Manatee County Public Schools

Palmetto Elementary School

2022-23 Schoolwide Improvement Plan

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Palmetto Elementary School

1540 10TH ST W, Palmetto, FL 34221

https://www.manateeschools.net/palmettoel

Demographics

Principal: Billie Jo Tyne Fintel

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: C (52%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Palmetto Elementary School

1540 10TH ST W, Palmetto, FL 34221

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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	80%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Palmetto Elementary School, we are committed to providing educational excellence for every student, every day.

Provide the school's vision statement.

To ensure the needs of all students are met in a safe, child-centered environment, which serves as the foundation for academic excellence, inspires creativity, and prepares students to be responsible citizens and lifelong learners.

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

Name	Position Title	Job Duties and Responsibilities
		possible levels and assumes responsibility for the school's operation. Mrs. Ebbesmeyer assists in developing, implementing, and evaluating instructional programs and activities at Palmetto Elementary School. She also coordinates the selection and acquisition of instructional materials and equipment. Mrs. Ebbesmeyer serves as a member of the Instructional Leadership Team and plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Surette, Kathleen	School Counselor	Ms. Surette is one of two School Counselors at Palmetto Elementary School (PES). As a school counselor, Ms. Surette is an educator uniquely trained in child development, learning strategies, self-management, and social skills, who understands and promotes success for today's diverse students. Ms. Surette provides education, prevention, and intervention activities, which are integrated into all aspects of children's lives. She plays an integral role in the total educational program at PES. Ms. Surette provides a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/ family members in the delivery of programs and activities to help students achieve success. She also collaborates with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for high academic achievement. Ms. Surette is also the Intensive Support Team Chair and serves as a member of the Instructional Leadership Team. She plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Natale, Cheyanne	School Counselor	Ms. Natale is one of two School Counselors at Palmetto Elementary School (PES). As a school counselor, Ms. Natale is uniquely trained in child development, learning strategies, self-management, and social skills, who understands and promotes success for today's diverse students. Ms. Natale provides education, prevention, and intervention activities, which are integrated into all aspects of children's lives. She plays an integral role in the total educational program at PES. Ms. Natale provides a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/ family members in the delivery of programs and activities to help students achieve success. She also collaborates with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for high academic achievement. Ms. Natale also serves as a member of the Instructional Leadership Team and plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.

Name	Position Title	Job Duties and Responsibilities
Weicht, Aaron	Dean	Dr. Weicht takes an active role in the development of guidelines for proper student conduct, disciplinary policies, and procedures that ensure a safe and orderly environment. He serves as the Positive Behavioral Interventions and Supports (PBIS) Coordinator. He designs short-and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents and community agencies. Dr. Weicht collects, reviews, and analyzes discipline data. He implements strategies with parents, students, and teachers to facilitate student behavior change. He uses relevant student information (i.e., Individual Education Plans, Behavior Intervention Plans, etc.) as an integral part of recommendations for disciplinary action. Dr. Weicht provides guidance to and instruction for teachers in the implementation of discipline policies, school safety, and provides training as needed. He also serves as a mentor teacher for new teachers at Palmetto Elementary School. Dr. Weicht is a member of the Instructional Leadership Team and serves an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Dowd, Jenna	Instructional Coach	Mrs. Dowd serves as the Instructional Coach at Palmetto Elementary School (PES). This position is funded at PES through Title I, Part A, Federal Education Program, which provides local educational agencies (LEA) resources that help children gain a high-quality education and the skills to master the Florida Standards. In this position, Mrs. Dowd works with students, teachers, and school administrators, fulfilling several roles. She works with educators to identify issues with students or curriculum, set goals, and solve problems. Mrs. Dowd collaborates with educators and school administrators to develop curriculum and lesson plans. She leads and/or participates in study groups alongside staff. She supports teachers with conducting student assessments and analyzing student work. Mrs. Dowd designs and leads professional development presentations across the school community. She models lessons to help educators learn. Mrs. Dowd serves as a member of the Instructional Leadership Team and plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Steininger, Jane	Attendance/ Social Work	Mrs. Steininger serves as the Graduation Enhancement Technician (GET) at Palmetto Elementary School (PES). This position is funded at PES through Title I, Part A, Federal Education Program which provides local educational agencies (LEA) resources that help children gain a high-quality education and the skills to master the Florida Standards. In this position, Mrs. Steininger develops and utilizes early warning systems to identify students who are most at risk due to absenteeism, lack of health/personal care, homelessness, and limited parent involvement. She collaborates with school social workers, school counselors, teachers, school leaders, and parents/guardians to develop systemic strategies to identify and support students who are frequently absent within our most at-risk populations. Mrs. Steininger serves as a member of the Instructional Leadership Team

Name	Position Title	Job Duties and Responsibilities
		and plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Monestime, Alana	SAC Member	Mrs. Monestime acts as a School Advisory Council member according to established procedures by making suggestions and recommendations representative of the views of parents, citizens, and community organizations of the school community. She participates regularly in School Advisory Council meetings and is knowledgeable about personnel and material resources within the school and community and the school's education program. She assists in obtaining community resources to aid in the school's education program and serves as a communication link between the School Advisory Council, the community, and the school. Mrs. Monestime also participates in activities aimed at obtaining parent and community support and assistance for school related programs.
Nickerson, Susan	Teacher, K-12	The fundamental purpose of our school is to continuously increase learning for all students. To accomplish this goal, Mrs. Nickerson serves as a member of the Guiding Coalition. Members of the Guiding Coalition work directly with administration to oversee the school's improvement effort and ensure the conditions are in place that lead to higher levels of learning for both students and staff. Mrs. Nickerson guides and supports the faculty and staff to embrace that all students need to learn at high levels (grade level or higher). She learns and then shares with faculty and staff research-based best practices that align with continuously increasing learning for all students. As a member of the Guiding Coalition, she also consistently fosters a school culture in which the faculty and staff passionately strive to increase learning for all students by analyzing data.

Demographic Information

Principal start date
Wednesday 7/1/2020, Billie Jo Tyne Fintel

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.*
3

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.*
15

Total number of teacher positions allocated to the school
43

Total number of students enrolled at the school
567

Identify the number of instructional staff who left the school during the 2021-22 school year.
12

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

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	73	72	80	107	86	95	0	0	0	0	0	0	0	513
Attendance below 90 percent	16	22	25	22	35	19	0	0	0	0	0	0	0	139
One or more suspensions	0	1	0	7	7	7	0	0	0	0	0	0	0	22
Course failure in ELA	0	20	21	52	25	25	0	0	0	0	0	0	0	143
Course failure in Math	0	22	42	50	22	35	0	0	0	0	0	0	0	171
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	21	24	36	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	21	35	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	0	20	21	52	25	25	0	0	0	0	0	0	0	143
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	27	56	31	33	0	0	0	0	0	0	0	148

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	0	0	21	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Thursday 9/8/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	15	22	22	57	33	57	0	0	0	0	0	0	0	206

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	15	22	22	57	33	57	0	0	0	0	0	0	0	206

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	36%	55%	56%				38%	52%	57%
ELA Learning Gains	55%						54%	57%	58%
ELA Lowest 25th Percentile	54%						49%	55%	53%
Math Achievement	51%	50%	50%				51%	63%	63%
Math Learning Gains	64%						72%	68%	62%
Math Lowest 25th Percentile	52%						61%	53%	51%
Science Achievement	46%	65%	59%				38%	48%	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	36%	51%	-15%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	31%	56%	-25%	58%	-27%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-36%				
05	2022					
	2019	40%	52%	-12%	56%	-16%
Cohort Comparison		-31%				

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	42%	60%	-18%	62%	-20%
Cohort Comparison		0%				
04	2022					
	2019	43%	65%	-22%	64%	-21%
Cohort Comparison		-42%				
05	2022					
	2019	62%	60%	2%	60%	2%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	48%	-10%	53%	-15%
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	13	35	30	22	45	31	26				
ELL	24	61	70	46	65	60	34				
BLK	20	38	31	36	54	43	18				
HSP	35	59	68	53	67	58	40				
MUL	56	58		67	75						
WHT	50	65		58	63						
FRL	33	53	53	51	66	51	42				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	30	41	26	55	47	25				
ELL	26	52	45	49	72	60	33				
BLK	30	50		45	67		58				
HSP	31	51	48	52	72	54	39				
MUL	67			65							
WHT	44	47		69	72		47				
FRL	32	46	42	53	70	52	39				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	35	37	18	62	59	10				
ELL	29	48	55	43	75	66	25				
BLK	37	50		55	78	73	41				
HSP	31	48	55	45	76	67	35				
MUL	55			55							
WHT	56	71	55	64	60	20	44				
FRL	35	52	48	47	71	56	31				

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)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	52
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	59
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	50
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?

Student performance in math continues to be a strength.

English Language Arts (ELA) Achievement data demonstrates the need for significant improvement in students' ability to decode and comprehend grade-level text. Overtime, the number of students demonstrating an ELA learning gain and the ELA learning gains for the lowest performing 25% of students have been gradually increasing. On the 2022 ELA FSA, the number of students demonstrating a learning gain increased by 5 percent and the number of students performing in the lowest 25% demonstrated an increase of 11 percent.

The number of students within the subgroup, Students with Disabilities (SWD), increased their performance in ELA Achievement by 4 percent and learning gains in ELA increased by 5 percent. Although SWD demonstrated growth in ELA, there is still a significant need for improvement in their ability to decode and comprehend grade-level text.

The Federal Index for the African American subgroup fell below 41% on the 2022 state assessments. The ELA Achievement data for this subgroup demonstrates the need for significant improvement in students' ability to decode and comprehend grade-level text. Math Achievement data also demonstrates the need for significant improvement in students' ability to apply number sense.

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

Based on progress monitoring data and 2022 state assessments, ELA data components demonstrate the greatest need for improvement across all subgroups. ELA, Math, and Science Achievement are also data components in which Students with Disabilities and the African American subgroup demonstrated a significant need for improvement.

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

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

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

Although, ELA Achievement data demonstrates the need for significant improvement in students' ability to decode and comprehend grade-level text collectively. The number of students demonstrating an ELA learning gain and the ELA learning gains for the lowest performing 25% of students have been increasing. On the 2022 ELA FSA, the number of students collectively demonstrating a learning gain increased by 5 percent and the number of students performing in the lowest 25% demonstrated an increase of 11 percent.

Reading performance for the English Language Learners (ELL) and Hispanic subgroups demonstrated the most improvement on the 2022 ELA FSA.
* The number of students in the ELL subgroup who demonstrated a learning gain increased by 9 percent and the number of students in the ELL subgroup performing in the lowest 25% demonstrated an increase of 25 percent. On the 2022 ELA FSA, 61% of students in the ELL subgroup demonstrated a learning gain and 70% of students in the ELL subgroup performing in the lowest 25% demonstrated a learning gain.
* The number of students in the Hispanic subgroup who demonstrated a learning gain increased by 8 percent and the number of students in the Hispanic subgroup performing in the lowest 25% demonstrated an increase of 20 percent. On the 2022 ELA FSA, 59% of students in the Hispanic subgroup demonstrated a learning gain and 68% of students in the Hispanic subgroup performing in the lowest 25% demonstrated a learning gain.

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

The improvement is a result of the collective efforts of the Instructional Leadership Team (ILT) and Teacher Collaborative Teams (TCT). The ILT monitored student progress and used student data to inform professional learning sessions, collaborative planning, and coaching supports.

The master schedule included an extra hour for reading intervention and enrichment for all students. Students were grouped by need and shared among teachers and support staff. Structures were established to ensure timely, targeted, systematic interventions were provided to students who demonstrated a need.

Students who had difficulty decoding grade-level texts were provided intensive small-group interventions through Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). SIPPS' systematic scope and sequence and structured literacy approach utilized explicit instruction to teach decoding skills including phonology, sound-symbol association, syllable types, morphology, syntax, and semantics. Students who received interventions through SIPPS developed word-recognition strategies and skills that enabled them to become independent confident readers and writers.

Students who were able to decode words effectively but demonstrated difficulty comprehending grade-level text, were provided intensive, small group intervention through Leveled Literacy Intervention (LLI). The systematic, explicit instruction provided through LLI engaged students in a "close reading" daily. Explicit instruction and close reading for a targeted purpose, provided opportunities for students to apply comprehension strategies (i.e. summarize, infer, synthesize information, make predictions, analyze literary elements, and critique texts). In addition, teachers provided explicit instruction in recognizing and using genre characteristics and text structure. Every other day, students used writing to support and extend their comprehension.

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

To accelerate learning, staff must work collaboratively in a collective effort to meet the needs of each student. Staff must be organized into meaningful collaborative teams and work interdependently to achieve common goals for which they are mutually accountable. Regular time for professional learning and collaboration must be embedded into the school's routine practices and supported through the Title I budget.

Collaborative planning time will focus on the effective implementation of the B.E.S.T. Standards as well as the effective use of new instructional materials. The Instructional Leadership Team and Teacher Collaborative Teams will use data to plan and facilitate professional learning sessions and provide ongoing feedback and coaching to support the staff and student learning.

In addition to an effective core instructional program, we must develop a system for successfully responding when students do not learn. Structures must remain in place to ensure timely, targeted, systematic interventions are provided to all students who demonstrate the need. Systematic interventions must be implemented as soon as a student demonstrates a need and students must be provided the additional time and support needed to learn at high levels.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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

We will use Title I funds to partner with Solution Tree. The partnership will provide staff with opportunities to engage in professional development focused on the professional learning community (PLC) process. Professional development will be designed to ensure collaborative teams:
* Understand the work of collaborative teams.
* Develop collective commitments.
* Establish steps for a guaranteed and viable curriculum.
* Determine short- and long-term SMART goals.
* Acquire a toolkit of templates, organizers, and planning tools to take back to your school or district.
* Ensure your singletons are vital members of teams.
* Learn to take collective responsibility for student learning, rather than working in isolation.
* Explore ways to monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
* Determine collective best practices for providing intervention/enrichment to students.

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

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

The Instructional Leadership Team (ILT) will continue to monitor progress and state assessment results to ensure improvement. Strategies that lead to increased achievement will be sustained through school-wide systems and structures for professional learning and school improvement planning. The ILT and Literacy Leadership Team (LLT) will participate in and implement professional development provided by the State Regional Literacy Directors to improve early literacy instruction.

Staff will also partner with Solution Tree to increase the effectiveness of Professional Learning Communities (PLCs). Through the PLC process, staff will continue to examine problems of practice and work collaboratively to overcome barriers and increase student achievement. Professional learning efforts will focus research and evidence-based strategies aligned with district initiatives (e.g., explicit vocabulary instruction, summarizing, and writing across content areas).

ILT will continue to coordinate efforts with the district curriculum team, Title I department, exceptional student education department, and Florida Inclusion Network; ensuring new staff members receive initial training and experienced staff members receive next level trainings and supports.

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

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#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students with disabilities was an under-performing subgroup on state assessments and progress monitoring assessments. School improvement efforts will focus on providing access and quality inclusive education at all levels for children with special needs in education. A high quality of inclusive education leads to enhanced learning and the participation of all students with special educational needs in all aspects and areas of society at large.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, the Federal Index for Students with Disabilities will be 50% as measured by state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The following district and state assessments will be used to monitor the growth of our students with disabilities throughout the school year. * K–Grade 2* FAST Star Assessments: Early Literacy, Reading & Mathematics * Grades 3–10 FAST ELA Reading & Grades 3–8 FAST Mathematics * Grade 5 Statewide Science Assessment * District Benchmark Assessments
Person responsible for monitoring outcome:	Billie-Jo Tyne Fintel (tynebj@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will support and improve the quality of inclusive education by strengthening school policies, culture, and practices. Collaborative structures will be implemented to ensure that teachers and specialists have the time and space to work together to support students. Recurring general and special education teacher and service provider meetings will be scheduled. Students with disabilities will be educated in content-rich, general education settings to the greatest extent possible. We will ensure that all teachers and staff are trained and receive the necessary support to perform in inclusive learning environments, through collaboration, interaction, and problem solving. Currently, students with disabilities (SWD) are performing below the Federal Index at PES. In order to improve the achievement of students with disabilities, children with special educational needs will be included in the developmental/educational activities alongside their peers with mechanisms to improve access and equity.
Rationale for Evidence-	Inclusive scheduling is a team process that was used to develop a school-wide master schedule that includes support for students in inclusive classrooms and other general

based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

education settings. Inclusive scheduling involves the scheduling team's development of a master schedule driven by the following:
* Increased time in the least restrictive environment (LRE) for SWD,
* Level and intensity of support for students to be successful in the LRE,
* Consideration of instructional supports for students without disabilities,
* In-class exceptional student education (ESE) service delivery models,
* Expectations that all students will make adequate yearly progress, based on the general education standards and curriculum, and
* Ongoing, collaborative planning time among education professionals.

Action Steps to Implement
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.

Step 1: Inclusive Scheduling
The Florida Inclusion Network, administration, exceptional education staff, and instructional leadership team members developed a master schedule that facilitates an inclusive delivery model.

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

Step 2: Professional Learning
Administration and the Florida Inclusion Network established a framework for professional learning and will provide ongoing, job-embedded support to ensure collaborating teachers:
* Become more skilled in teaching all students.
* Learn to share responsibilities for educating all students.
* Develop more satisfying and collegial professional relationships.

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

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

Step 3: Monitoring
Administration will monitor and evaluate the inclusive education delivery model to ensure that students are achieving at high levels and segregation is not happening either formally or informally.

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

Step 4: Act and Assess
* Administration and Florida Inclusion Network facilitators will conduct repeated classroom visits/ observation and provide ongoing feedback.
* Maintain ongoing, specific PD, technical assistance, and follow-up for collaborating teachers and administration.
* Engage in ongoing data collection, data analysis, evaluation, and progress monitoring.

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Professional Learning Communities (PLC) provide an opportunity for teachers to come together to consult with colleagues and deepen skills with the goal of improving student achievement. The "big ideas" that represent the core principles of a PLC are: Big Idea #1: Ensuring That Students Learn Big Idea #2: A Culture of Collaboration * Collaborating for School Improvement * Removing Barriers to Success Big Idea #3: A Focus on Results School data, grade level data, and subgroup data indicate the majority of students are not meeting grade level expectations. The implementation of systematic and school-wide structures and processes are necessary to improve student performance. Each team will select learning goals for their team's PLC that complement the school's comprehensive instructional improvement goals for the year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 52% of the students will score on-grade level or higher in ELA as measured by Florida Assessment of Student Thinking.. By June 2023, 59% of students will score on-grade level or higher in Math as measured by Florida Assessment of Student Thinking. By June 2023, 53% of students will score on grade level on the Grade 5 Statewide Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will engage in a PLC designed to strengthen professional practice and improve student learning. The PLC model is built on the foundational belief that the core mission of formal education is to ensure that students learn (not simply that they are taught). Richard DuFour's research demonstrates how this shift from a focus on teaching to a focus on learning has a profound implication on student learning.
Person responsible for monitoring outcome:	Billie-Jo Tyne Fintel (tynebj@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Team members will review student performance data (school wide, grade level, and subgroups), their own performance, areas of current problems, instructional strategies, and techniques needing improvement. Then, together, they will identify instructional improvement goals. Teams will then follow a common growth model: Investigate best practices to increase student achievement; study, learn, and train together (relying on one another's expertise, instructional coaches, trained consultants, and video examples); begin using new practices in the classroom; and come together frequently to discuss and dissect piloted practices. Working together to improve student achievement through a PLC will be the routine

work of everyone in the school. Each team will participate in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The PLC model requires school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold themselves accountable for closing the achievement gap. This process is grounded in a cycle of continual improvement. Professional learning is more effective when it is rooted in issues related to student learning that have been identified by participants and when application of new learning is supported onsite. Effective professional learning also increases teachers' influence and their power to make decisions on important issues related to school improvement and professional learning.

Action Steps to Implement
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.

Step 1: Organize for Collaborative Work.

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

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

Step 2: Build Assessment Literacy.

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

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

Step 3: Data Overview.

A priority question will be developed that members are committed to exploring. The ILT will conduct a thorough analysis of recent data pertaining to a focus area aligned with the district strategic plan and find patterns that are important for the entire faculty to explore in order to increase student achievement. The data will be organized and presented to the staff. School leaders will engage teachers in making sense of the data and identifying a specific question they want to structure the team's deliberate practice around.

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

Step 4: Dig into Student Data.

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

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

Step 5: Examine Instruction.

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

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

Step 6: Develop an Action Plan.

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

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

Step 7: Acting and Assessing.

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

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

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

#3. 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.	A review of the Florida Standards Assessment data and progress monitoring assessment data reveals that less than fifty percent of students in grades 2 - 5 are meeting grade level expectations in ELA. An evidence-based model of integrated instruction and intervention will be delivered to students in varying intensities (multiple tiers) based on student need. Need-driven decision-making will ensure that resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 50% of the students will score a level 3 or higher (on-grade level mastery) on the FAST ELA Reading Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The following district and state assessments will be used to monitor the reading growth of our students throughout the school year. * K–Grade 2* FAST Star Assessments: Early Literacy, Reading & Mathematics * Grades 3–10 FAST ELA Reading & Grades 3–8 FAST Mathematics * District Benchmark Assessments
Person responsible for monitoring outcome:	Billie-Jo Tyne Fintel (tynebj@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Multi-Tiered System of Supports (MTSS) will be implemented with fidelity to ensure an effective learning environment for all students. MTSS-A focuses on academics and MTSS-B focuses on behavior, life skills, and attendance. MTSS ensures successful educational outcomes for all students by using a data-based problem solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior and life skills instruction. The master schedule includes an additional hour dedicated to ELA instruction, intervention, and enrichment for all students. Students will be grouped based on need during this enrichment/ intervention block and evidenced-based instructional materials will be utilized to implement the Decision-Trees from the Comprehensive Evidenced-based Reading Plan.
Rationale for Evidence-based Strategy:	MTSS is an educational framework designed to ensure successful educational outcomes for all students. Research and literature indicate that a number of critical elements are associated with an MTSS that yields positive outcomes for students. These elements can be grouped or categorized into six domains: Multiple Tiers of

Explain the rationale for selecting this specific strategy.	Support, the Problem-Solving Process, Data/Evaluation, Leadership, Capacity Building/ Infrastructure and Communication and Collaboration. Providing evidence-based instruction, intervention, and support matched to the diverse needs of all students is paramount to improving the ELA achievement of students at PES.
Describe the resources/ criteria used for selecting this strategy.	Students require various levels of tiered instruction and intervention to reach grade level expectations. Thus, an iterative process based on examining data, identifying potential strategies, and assessing progress will be used to determine supplemental and intensive supports; ensuring all students have fluid access to instruction and supports of varying intensity levels.

Action Steps to Implement

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.

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

The SAM, a building-level needs assessment, is completed by the instructional leadership team (ILT) members annually. ILT members rate the school's implementation of the critical elements of a multi-tiered system of supports. Data from the SAM will be used to identify strengths as well as areas of needed improvement.

School data will be used to inform next steps in ensuring an effective MTSS at PES.

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

Step 2: Professional Development

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

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

Step 3: Data-Based Problem Solving

Data and decision rules will be used to determine effectiveness of the Universal (Tier 1) program, identify students in need of interventions and evaluate progress to determine next steps. Integrated data based problem solving for student academic, behavior and life skills outcomes will occur across content areas, grade levels and tiers. Across tiers, data will be used to identify the difference between expected outcomes and current student performance relative to academic, behavior, attendance, and life skills. At all levels and in all settings, the problem-solving process will incorporate four steps in a cyclical, recurring model to address prevention, early intervention, and intensive intervention:
1. Goal Identification (Problem Identification): What do we want students to know and be able to do?
2. Problem Analysis: Why is the problem occurring?
3. Instructional/ Intervention Design: What are we going to do?
4. Response to Instruction/Intervention: Is it working?

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

Step 4: Monitor Implementation Fidelity

Teacher Collaborative Teams (TCT) will examine both core and supplemental data to design and

implement instruction based on group or individual student needs. TCTs will regularly evaluate instructional practices to determine effectiveness of student response to instruction, intervention, and supports.

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

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

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

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

English Language Arts (ELA) Achievement data demonstrates the need for significant improvement in students' ability to decode and comprehend grade-level text. ELA Achievement data for students in grades K - 3 indicates the majority of students tend to be one or more years below grade level in their ability to decode and comprehend grade-level text. In order to address this need for improvement, a systematic approach to teaching grade-level foundational skills needs to be implemented in grades K - 2 without minimizing the role of vocabulary and comprehension in these early grades.

Students will receive explicit and systematic instruction in decoding. They will also be provided ample time to read and be read to so their knowledge, vocabulary, and love of reading builds. Students must develop a wide range of knowledge about the world. This knowledge is essential to their growth as readers and thinkers. Teachers will implement evidence-based knowledge-building practices that

increase comprehension of the current text and build students' knowledge base to increase comprehension in the future.

In coordination with the State Regional Literacy Directors (SRLDs), the Instructional Leadership Team (ILT) and Literacy Leadership Team (LLT) will ensure teachers have access to research results and are given the tools that allow them to actualize this research with their students. Instructional time in classrooms will be supportive of the developmental process of reading on a continuum of learning—with more time devoted to decoding in the early grades and more time devoted to comprehension in the upper grades. That said, comprehension instruction will remain a necessary focus in our early grades.

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

English Language Arts (ELA) Achievement data demonstrates the need for significant improvement in students' ability to decode and comprehend grade-level text. The need for improvement in ELA Achievement is directly tied to a trend across grades K - 3 in which the majority of students tend to be one or more years below grade level in their ability to decode and comprehend grade-level text. In order to address this need for improvement, students need differentiated, explicit, and systematic decoding instruction that is connected to text.

Students will be provided explicit phonics instruction on a continuum of foundational skills (the simple alphabetic phase, the spelling-pattern phase, and the more sophisticated polysyllabic and morphemic phase). The intensity of phonics instruction will be matched to student's needs and delivered through differentiated small groups. As with explicit and systematic phonics instruction, the role of knowledge in comprehension is also critical. Without a body of knowledge, it is much more difficult for students to make sense of text. In addition, the knowledge one has supports learning and retaining new knowledge.

To increase student's knowledge, vocabulary, and confidence reading, students will be read to and provided ample time to read grade-level text. Knowledge is essential to student's growth as readers and thinkers so they must develop a wide range of knowledge. Thus, teachers will implement evidence-based knowledge-building practices that increase comprehension of the current text while building students' knowledge base to increase their comprehension in the future.

Students in grades 3-5 will receive direct and explicit instruction on the ELA B.E.S.T. Standards and be provided additional opportunities for targeted small group intervention and enrichment. Explicit vocabulary instruction, summarizing, and writing across content areas are high impact strategies teachers will implement in an effort to improve student literacy achievement and close achievement gaps.

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 June 2023, 50% of the students in grades K - 2 will demonstrate on-grade level mastery of the B.E.S.T. Standards for ELA on the FAST ELA Reading Assessment.

Grades 3-5: Measureable Outcome(s)

By June 2023, 52% of the students in grades 3 - 5 will demonstrate on-grade level mastery of the B.E.S.T. Standards for ELA on the FAST ELA Reading Assessment.

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.

During instructional rounds, walk throughs, and lesson plan checks, the ILT will monitor the RAISE Area of Focus using "Look-fors" derived from evidence-based practices/ programs.

To monitor progress throughout the year, common assessments developed through the PLC process will be used in addition to the following district and state assessments:
* K–Grade 2* FAST Star Assessments: Early Literacy, Reading & Mathematics
* Grades 3–10 FAST ELA Reading & Grades 3–8 FAST Mathematics
* District Benchmark Assessments

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

Tyne Fintel, Billie-Jo , tynebj@manateeschools.net

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?

Staff members are intentionally organized into meaningful teams. Regular time for professional learning and collaboration are embedded into the school's routine practices and supported through the Title I budget. The ILT and SRLDs will support teams in establishing common goals aligned with the district's strategic plan, our school improvement goals, and seek to improve student literacy achievement.

Collaborative planning time will focus on the effective implementation of the B.E.S.T. Standards as well as the effective use of new instructional materials. In addition to an effective core instructional program, we must develop a system for successfully responding when students do not learn. Structures must remain in place to ensure timely, targeted, systematic interventions are provided to all students who demonstrate the need. Systematic interventions will be implemented as soon as a student demonstrates a need, so all students receive the additional time and support needed to learn at high levels.

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?

The purpose of monitoring and implementing responsive instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. By consistently monitoring student progress toward grade level mastery, there is a more significant opportunity to improve student growth in reading and writing.

SRLDs serve in a regional capacity focused on improving implementation of reading assessments, evidence-based practices/curriculum, instruction and intervention as delineated in the district's K-12 Comprehensive
Evidence-based Reading Plan and the ELA Focus Area of the school improvement plan.

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
In coordination with the SRLDs, we will develop a professional learning plan that will build the capacity of school-level literacy leadership team.	Tyne Fintel, Billie-Jo , tynebj@manateeschools.net
In coordination with the SRLDs, establish priorities for staff professional learning, develop a timeline for training and support on the science of reading and evidence-based literacy practices and programs pursuant to s. 1001.215(8), F.S.	Tyne Fintel, Billie-Jo , tynebj@manateeschools.net
In coordination with the SRLDs, develop a progress monitoring plan to evaluate the implementation of science of reading and evidence-based literacy practices and programs.	Tyne Fintel, Billie-Jo , tynebj@manateeschools.net
In coordination with the SRLDs, ILT, and LLT, evaluate the effectiveness of the school's multi-tiered system of supports (as well as specific interventions).	Tyne Fintel, Billie-Jo , tynebj@manateeschools.net

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.

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

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

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

In the 21-22 Title I Staff Survey, faculty members expressed their desire to continue being provided opportunities to come together as a school to problem solve and make decisions related to school improvement efforts. Teachers also reported an increase in opportunities to collaborate and participate in meaningful, job embedded professional development. Many teachers expressed their desire to engage in the development of common assessments with their team members. Staff survey results continue to indicate a desire to have parents involved in developing programs that improve student achievement.

Based on these survey results and feedback from parents and staff during SAC and staff meetings, Palmetto Elementary School's 2022 – 2023 Parent and Family Engagement initiatives will be focused on establishing a partnership orientation, in which student achievement and school improvement are seen as a shared responsibility between home and school, which lead to increased student achievement.

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

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

Family engagement activities will align with school improvement goals and connect families with the teaching and learning goals for students. Building respectful and trusting relationships between home and school is a focus of the 2022 – 2023 Palmetto Elementary School Parent and Family Engagement Policy.

Parent and teacher conferences, capacity building workshops, and volunteer opportunities will be designed to support all stakeholders in partnering with one another and in developing the capacity to share the responsibility for improving student achievement and school performance. Parent meetings and workshops are held at various times and on various days in order to support attendance at events. The workshops and events include academic and life skills components. The dates and times of the events and workshops are communicated in advance via the school website, social media, and/or via flyers/ letters. We also utilize Blackboard Connect messaging systems to communicate information and reminders to parents in both, English and Spanish.

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

The Parent and Family Engagement Policy is readily available to parents, staff, and the public. A copy of the Parent and Family Engagement Policy is posted on the school website and available in the school office in a language parents understand.

All parents are informed of opportunities to be involved and their right to be involved in the budgeting and use of parent and family engagement funding via the school website, the school Facebook page, newsletters, and via Blackboard Connect messaging systems. Time is dedicated during SAC meetings to explain the parent and family engagement budget, the reasoning behind decisions, and parents are given opportunities to engage in dialogue around the Parent and Family Engagement Policy. Parents are also given opportunities to provide input on the Parent and Family Engagement Policy via surveys and through email.

Our school works with other federal programs, district departments, the local business community, library systems, governmental and non-governmental organizations to provide integrated parent and family engagement opportunities, including but not limited to: IDEA, VPK, 21st Century, Project Heart, ESOL/ Migrant, local churches and schools, Head Start, Title I, Soar in 4!, Books for Kids, The Patterson Foundation, Suncoast Campaign for Grade Level Reading, and the Public Library.

We also utilize Title I funds to fund positions designed specifically to support students and their families both on campus and off campus. We have a Home-School Liaison on staff full-time who assists parents academically, socially, and emotionally. The Home-School Liaison also provides translation support to staff and families in parent meetings as well as written communications. Title I funds are also utilized to employee a full-time Graduate Enhancement Technician (GET). The GET supports students and parents with attendance and provides education to families regarding well-being, healthy habits, and the impact attendance has on a child's education. The Home-School Liaison and GET also work with community organizations to secure school supplies, food, household items, financial supports, and clothing to families in need.

We take very seriously our responsibility to teach the whole child and fully understand we are not just educating them for their time with us, but for the future they are capable of having. We work closely with a variety of community agencies to ensure students and their families have access to needed resources. At

Palmetto Elementary School, we truly believe children achieve greater academic and social success when schools, families, and community groups work together.