Palmetto Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Palmetto Elementary School

3000 10TH AVE SE, Naples, FL 34117

https://www.collierschools.com/ple

Demographics

Principal: Katie Sandlin

Start Date for this Principal: 8/25/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: B (61%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Palmetto Elementary School

3000 10TH AVE SE, Naples, FL 34117

https://www.collierschools.com/ple

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	72%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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

Name	Position Title	Job Duties and Responsibilities
		meetings already scheduled on calendar for the remainder of the school year). Works to schedule resource, intervention, and ESE and ELL support for students based on data Works with reading coach and math/science coach to provide content area support, grade level support, individual teacher support Meets with coaches to provide feedback and monitor the effectiveness of coaching support and instructional adjustments Attends all collaborative planning meetings to ensure target task alignment, productivity and student work analysis Positive Culture and Environment Supports district and school wide initiatives: Life Skills, Connect for Success, etc. Coordinates school wide recognition for students and staff promoting student achievement, accomplishments, and effort Communication – Parent and Staff Newsletters, Twitter, Facebook, etc. "Gator Gazette" for families (monthly) and "Palmetto Post" for staff (weekly) Works with PTO and Celebration Action Team to support teacher incentives
Miano, Katie	Math Coach	As the instructional Math/Science Coach, Mrs. Miano supports academic achievement of students by providing support and leadership to teachers in the areas of instructional strategies, data monitoring with school and grade-level analysis, and content-area specific knowledge and pedagogy. The pillar of Standards-based Planning, Instruction, and Learning is her primary focus and is addressed through the following: Facilitates weekly grade level collaborative planning in Math and Science, ensuring instructional practices, targets, and tasks align with the intent and rigor of grade-level standards. Provides professional development in the areas of Math and Science instructional practices in the context of childhood cognitive development as well as evidenced-based strategies aligning with current resources Provides feedback and instructional adjustment suggestions, including remediation and enrichment opportunities and resources, based on non-evaluative classroom observation and student work analysis Supports teachers with a tiered coaching support system including one-on-one coaching cycles Collect and analyze data to glean school-wide, grade level, and classroom performance on math assessments and online resource Support and suggest instructional adjustments based on sub-group data to ensure equitable access to curriculum Mrs. Miano also recognizes the importance of positive culture and environment. Coordinates building and grade-level Math and Science challenges and incentives Coordinates and facilitates recognition for Math and Science performance across the school, grade levels, and classrooms

Name	Position Title	Job Duties and Responsibilities
Lynch, Diane	Reading Coach	As an instructional reading coach, Diane Lynch focuses on maintaining high academic achievement by supporting teachers through planning, coaching, feedback, data monitoring, and making instructional adjustments. To affect standards-based planning, instruction, and learning, she: Coordinates and leads ELA Collaborative Planning for K-5 Assists grade levels in integrating science and social studies standards when working on informational standards Ensures core lessons are grade level standards with target-task alignment Provides professional development in the areas of early literacy, phonological awareness, and phonics instruction Provides feedback and instructional adjustment suggestions based on student work analysis Provides Coaching Support to grade level teachers, and individual teachers as needed Monitors data sets for students in the MTSS process and ESSA Subgroups in the content area of reading Data Sets responsible for monitoring include: iReady diagnostic data, iReady Standards Mastery Data, individual student Fountas and Pinell levels The area of positive culture and environment is addressed by: Coordinates building-wide reading celebration awards and incentives for students to celebrate both reading proficiency and reading gains Coordinates building-wide reading recognition for student performance on iReady weekly lessons, iReady Standards Mastery and district benchmark tests. Provides additional professional development on an as needed basis for staff
Curran, Rebecca	School Counselor	As the school guidance counselor, Mrs. Curran assists with life skill needs of students across grade levels. She meets with small groups, provides classroom guidance/life skill lessons, and positive behavior intervention support. Her responsibilities and contributions include: Facilitates and monitors the school wide PBIS plan Provides professional development on school wide expectations Standards-based Planning, Instruction, and Learning Supports district initiatives for Life Skills Learning Provides classroom guidance lessons based on need Provides small group counseling for students to increase student classroom performance in the areas of executive functioning, trauma informed care, and conflict resolution Assists in coordination of essential services such as health and vision screenings for students Coordinates recognition of building wide Positive Behavior including classroom and individual student awards Promotes positive classroom management and support for teachers Provides support for individual student behavior success plans Works to monitor and adjust interventions for individual students for behavior

Name	Position Title	Job Duties and Responsibilities
Moss, Danielle	Other	As the Media Specialist, Mrs. Moss works collaboratively with the Reading Coach and the Leadership Team to support students' reading goals and the love of reading and literacy in our families. Her roles include the following: Create a love of reading in students Ensure reading is a top priority at PLE and connect reading to success Media Center ordering and budget, providing a diverse collection Instructional teacher and consultant who positively impacts student achievement through the use of innovative resources, collaboration, and best teaching practices Reading Counts SSYRA Morning News BTC Webmaster
Pleskin, Suzanne	Other	As the Exceptional Student Education (ESE) Program Specialist, Mrs. Pleskin's efforts to hold Individual Education Plan (IEP) meetings and ensure compliance of 504s and IEPs contribute to the overall goal of increasing academic performance of all students. Her responsibilities and contributions include: -Provides professional development and tiered teacher support in the areas of ESE support and 504 compliance -Works with school leadership and classroom teachers to ensure continuity of services to students who receive exceptional education services, or have a documented 504 -Works with classroom and resource teachers to plan appropriate accommodations and supports based on IEPs increasing equity of access to grade-level instruction and tasks -Works with teachers to analyze subgroup performance and provide instructional adjustments as necessary to narrow discrepancies in achievement -Works with families to promote a positive transition into pre-k, K-5, or secondary programming -Works in conjunction with teachers to ensure IEPs are developed to meet the needs of students and implemented with fidelity

Demographic Information

Principal start date
Wednesday 8/25/2021, Katie Sandlin

Number of teachers with a 2022 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.*
5

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

564

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	81	88	91	96	85	86	0	0	0	0	0	0	0	527
Attendance below 90 percent	5	24	21	23	16	23	0	0	0	0	0	0	0	112
One or more suspensions	0	4	2	3	2	6	0	0	0	0	0	0	0	17
Course failure in ELA	0	24	11	20	0	4	0	0	0	0	0	0	0	59
Course failure in Math	0	13	19	18	0	5	0	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	16	9	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	16	12	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	26	23	24	26	9	0	0	0	0	0	0	0	108

Using the table above, complete the table below with the number of students by current grade level who have 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	12	8	11	7	11	0	0	0	0	0	0	0	49

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	0	7	0	0	0	0	0	0	0	0	0	11
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 9/11/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	9	4	8	8	9	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	4	7	1	1	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	9	4	8	8	9	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	4	7	1	1	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	58%	64%	56%				60%	60%	57%
ELA Learning Gains	65%						68%	59%	58%
ELA Lowest 25th Percentile	60%						60%	51%	53%
Math Achievement	59%	56%	50%				65%	68%	63%
Math Learning Gains	61%						65%	64%	62%
Math Lowest 25th Percentile	60%						58%	55%	51%
Science Achievement	53%	72%	59%				53%	59%	53%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	61%	-7%	58%	-4%
Cohort Comparison		0%				
04	2022					
	2019	58%	58%	0%	58%	0%
Cohort Comparison		-54%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-58%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	68%	-17%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	71%	65%	6%	64%	7%
Cohort Comparison		-51%				
05	2022					
	2019	66%	67%	-1%	60%	6%
Cohort Comparison		-71%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	48%	56%	-8%	53%	-5%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	42	54	59	43	54	58	28				
ELL	51	72	67	54	70	67	52				
BLK	50	69		50	75		60				
HSP	63	71	65	62	56	52	62				
WHT	55	53	50	60	64	63	40				
FRL	59	68	61	56	60	63	53				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	42	57	55	46	52		40				
ELL	57	60		55	80		47				
BLK	58			74							
HSP	66	68		65	79	60	52				
WHT	49	65		59	63		60				
FRL	58	64	62	64	73	62	56				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	39	68	63	45	55	52	34				
ELL	49	62	61	57	71	65	45				
BLK	67	75		67	42						
HSP	56	66	58	62	66	56	47				
WHT	64	71	60	71	73		62				
FRL	57	67	62	60	63	59	47				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Trends in school-wide data are negative in all graded areas. Decreases range from 1% (ELA proficiency) to 16% (Learning gains in Math). The lowest-performing grade level in SY22 was 5th grade with double-digit losses compared to SY21 in all graded areas except for Science proficiency, which only lost 4% over SY21 falling to 53% proficiency in SY22 from 57% proficiency in SY21.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The most significant loss was in 5th graders making gains in Math. For SY22, 47% of 5th graders made gains in math as measured by the FSA, compared to 77% of 5th graders making gains in Math for FY21: a decrease of 30%. This biggest deficit area is consistent when looking at school-wide trends, with a loss of 16% across all grade levels, with 61% of all students earning learning gains in math in SY22 compared to 77% of students earning Math learning gains in SY21.

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

5th graders tested in SY22 were a historically lower performing group of students. SY21 gains and L25 gains scores were not inclusive of this cohort. Added to these inconsistencies in the metrics was a new team of teachers in the grade level. To counter anticipated losses, we pushed in the most classroom support into the grade level. We need more consistent classroom support in for tiered teacher support as well as ongoing progress monitoring and data tracking at the individual level.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Considering the significant losses of our 5th grade students in all tested areas, the 4% loss in NGSSS Science proficiency represented a great success. The performance of the 4th grade team was also impressive, with gains in ELA and Math proficiency, not only over SY21 scores which were historically low, but also represents an improvement for the cohort.

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

5th grade Science scores can be attributed to strong 4th grade performance. Students' EOY benchmark scores for Science indicated students were well prepared for 5th grade Science standards. Adequate instructional minutes and hands-on lessons aligning student tasks and learning targets.

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

Continued progress monitoring and teacher professional development. Collaborative planning will continue and offer support from building Science Coach.

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.

Teachers and support staff need continued professional learning opportunities on new BEST standards and new district curriculum implementation. Additionally, professional learning opportunities to align instructional strategies with research-based effective strategies and teacher and student efficacy for monitoring data.

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

Develop a cycle of professional development to provide opportunities to all while developing internal capacity for leadership in building initiatives.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Percentage of students scoring proficient on State ELA assessment decreased by 1% in SY22 (58% in SY22 compared to 59% in SY21).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student ELA proficiency as measured by state ELA test in Progress Monitoring Window 3 will increase by 5 percent from 58% (SY22 FSA) to 63%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring assessments in windows 1 & 2 as well as iReady diagnostic assessments and weekly lessons passed will monitor student proficiency on standards.
Person responsible for monitoring outcome:	Katie Sandlin (sandlika@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	If teachers and support staff would provide effective opportunities for student collaboration and accountable talk, student proficiency in ELA would increase.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	An increase of teacher planning for collaborative structures, accountable talk, and student engagement when paired with an increase in student data tracking and creation of lead measures will result in increases in teacher and student self-efficacy and ultimately, an increase in student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative Structures/Cooperative Learning
1 - Teacher professional learning on collaborative structures and engagement.
2 - Plan for engagement and collaborative strategies during collaborative planning.
3 - Monitor classrooms for implementation of engagement and collaborative strategies.
4 - Provide tiered support for teachers based on implementation of collaborative and cooperative strategies.

Person Responsible	Katie Sandlin (sandlika@collierschools.com)

Collaborative planning
1 - Coach to facilitate collaborative ELA planning to continue professional learning about new BEST Standards and implementation of district curriculum and resources. Target/task alignment is a focus as well as student work analysis.
2 - Monitor classrooms for implementation of planning instructional strategies and student tasks aligned with rigor and intent of grade-level standard.
3 - Provide tiered support for teachers demonstrating need for support.

Person Responsible	Diane Lynch (lynchd@collierschools.com)

Effective Multi-tiered systems of support (MTSS)

1 - Consistent ongoing progress monitoring to identify students needing additional tiered support.

2 - Multi-tiered systems of support will provide interventions to support students on specific domains.

3 - Quarterly data analysis to analyze the efficacy of interventions.

Person Responsible   Christy Vaill (vaillc@collierschools.com)

Increased Student/Teacher efficacy through goal-setting

1 - Teacher professional learning on lead measures, targets, data tracking

2 - School-wide implementation, monitoring, and tracking of classroom goals

3 - School-wide implementation of Data Binders to create, monitor, and celebrate individual goals

4 - Ensure celebration of goals

Person Responsible   Katie Sandlin (sandlika@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students scoring proficient in Math in grades 3-5 on SY22 FSA fell 4% from 63% in SY21 to 59%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Sixty-five percent of students in grades 3-5 will score in the "proficient" range as evidenced by the FAST assessment in Progress Monitoring window 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring assessments in windows 1 and 2, quarterly benchmark assessments in Math, and bi-weekly Math probes will provide data for ongoing progress monitoring in Math.
Person responsible for monitoring outcome:	Katie Sandlin (sandlika@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	If teachers and support staff would provide effective opportunities for student collaboration and accountable talk, student proficiency in Math would increase.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	An increase of teacher planning for collaborative structures, accountable talk, and student engagement when paired with an increase in student data tracking and creation of lead measures will result in increases in teacher and student self-efficacy and ultimately, an increase in student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative Structures/Cooperative Learning
1 - Teacher professional learning on collaborative structures and engagement.
2 - Plan for engagement and collaborative strategies during collaborative planning.
3 - Monitor classrooms for implementation of engagement and collaborative strategies.
4 - Provide tiered support for teachers based on implementation of collaborative and cooperative strategies.

Person Responsible	Katie Sandlin (sandlika@collierschools.com)

Collaborative Planning
1 - Coach to facilitate collaborative Math planning to continue professional learning about new BEST Standards and implementation of district curriculum and resources. Target/task alignment is a focus as well as student work analysis.
2 - Monitor classrooms for implementation of planning instructional strategies and student tasks aligned with rigor and intent of grade-level standard.
3 - Provide tiered support for teachers demonstrating need for support.

Person Responsible	Katie Miano (mianok@collierschools.com)

Effective MTSS

1 - Consistent ongoing progress monitoring to identify students needing additional tiered support.

2 - Multi-tiered systems of support will provide interventions to support students on specific domains.

3 - Quarterly data analysis to analyze the efficacy of interventions.

Person Responsible   Christy Vaill (vaillc@collierschools.com)

Increased Student/Teacher efficacy through goal-setting

1 - Teacher professional learning on lead measures, targets, data tracking

2 - School-wide implementation, monitoring, and tracking of classroom goals

3 - School-wide implementation of Data Binders to create, monitor, and celebrate individual goals.

4 - Ensure celebration of goals

Person Responsible   Katie Sandlin (sandlika@collierschools.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The percentage of students scoring proficient on the SY22 NGSSS Science test fell 4% from 57% in SY21 to 53%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	60% of students will be proficient in Science by the end-of-year assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Unit assessments and quarterly benchmark exams
Person responsible for monitoring outcome:	Katie Sandlin (sandlika@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	If teachers and support staff would provide effective opportunities for student collaboration and accountable talk, student proficiency in Science would increase.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	An increase of teacher planning for collaborative structures, accountable talk, and student engagement when paired with an increase in student data tracking and creation of lead measures will result in increases in teacher and student self-efficacy and ultimately, an increase in student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative Structures/Cooperative Learning
1 - Teacher professional learning on collaborative structures and engagement.
2 - Plan for engagement and collaborative strategies during collaborative planning.
3 - Monitor classrooms for implementation of engagement and collaborative strategies.
4 - Provide tiered support for teachers based on implementation of collaborative and cooperative strategies.

Person Responsible	Katie Sandlin (sandlika@collierschools.com)

Collaborative Planning
1 - Coach to facilitate collaborative planning to continue professional learning about NGSSS Standards and implementation of district curriculum and resources. Target/task alignment is a focus as well as student work analysis.
2 - Monitor classrooms for implementation of planning instructional strategies and student tasks aligned with rigor and intent of grade-level standard.
3 - Provide tiered support for teachers demonstrating need for support.

Person Responsible	Katie Miano (mianok@collierschools.com)

Increased Student/Teacher efficacy through goal-setting
1 - Teacher professional learning on lead measures, targets, data tracking
2 - School-wide implementation, monitoring, and tracking of classroom goals
3 - School-wide implementation of Data Binders to create, monitor, and celebrate individual goals.
4 - Ensure celebration of goals

Person Responsible   Katie Sandlin (sandlika@collierschools.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Evidenced-based instruction provided by teachers with fidelity with a focus on phonological awareness including manipulation of sounds and sound/symbol relationship will increase percent of proficient readers who are able to fluently decode words in continuous text, paramount for reading comprehension. A focus on goal creation, monitoring, and score boarding will ensure student efficacy in the process.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Evidenced-based interventions/instruction provided correctly by teachers with fidelity (LLI / Reading Horizons, etc.) will increase the percentage of intermediate students able to fluently decode words in continuous text, currently a barrier to comprehension. A focus on goal creation, monitoring, and score boarding will ensure student efficacy in the process.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By Progress Monitoring Window 3, 65% of students in grades KG-2nd will be a proficient reader as measured by STAR Early Literacy (KG-1), STAR Reading (2nd), and/or iReady diagnostic.

Grades 3-5: Measureable Outcome(s)

By Progress Monitoring Window 3, 65% of students in grades 3-5 will be proficient readers as measured by the FAST assessment and iReady Diagnostic.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Student test data will be analyzed after each of the three progress monitoring windows and evaluated for needed adjustments. Additionally, monthly grade-level meetings will determine students needing extra support as evidenced by classroom observation and performance on module assessments. Multi-tiered systems of support will monitor tiered student progress in interventions. Quarterly data chats will evaluate efficacy of student interventions.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Sandlin, Katie, sandlika@collierschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Comprehensive instruction provided by teachers with fidelity with a focus on phonological awareness including manipulation of sounds and sound/symbol relationship in grades K-2, and interventions correctly provided on the correct domain for grades 3-5 will increase percent of proficient readers who are able to fluently decode words in continuous text, paramount for reading comprehension. A focus on goal creation, monitoring, and score boarding will ensure student efficacy in the process.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

If quality tier 1 phonics instruction were provided by teachers with fidelity including manipulation of sounds and sound/symbol relationship, student would develop into more proficient readers. If quality tier 1 phonics instruction is lacking in primary grades, targeted interventions implemented with fidelity can correct missing skills.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Quality Tier-1 phonics instruction 1 - Professional learning provided for K-2 teachers on quality tier 1 phonics instruction including manipulation of sounds and sound/symbol relationship 2 - Teachers observe colleagues with strong phonics instruction 3 - Tiered support for teachers in phonics instruction 4 - phonics instruction addressed in collaborative planning	Lynch, Diane, lynchd@collierschools.com
Quality interventions provided with fidelity 1 - Train resource teachers on proper implementation of interventions 2 - quarterly data chats to monitor efficacy of interventions 3 - instructional adjustments based on student outcomes	Lynch, Diane, lynchd@collierschools.com
Ongoing Progress monitoring 1 - Students with significant reading deficits identified for participation in small-group intervention. 2 - Students will meet with resource teacher in small groups for extra support on selected skills. 3 - Student data are monitored and compared to grade level data to gauge efficacy of intervention and make instructional adjustments as necessary. 4 - A focus on goal creation, monitoring, and score boarding will ensure student efficacy in the process.	Vaill, Christy, vaillc@collierschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Palmetto Elementary builds a positive school culture and environment through a variety of district and school-led initiatives.

All members of our staff, including leadership team, teachers, and non-instructional employees are included in all aspects of the building, and receive the same information to keep everyone up to date. Weekly staff newsletters are communicated in the form of a "Palmetto Post" newsletter, and monthly family communication of the "Gator Gazette." Surveys are sent out frequently to all stakeholders to gather feedback to take action steps to improve the school.

Parent engagement activities and nights are held frequently including: Meet the Teacher, Curriculum Night and Annual Title 1 Meeting, SAC and PTO meetings, Science, Math, and Literacy Nights, and many other activities on campus. Multi-Tiered System of Supports (MTSS) procedures and protocols are in place, so

that all students are receiving targeted interventions necessary to be successful.

We hold monthly Positive Behavior Intervention Support (PBIS) "Gator of the Month" celebrations. PBIS ensures a proactive approach to managing student behavior by building value in behaviors and actions the school community deems desirable. PBIS offers rewards for students achieving behavior goals and strategies including reteaching for students needing additional interventions to achieve their behavior goals.

We also hold many other academic events, including Reading Counts rewards, and ELA, Math, and Science celebrations.

Staff members participate in various Professional Development opportunities, including Kagan Cooperative Learning and Leader in Me. We believe the implementation of these programs will positively impact our school culture and environment.

Palmetto also welcomes many interns into the classrooms and pairs them with Clinical Education certified teachers. We are always working hard to show our appreciation to our staff members in the form of "Staff Member of the Month" recognition, and Thank You Notes and treats paired with positive praise. Students are accountable for tracking their learning and goals in their Gator Goals data binders, and we celebrate school-wide "Wildly Important Goals" (WIGs)!

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

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

Last but not least, we continue to implement Life Skills for all students through the implementation of Collier County's Connect for Success program. Connect for Success builds classroom and school communities, teaching individual and classroom goal setting, developing student leadership skills, and empowering students through a variety of "Life Skills" District-provided lessons are taught twice per week.

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

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

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

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

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

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