservice program. *(15) Assist teachers in developing professional development plans and activities. *(16) Assist in monitoring and assisting substitute teachers.
Pannell-Miller, Michele	Dean	To support the administration in their duties and also co-chair the Intensive Support Team to assist teachers in identifying students needing tier 2 and 3 interventions, develop and monitoring interventions and next steps.
Murphy, Marzena	School Counselor	Provide personal counseling to students Provide group counseling when need arises Provide assistance to students through testing and interpretation. Provide assistance to students in class selection and schedules. Identify and counsel potential dropouts. Assist students who are experiencing attendance problems. Assist in accurate recording and proper maintenance of student records. Provide input into the development of master schedules in secondary schools. Participate in workshops and training for professional growth. Assist in evaluating the guidance program. Provide orientation of new students to the school. Impart crises intervention skills when need arises. Assist students with special needs according to LRE, IEP and 504 guidelines. Assist teachers with problem solving and interventions. At the high school level, facilitate awareness of post-secondary opportunities. Serve as a Child Study Team member. Assist in selecting a variety of materials for counseling program. Exercise confidentiality in sharing test results and other student information. Recognize and appreciate the cultural differences and special needs of students and families. Recognize indicators of student distress or abuse and take appropriate steps. Serve as an advocate for students. Maintain professional and ethical standards as outlined by Code of Ethics and American School Counselor Association. Keep updated on student / school legal issues and procedures. Demonstrate initiative in the performance of assigned responsibilities. Provide for a safe and secure workplace. Follow attendance, punctuality and proper dress rules. Maintain positive relationships and communicate effectively with staff and

Name	Position Title	Job Duties and Responsibilities
		vendors. Keep supervisor informed of potential problems or unusual events. Respond to inquiries and concerns in a timely manner. Prepare all required reports and maintain all appropriate records. Follow all School Board policies, rules and regulations. Exhibit interpersonal skills to work as an effective team member. Demonstrate support for the School District and its goals and priorities. Perform other incidental tasks consistent with the goals and objectives of this position.

Demographic Information

Principal start date

Monday 7/13/2015, Jennie Grimes

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

1

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

6

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

439

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

1

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

0

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	57	59	75	72	73	75	0	0	0	0	0	0	0	411
Attendance below 90 percent	24	14	25	32	37	42	0	0	0	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	7	18	27	17	9	15	0	0	0	0	0	0	0	93
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	6	7	14	0	0	0	0	0	0	0	27
Level 1 on 2021 statewide FSA Math assessment	0	0	0	6	7	11	0	0	0	0	0	0	0	24

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	6	6	10	10	3	3	0	0	0	0	0	0	0	38

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	2	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	3	0	4	4	0	0	0	0	0	0	0	11

Date this data was collected or last updated

Tuesday 9/28/2021

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	56	79	66	88	78	88	0	0	0	0	0	0	0	455
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	2	3	1	0	1	0	0	0	0	0	0	0	7
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 ELA assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	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	2	0	0	7	3	3	0	0	0	0	0	0	0	15
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	56	79	66	88	78	88	0	0	0	0	0	0	0	455
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	2	3	1	0	1	0	0	0	0	0	0	0	7
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 ELA assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	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	2	0	0	7	3	3	0	0	0	0	0	0	0	15
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				58%	52%	57%	61%	50%	56%
ELA Learning Gains				53%	57%	58%	54%	54%	55%
ELA Lowest 25th Percentile				47%	55%	53%	39%	47%	48%
Math Achievement				68%	63%	63%	70%	60%	62%
Math Learning Gains				59%	68%	62%	45%	61%	59%
Math Lowest 25th Percentile				41%	53%	51%	24%	47%	47%
Science Achievement				52%	48%	53%	70%	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	61%	51%	10%	58%	3%
Cohort Comparison						
04	2021					
	2019	59%	56%	3%	58%	1%
Cohort Comparison		-61%				
05	2021					
	2019	49%	52%	-3%	56%	-7%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	60%	9%	62%	7%
Cohort Comparison						
04	2021					
	2019	72%	65%	7%	64%	8%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-69%				
05	2021					
	2019	59%	60%	-1%	60%	-1%
Cohort Comparison		-72%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	49%	48%	1%	53%	-4%
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 / iReady 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	25.3	36.4	70.1
	Economically Disadvantaged	20.5	33.4	61.5
	Students With Disabilities	7.1	0	35.7
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	16	55.8	70.1
	Economically Disadvantaged	10.3	43.6	64.1
	Students With Disabilities	0	35.7	57.1
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.9	54.9	76.2
	Economically Disadvantaged	21.9	45.2	68.8
	Students With Disabilities	20	30	50
	English Language Learners	0	0	100
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.4	62.9	71.4
	Economically Disadvantaged	15.6	41.9	59.4
	Students With Disabilities	20	30	40
	English Language Learners	0	50	100

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.7	71.6	65.4
	Economically Disadvantaged	51.3	58.5	55
	Students With Disabilities	11.8	33.4	29.4
	English Language Learners	100	100	75
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70.4	77.2	75.3
	Economically Disadvantaged	58.5	65.9	67.5
	Students With Disabilities	23.5	44.4	35.3
	English Language Learners	100	100	75

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.6	55.9	56.1
	Economically Disadvantaged	59.2	55.1	48.3
	Students With Disabilities	35.7	13.4	6.7
	English Language Learners	40	20	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	71.1	64.6	72.8
	Economically Disadvantaged	59.2	51.7	62
	Students With Disabilities	33.3	20	33.3
	English Language Learners	60	40	40

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.7	59.3	60.2
	Economically Disadvantaged	61	51.2	50.1
	Students With Disabilities	33.3	33.3	22.2
	English Language Learners	40	50	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	69.1	67.5	68.3
	Economically Disadvantaged	61	55.8	65.8
	Students With Disabilities	55.5	22.2	22.2
	English Language Learners	50	50	60
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.8	61.6	58.6
	Economically Disadvantaged	48.7	51.2	54.8
	Students With Disabilities	44.4	44.4	22.2
	English Language Learners	40	40	40

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	38		31	46		20				
ELL	47			60							
BLK	50			75							
HSP	54	68		72	79		61				
MUL	43			79							
WHT	65	60	70	72	48	40	60				
FRL	51	49	63	66	58	55	51				

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	24	33	41	33	52	39	11				
ELL	35	48	44	50	53	50	31				
ASN	80			90							
BLK	50			50							
HSP	38	47	50	56	56	44	38				
MUL	53	36		68	64						
WHT	67	57	44	74	58	37	56				
FRL	44	42	47	57	53	37	43				

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	18	32	33	21	9	6					
ELL	18	22	25	44	26	20					
ASN	90			80							
BLK	31			44							
HSP	39	42	26	59	45	29	44				
MUL	81			88							
WHT	69	56	44	75	44	19	76				
FRL	48	48	37	58	35	24	53				

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	62
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	

ESSA Federal Index	
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	54
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	63
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	67
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	61

Multiracial Students	
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	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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?

The trends and patterns observed show students and teachers participate in a coherent instructional system where data is analyzed, collaborative planning takes place, and needs are addressed.
In the 2021-2022 academic year, it will be important to provide opportunities for vertical planning and collaboration, K-2 implementation of the new standards and instructional materials, continued 4th & 5th grade Math Acaletics implementation, new standards support for 3-5 to prepare, family engagement, and SEL full implementation. Our SWD subgroup continues to struggle in comparison to the rest of our students. This
subgroup is significantly behind in terms of proficiency and progress.

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

Most significantly, our subgroup of students with disabilities (SWD) needs improvement in both ELA and Math in all grades. Based on the results of the 2021 FSA, ELA (65) and Science (60) were weaknesses. These will need to be addressed through additional support in ELA and Science curriculum and instruction. Mathematics scores need to continue to improve and push students in the exceeding level. There have been identified weaknesses in early literacy as well in kindergarten and first grade based on screening data (Literacy Footprints). These key observations show the need for

continued support in the areas of ELA and Math. Local screening data and benchmarks will continue to be utilized to monitor student progress in these areas.

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

Student data is analyzed and strategies are discussed as needed throughout planning and in collaboration with the Special Education Teachers. Students with Disabilities need to be provided accommodations and modifications as outlined by their Individualized Education Plans. Training in SIPPS has been offered and one of our ESE teachers will begin using the program with students during the 1st quarter, with the expansion of training and implementation to continue into 2nd quarter. Contributing factors and actions needed to address this need for improvement include:
- build up our system of how we analyze data, analyze instructional practices and make necessary adjustments that improve student outcomes
- increase our systematic use of explicit instruction
- provide intensive instruction
- explicitly teach students to maintain and generalize new learning across time and settings

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

The most remarkable improvements were in our students gains in both ELA and Math. Overall gains in ELA went from 60 to 65%, and lowest quartile gains from 71 to 75%. Overall gains in Math went from 59 to 65%, and lowest quartile from 50 to 65%.

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

Palma Sola addresses student needs (especially those furthest away from demonstrating proficiency) in a variety of ways. All students benefit from standards-based classrooms, instructional technologies and flexible skills groups. Students who do not demonstrate proficiency are given additional opportunities to master content; however, if problems persist, then the MTSS process begins. Another contributing factor to the increase in out math percent proficient could be the implementation of Acaletics in grades 4 and 5.

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

Consistent pedagogical practices need to take place across all grade levels in ELA, Math and Science
in order to increase the percentage of students scoring at or above grade level on the FSA. Teachers need to continue to vertically plan in order to establish consistent literacy instruction between grade levels - in alignment with the new state standards. Consistent math strategies and vocabulary used across grade levels.
Rigor and expectations need to be defined across grade levels with consistent benchmark and diagnostic
analysis - continue to be utilized to access the needs of all learners. To continue to accelerate learning, we must focus on our students who continue to struggle. These include students in our SWD subgroup and our Lowest quartile students. Additional professional development on the acceleration model of instruction as well as
enhanced training on ESE strategies will allow us to close these gaps.

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.

The professional development focus at Palma Sola for the 21-22 school year will focus on implementation of the BEST standards (in conjunction with training for K-2 teachers on the new instructional materials (Benchmark Advance). Specialized training offered by iReady and Acaletics training will be offered, as well.
Also:
- SIPPS training
- High Yield Strategies to increase effectiveness of ESE instruction

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

Palma Sola is committed to meeting the instructional needs of all students. The principal, assistant principal, school counselor, and student support specialist serve Palma Sola as lead learners and work collaboratively with teachers, students, and parents to ensure the instructional needs of students are met.

Professional development for K-2 teachers will be ongoing during the first year of implementation of Benchmark Advance, and teachers will remain focused on the new materials for literacy and will not be using outdated materials or any materials that are not on adoption currently. District personnel will continue to provide support and feedback to K-2 teachers to help them with implementing Benchmark Advance with fidelity.

Planning time will be used for grade level teams to collaborate, and explore materials and/or assessments. The ILT will continue to meet regularly to discuss "next steps" for teaching/learning for continuous improvement and to ensure that teachers are re-teaching and re-testing students based on outcomes from common assessments. We will provide accommodations as indicated on IEP's as well as implement SIPPS Curriculum for SWD.
Professional development on data analysis and using i-Ready resources to provide differentiated instruction and interventions is planned for October 25th. Team Leaders will meet at least monthly to share concerns or pose questions regarding curriculum, professional development, and ways to support their grade level teams. We will maintain communication with parents to provide them with information on units of instruction, student progress, etc. using multiple modalities (newsletters, ClassTag, Social Media, etc.)

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	After disaggregating data form the 2021 ELA FSA in grades 3-5, it was identified that only 20% of our SWD students scored a level 3 or higher. Comparably, in 2019, 25% of our SWD students were proficient. We dropped 5% in proficiency for ELA. The 2020-21 Federal Percent of Points Index by Subgroup indicates 32% - a drop from 33% at the 2019 test administration.
Measurable Outcome:	Our objective is to raise the Federal Index of Points of SWD to at least 41%, as measured by the 2022 administration of the FSA/ELA.
Monitoring:	We will monitor this through our ELA progress monitoring, including iReady Diagnostic and district quarterly benchmark assessments. These are administered 3 times per year. During each administration we will pull data for SWD students to ensure that the percentage is rising. Data chats with grade level teams will also include specific times to review classroom assessment data of SWD. In addition, we will analyze our 2022 FSA ELA data for our SWD population.
Person responsible for monitoring outcome:	Jennifer Grimes (grimesj@manateeschools.net)
Evidence-based Strategy:	Students with academic goals in their IEPS will have intensive small group instruction designed around their identified unique needs. We will use the district-adopted and approved research based ELA curriculum resources for tier one instruction. Students will be provided targeted small group differentiated instruction during core ELA block. Identified students will be provided supplemental/intensive intervention based on the School District of Manatee County Reading Intervention Plan and Decision Tree. Instruction will include use of evidence-based strategies and programs including Literacy Footprints, SIPPS, iReady tools for instruction, instructional strategies for text processing or comprehension needs, and a multisensory approach to teaching phonics. Students will be remediated and enriched using iReady. Students will be provided additional weekly content-based science instruction to build background knowledge and vocabulary. Project Based Learning will be used to integrate curriculum and build reading and writing skills across the curriculums.
Rationale for Evidence-based Strategy:	Student success is multifaceted and addressed first and foremost through attending to social-emotional learning needs and integrating these throughout the day in conjunction with core instruction, intervention, remediation, and content knowledge building. By providing explicit SEL and academic instruction across content areas that incorporate a variety of strategies to meet learning styles and needs, students can develop a strong foundation for learning and reading. Various instructional approaches are included in our plan, including a multisensory approach to engage multiple senses when learning new concepts. Additionally, using programs such as Literacy Footprints in the primary grades supports student acquisition of basic reading skills and higher-order thinking skills. The use of iReady allows students to learn in a different modality and have opportunities to work at their individual level and at their own pace.

Action Steps to Implement

Step 1: Teachers will plan rigorous ELA instruction using the district adopted materials and curriculum framework.

Person Responsible   Jennifer Grimes (grimesj@manateeschools.net)

Step 2: Unit assessments from this curriculum will be given every three to four weeks.

Person Responsible   Jennifer Grimes (grimesj@manateeschools.net)

Step 3: Teachers (both gen ed and ESE) and ILT will meet regularly to analyze data from these assessments and plan specific small group instruction to address standards and skills in which students did not demonstrate mastery.

Person Responsible   Jennifer Grimes (grimesj@manateeschools.net)

Step 4: The iReady diagnostic test will be given three times per year as a progress monitoring tool.

Person Responsible   Jennifer Grimes (grimesj@manateeschools.net)

Step 5: Teachers (both gen ed and ESE) and the ILT will meet regularly to analyze specific subgroups in reading where students are struggling and plan small group instruction to address these gaps.

Person Responsible   Jennifer Grimes (grimesj@manateeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement. High quality early literacy instruction is crucial to reading on grade level. Our goal is to improve the percentage of students that are on or above grade level at the end of the school year by 5% compared to the 2021 final diagnostic in iReady (K-2). Overall placement of students had 8.5% of K-2 students above level, 72.4% on level, 16.6% were one grade level below and 2.5% were two grade levels below. By increasing the number of students on or above grade level to 85%, the number of students not quite meeting all benchmarks or below grade level at the end of the school year will decrease. Having 34 course failures at the end of 2021 in ELA indicates our focus needs to remain on standards based instruction to ensure success in early reading literacy benchmarks in all grade levels. By continuing our work with early intervention, students that are not keeping up with their peers on ELA standards and need extra support will be identified early on and referred to MTSS team. The team will help teachers by providing coaching and assistance with research based materials to use to help close learning gaps for these students. Extra intervention will continue until students have closed learning gaps and are working on grade level standards. Our current placement data for the 2021-2022 school year has 81.4% of K-2 students above level, 20.6% on level, 66.7% were one grade level below and 2.5%% were two grade levels below.
Measurable Outcome:	By the end of the 2021-2022 school year, we will increase the percentage of K-2 students that are at or above grade level on ELA (iReady) by increasing our percentage from 80.9% to at least 85%. In addition, Students with Disabilities (SWD) in K-2 only had a success rate of 56.3% meeting ELA proficiency by year end. We will focus on increasing the percentage of students in this subgroups by at least 10%.
Monitoring:	Monitoring will be accomplished through regular review of lesson plans; data analysis; classroom walks; student work samples; data chats; formal observations; and all student assessments. Team leaders will be reporting out regularly and meeting with administration. School-based data chats will be held regularly to discuss student performance and identify low performers that need extra intervention. Data will be discussed during weekly SBT meetings and following observations by administration. Data will be reviewed by the School Leadership team on a monthly basis.
Person responsible for monitoring outcome:	Jennifer Grimes (grimesj@manateeschools.net)
Evidence-based Strategy:	Professional development opportunities will support the development of teacher expertise with the new standards as well as the new literacy materials (Benchmark Advance) and will ensure all teachers collaborate to focus on best practices. Teachers will review new literacy materials and plan based on B.E.S.T. standards. Data from classroom assessments (including Literacy Footprints) will be shared and analyzed to help support best instructional practices. Small group instruction will be implemented in all classrooms daily to support students learning at their ability and to differentiate based on individual student needs. Unit assessments, iReady instruction, and informal assessments will be used to ensure teachers have data to inform their instruction and adjust teaching as needed. iReady instruction in reading will be incorporated daily and data will be used to drive instruction. Professional development allows teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement.

Rationale for Evidence-based Strategy:	Small group instruction allows teachers to use information from data to differentiate lessons and meet the students' individual needs for standards based practice. This setting also provides teachers with the opportunity to address the areas of weakness needed to remediate students' literacy skills. iReady technology provides teachers feedback on foundational skills for reading and helps teachers to identify areas to remediate that they can differentiate during small groups and/or with individual students that need extra help. District assessments can be used to plan for standards based instruction and help teachers to identify areas of weakness that need to be remediated.

Action Steps to Implement

Step 1. Professional Development (PD) Sessions: (a) Schedule is created to ensure all teachers meet with their team members on a regular basis. (b) PD will focus on the new BEST standards and the new literacy materials adopted this year. (c) Assessments and data will be discussed during meetings to help with planning for differentiation.

Person Responsible	Jennifer Grimes (grimesj@manateeschools.net)

Step 2. Small Group Instruction: (a) Small group instruction will be intentionally planned and implemented daily during the literacy block. (b) Teachers will use assessments and iReady data to analyze students' weaknesses and strengths to differentiate during small group instruction. (c) Formative assessments will be used to track students and ensure they are meeting the BEST standards and all grade level expectations. (d) Teachers will provide explicit, direct instruction during small group time and conduct ongoing monitoring of
students' progress

Person Responsible	Jennifer Grimes (grimesj@manateeschools.net)

Step 3. iReady Technology: (a) Students will complete a minimum of 45 minutes per week using the iReady reading program. (b) Teachers will use data from iReady to help with differentiating instruction during small group time and for whole group review lessons. (c) Data will be used to help to identify students that need remediation or an extra level of support during SBT meetings. (d) Data will be discussed during data chats with administration. (e) Progress monitoring will occur using iReady Diagnostic data throughout the year.

Person Responsible	Jennifer Grimes (grimesj@manateeschools.net)

Step 4. Classroom Assessments: (a) Teachers will use assessment data to plan and differentiate while planning standards based literacy instruction. (b) Teaching practices will be discussed during planning based on the common assessments that students have taken. (c) Administration and teachers will use assessments to monitor students and ensure all are meeting the BEST standards. (d) Assessments will be used to discuss students and plan for extra intervention. (e) School Leadership team will analyze assessment data to help plan for professional development opportunities to improve professional practice.

Person Responsible	Jennifer Grimes (grimesj@manateeschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on FSA data, our students outperform the district and state in ELA proficiency by 14%, and 12% respectively. However, the success of our students is less pronounced when you look at learning gains. Overall, 60% of our students made learning gains in ELA, while 71% of students in the Lowest 25% made learning gains. Based on this data, there needs to be a particular focus on learning gains with specific attention being given to Students with Disabilities as they are also identified by ESSA as being a subgroup of concern - SWD success rate in ELA was 20%. Almost every Student with Disabilities in included in the lowest quartile which makes this a natural area of focus.
Measurable Outcome:	By the end of the 2021-2022 school year, we will increase the overall percentage of students scoring at or above grade level to 65%, and the percentage of students making learning gains in ELA to 65%. Additionally, we will increase the percentage of students in the lowest quartile making learning gains to 75%.
Monitoring:	We will use i-Ready diagnostic data and growth monitoring data, district benchmark assessments, intervention data, as well as unit assessment data to monitor growth in ELA.
Person responsible for monitoring outcome:	Jennifer Grimes (grimesj@manateeschools.net)
Evidence-based Strategy:	It's necessary to build up our system of how we analyze data, analyze instructional practices and make necessary adjustments that improve student outcomes.
Rationale for Evidence-based Strategy:	After special education and general education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs. Once instruction and other supports are designed and implemented, special and general education teachers have the skills to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features and enhance instructional decision making. Effective teachers retain, reuse and extend practices that improve student learning and adjust or discard those that do not.

Action Steps to Implement

Step 1. We include a dedicated time for ELA intervention in our daily schedule which allows us to provide targeted instruction to our students based on their assessed needs.

Person Responsible	Jennifer Grimes (grimesj@manateeschools.net)

Step 2. Teachers will implement SIPPS as part of reading intervention, to those students meeting the criteria.

Person Responsible	Jennifer Grimes (grimesj@manateeschools.net)

Step 3. Facilitate monthly data meetings focused on ELA data and progress monitoring with an emphasis on bottom quartile growth.

Person Responsible	Jennifer Grimes (grimesj@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.

Comparing our school data with the state discipline data, Palma Sola is below that 1 per 100 student ratio. Our primary discipline infractions are coded as disruptive behavior, and our secondary concern would be attendance and/or tardiness. We will continue to monitor the school culture and environment through (SEL) surveys and administrative classroom walk-throughs.

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.

Parents are an integral part of every school. Palma Sola Elementary is constantly seeking out innovative ways in which we can involve more parents in our school program. Our current opportunities for involving our parents are our School Advisory Council (SAC), Parent Teacher Organization (PTO), and annual events. SAC meetings include school administration updates on our school's climate, personnel, and academics. There is time on the agenda where members are invited to give their opinions and bring up new business for discussion.

Developing students' social and emotional skills is a priority on our school campus as we create a safe and connected school environment. PSE will continue implementation of Character Strong, a whole-school solution for social-emotional learning, discipline, self-regulation, and classroom management. Strategies and structures transform school culture into a haven of cooperation, constructive problem-solving and academic success.

The School Counselor provides both counseling and skills groups to students who are identified as needing additional support. The Student Support Specialist works with students on strategies and social skills that extend beyond the classroom. When a child is not responding to the strategies offered by the classroom teacher, the child may be referred to the MTSS Team. The team is comprised of administration, ESE teachers, school psychologist, school social worker, classroom teacher(s), and school counselor. Other staff may join as necessary.

This team problem-solves using data to identify students' academic, social-emotional, and behavioral strengths and challenges and then makes decisions about instruction, goals, and interventions to assist the

child with success, understanding that the resources may be outside of our school's resources. The team monitors the student's response to these interventions and continues or modifies as needed. The Florida Continuous Improvement Model (Plan. Do. Check. Act) is utilized in the problem-solving process.

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

Principal & Assistant Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Each morning on the school news, children are reminded of the Panther PAWS we follow at Palma Sola Elementary: Practice Self-Control, Act Responsibly, Work Enthusiastically, and Show Kindness and Respect. Examples are given to help our children understand how to put these into practice in their classroom, on the playground, in the cafeteria, and during arrival/dismissal times. Each Friday, students that have demonstrated great character traits throughout the week get a chance to have their name drawn on the morning news. To support teachers, the principal protects teaching time and provides time for collaboration/ planning within their teams. Teachers are recognized on the school news and during faculty meetings to celebrate the role they play in supporting a positive culture and environment. All voices are heard to implement improvements or changes that will make the school a better place for everyone.

School Counselor & Student Support Specialist: Supports a positive culture and environment through the lessons they teach that are unique and different from academic instruction. Through the individual and small group interactions and experiences for students, our students feel safe, welcome, and included. This team provides mental wellness awareness, education, interventions and supports to students, staff, and families. They help students to focus on the positives, use their strengths, practice kindness with themselves and others, apply positive affirmations and practice a growth mindset. The students learn coping strategies through mindfulness, relaxation, distraction, processing, sensory, movement and calming skills.

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

Support Staff: All members of the support staff support promoting a positive culture and environment by greeting children, parents, and visitors to our school in a friendly and helpful manner. This team of individuals help around the school by greeting children in the morning as they enter the school or as they help them out of their cars. Everyone has been trained on making families feel welcome to the school when they are registering or want to take a tour of the buildings. Staff members also support the classroom teachers by helping them with
students that may need a little extra attention or escorting students that arrive late or leave early. Their assistance in the cafeteria at breakfast and/or lunch also creates a warm helpful environment for everyone.

School Guardian: The Palma Sola School Guardian takes great pride in protecting our most precious children. The physical safety of our children is only part of his responsibility, as it is his opinion that our children's mental well-being is also being protected. Every day he is at our school interacting with our children, making sure to display his attention to every child he encounters by giving them a big smile and wishing them a great day! He gives the kids fist-bumps and high-fives and when he sees one of the children upset or not having the best of days, he'll speak with them and try to make their day better. In the morning at arrival, he attempts to interact with as many as the parents that he can. During the day as he interacts with the children throughout our campus and expresses to them the importance of safety and to be kind and

considerate to their teachers, classmates, and other students. With the investment of his attention, our children will do great things in this world!

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**