

Manatee County Public Schools

Palma Sola Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Palma Sola Elementary School

6806 5TH AVE NW, Bradenton, FL 34209

<https://www.manateeschools.net/palmasola>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Our vision is aligned with the Manatee County School District in that we will be an exemplary student-focused school that develops lifelong learners to be globally competitive.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Grimes, Jennifer	Principal	<ul style="list-style-type: none"> *(1) Develop, implement and assess the academic program leading to student success. * (2) Develop and implement an annual School Improvement Plan. * (3) Coordinate program planning with District staff. * (4) Interview and select qualified employees to be recommended for employment. * (5) Monitor and conduct personnel evaluations and take appropriate action. * (6) Develop an annual assessment for inservice needs leading to faculty improvement. * (7) Provide leadership and vision to the School Improvement Process and changes leading to improvement. * (8) Develop a positive teaching / learning environment leading to teacher and student success. * (9) Develop and implement a safe and orderly school plan. *(10) Develop and implement a successful discipline plan promoting a safe teaching / learning environment. *(11) Promote a positive school image through appropriate communication and community involvement. *(12) Develop high expectations for teachers and students and promote this vision to the community. *(13) Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines.
Cherry, Heather	Assistant Principal	<ul style="list-style-type: none"> *(1) Assist in the development, implementation and evaluation of the instructional program, including the use of technology. * (2) Supervise curricular and extracurricular activities as assigned. * (3) Provide recommendations to the Principal regarding curriculum improvement. * (4) Supervise textbook and equipment selection, acquisition and inventory. * (5) Assist the Principal in the administration of the summer school program. * (6) Assist with coordinating student field trips. * (7) Assist in developing the master schedule and assignment of students and staff. * (8) Assist in the administration of the testing program. * (9) Assist in gathering, analyzing and interpreting data related to student performance. *(10) Assist in coordinating the School Accreditation Program and School Improvement Program. *(11) Assist with the supervision of personnel, including orientation of new employees as assigned.

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

Name	Position Title	Job Duties and Responsibilities
		Exhibit interpersonal skills to work as an effective team member. Demonstrate support for the School District and its goals and priorities. Perform other incidental tasks consistent with the goals and objectives of this position.
Pannell-Miller, Michele	Other	To support the administration in their duties and also co-chair the Intensive Support Team to assist teachers in identifying students needing tier 2 and 3 interventions, develop and monitoring interventions and next steps.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team completed the individual sections and goal areas in response to data and with input from grade level teams. We meet with our School Advisory Council each month, which consists of administration, school staff, parents, students, business partners, and community organizations. We discuss current and new curriculum, implementation, and strategies to increase academic achievement and student engagement. SAC members can make suggestions on areas of focus, based on data, as well as strategies for implementation. Teachers and SAC members will provide feedback and SIP goals and action steps will be formed and adjusted based on input from each stakeholder group.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored regularly by the instructional leadership team as we use the district assessment plan to progress monitor student achievement and surveys to gather feedback from stakeholders to plan for ongoing professional development, family engagement opportunities and adjustments to student interventions. State progress monitoring assessments will be analyzed to ensure that progress is made in relationship to SIP goals, and the school leadership team will meet regularly to review and revise action steps to ensure progress is made toward identified goals. We will discuss updates from the Curriculum Department, as well as Professional Learning opportunities to improve teacher effectiveness. Grade level teams will meet quarterly to review identified student data, including academic standing, attendance, and discipline concerns.

The School Advisory Council will meet monthly and various high-return on investment data, such as FAST Progress Monitoring, classroom and district benchmark assessments will be shared and discussed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	39%
2022-23 Economically Disadvantaged (FRL) Rate	60%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	6	6	6	9	10	4	0	0	0	41	
One or more suspensions	0	0	1	2	4	4	0	0	0	11	
Course failure in English Language Arts (ELA)	1	11	16	15	7	2	0	0	0	52	
Course failure in Math	1	2	11	12	1	2	0	0	0	29	
Level 1 on statewide ELA assessment	0	0	0	3	7	6	0	0	0	16	
Level 1 on statewide Math assessment	0	0	0	2	4	7	0	0	0	13	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	8	17	15	13	15	0	0	0	69	
	0	0	0	0	0	0	0	0	0		
Substantail Math Deficiency	1	12	6	14	9	12	0	0	0	54	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	20	17	19	15	15	0	0	0	87

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	5	20	9	19	12	17	0	0	0	82	
One or more suspensions	0	1	0	1	3	4	0	0	0	9	
Course failure in ELA	0	3	21	28	14	7	0	0	0	73	
Course failure in Math	0	3	7	13	8	3	0	0	0	34	
Level 1 on statewide ELA assessment	0	0	0	4	10	4	0	0	0	18	
Level 1 on statewide Math assessment	0	0	0	3	5	4	0	0	0	12	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	6	18	38	17	18	0	0	0	100	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	17	27	12	0	0	0	0	62

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	5	20	12	19	12	17	0	0	0	85	
One or more suspensions	0	1	0	1	3	4	0	0	0	9	
Course failure in ELA	0	3	21	28	14	7	0	0	0	73	
Course failure in Math	0	3	7	13	8	3	0	0	0	34	
Level 1 on statewide ELA assessment	0	0	0	4	10	4	0	0	0	18	
Level 1 on statewide Math assessment	0	0	0	3	5	4	0	0	0	12	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	6	18	38	17	18	0	0	0	100	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	17	27	12	0	0	0	0	62

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	70	51	53	69	55	56	61		
ELA Learning Gains				70			60		
ELA Lowest 25th Percentile				50			71		
Math Achievement*	77	62	59	74	50	50	73		
Math Learning Gains				62			59		
Math Lowest 25th Percentile				47			50		
Science Achievement*	70	51	54	56	65	59	57		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress		59	59						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	294
Total Components for the Federal Index	4

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	4	
ELL				
AMI				
ASN				
BLK	65			
HSP	61			
MUL	74			
PAC				
WHT	78			
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	3	
ELL	65			
AMI				
ASN				
BLK	50			
HSP	66			
MUL	75			
PAC				
WHT	63			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	70			77			70					
SWD	33			42							3	
ELL												
AMI												
ASN												
BLK	50			80							2	
HSP	60			70			55				4	
MUL	72			71							3	
PAC												
WHT	73			79			79				4	
FRL	60			65			58				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	69	70	50	74	62	47	56					
SWD	22	55	50	33	44	36	17					
ELL	60			70								
AMI												
ASN												
BLK	50			50								
HSP	66	65		75	68		55					
MUL	78			72								
PAC												
WHT	70	72	58	75	61	46	57					
FRL	54	58	41	60	61	50	48					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	61	60	71	73	59	50	57					
SWD	23	38		31	46		20					
ELL	47			60								
AMI												
ASN												
BLK	50			75								
HSP	54	68		72	79		61					
MUL	43			79								
PAC												
WHT	65	60	70	72	48	40	60					
FRL	51	49	63	66	58	55	51					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	53%	11%	54%	10%
04	2023 - Spring	68%	54%	14%	58%	10%
03	2023 - Spring	75%	47%	28%	50%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	84%	62%	22%	59%	25%
04	2023 - Spring	74%	64%	10%	61%	13%
05	2023 - Spring	76%	61%	15%	55%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	66%	49%	17%	51%	15%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In the 2023 state proficiency-only model, Palma Sola 5th grade showed the lowest performance in ELA achievement, earning 65% proficient. Contributing factors to this include teacher effectiveness, weaker foundational reading skills (phonics and vocabulary), and a gap in bridging to B.E.S.T. standards. Additionally, students were impacted by testing fatigue from the increased quantity of questioning and allotted time in a single session. The absence of the writing component factoring into the final calculations may have also been a variable that leveraged overall proficiency in the past.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There was not a decline in overall proficiency from the 2022SY to 2023SY in ELA, Math or Science. There is a clear need to address the gap in foundational skills in the primary grades in order to improve student achievement of all subgroups in the intermediate grades. This disparity between regular education students and students with a disability can be attributed teacher effectiveness, limited differentiated instruction, and teacher absence/turnover. Other possible variables in this decline might be attributed to the shutdown of schools during the pandemic, at which time our current 3rd grade students would have been in the second semester of Kindergarten, where they segway from non-readers into

emerging and beginning readers. Going into first and second grade, many students were still impacted by virtual learning, quarantines, teacher attendance, and limited fact-to-face interactions.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Palma Sola outperformed district and state proficiency average in all subjects, across all grades. However, we showed the least lead in 5th grade reading, whereas the state proficiency average was 55% and Palma Sola's Proficiency was 65%, leading above the state proficiency by 10%, while 3rd grade had a 25% lead above the state average. Contributing factors for high student achievement include regularly scheduled MTSS meeting, fluidity in tiered interventions, and quality, small group instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Palma Sola showed the most improvement in science instruction, with a 14% increase in proficiency, earning 70% proficient for SY23. There has been a concerted effort to emphasize the importance of science instruction in grades three and four. Third and fourth-grade teachers are aware of the science standards that are taught in the respective grade levels and then assessed in fifth-grade. Ensuring that target science skills are taught in third and fourth grades, in conjunction with strong, hands-on instruction in grade five, has shown an increased success rate for fifth graders as evidenced by the NGSS State Science Assessment.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Under the Early Warning System indicators, two areas of concern are the 69 students demonstrating a substantial reading deficiency, and the 87 students who have more than one risk factor which will affect their overall success across all subject areas.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase overall Reading Proficiency in kindergarten through 5th grade.
2. Increase proficiency of students with disabilities.
3. Increase average daily attendance.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student attendance has been significantly impacted since the circumstances that occurred in 2020 with the fear of disease control. In addition, attendance is impacted negatively by lack of parental involvement and commitment to education. Sometimes that view of education is reflected in the students, and they lack motivation to be present and engaged. Early Warning Systems indicated that 41 students missed 10% or more days in SY23, which has a direct impact to their access to learning and services. 41 students accounted for approximately 10% of student population.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase the Palma Sola average daily attendance rate from 93.46% to 95% as reported on the June 2024 yearly Average Daily Attendance report. We will also decrease the percent of chronically absent students from 17.9%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will review the MTSS for attendance protocol with staff and check for understanding and implementation of proper absence reporting procedures. We will monitor attendance biweekly within our problem-solving leadership team meetings.

Person responsible for monitoring outcome:

Jennifer Grimes (grimesj@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As our Tier I attendance support, we will promote the Every Day Counts attendance awareness campaign to emphasize the significance of daily attendance and its correlation to student achievement. Incentives for attendance will be used as part of a goal setting. Monthly ILT meetings will be used to track attendance in connection with other Early Warning Systems. In extreme situations, the School Social Worker will conduct home visits and initiate truancy court.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In the article, "Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention" by Jay Smink, D.Ed. and Mary S. Reimer, Ph.D., research consistently finds that family engagement has a direct, positive effect on children's achievement. Through a strong, tiered system of support and monitoring, we will be able to capture more students inschools as a proactive approach, rather than reactive.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

We will utilize a 'positive marketing' approach to enhance regular student attendance, both proactively and with communication to families to support interventions. We will implement a proactive attendance plan, such as daily student recognition for being on-time and present, weekly class recognition for 100% attendance for the week, and monthly grade level recognition for the classes with the best attendance in their grade for the month. These will be used to promote daily attendance and promptness to school.

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When:

For intensive attendance support needed, School Social Worker will connect with families to meet individual barriers that might be impeding students from attending school.

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When:

#2. 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Analysis of student achievement subgroup data indicates students with disabilities are not achieving at the same rate as their non-disabled peers in reading and math. The underperforming subgroup, students with disabilities, received 39% of federal index points, which is below the 41% needed to meet expected state performance levels.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Palma Sola will increase the federal index percentage from 39% to at least 41% for the underperforming subgroup, students with disabilities, on the 2024 state assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor ELA proficiency of SWD on a variety of assessments, including classroom assessments, and FAST, which will be administered 3 times per year. During each administration we will pull data for SWD students to ensure that the percentage is rising. Data chats with grade level teams will also include specific times to review classroom assessment data of SWD.

Person responsible for monitoring outcome:

Jennifer Grimes (grimesj@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students with academic goals in their IEPs will have intensive small group instruction designed around their identified unique needs. We will use the district-adopted and approved research based curriculum resources for tier one instruction. Students will be provided targeted small group differentiated instruction during core blocks. Identified students will be provided supplemental/intensive intervention based on the School District of Manatee County Reading Intervention Plan and Decision Tree. Instruction will include use of evidence-based strategies and programs including SIPPS, Lexia, instructional strategies for text processing or comprehension needs, and a multi-sensory approach to teaching phonics. Students will be remediated and enriched using district-approved resources. ESE teachers will work collaboratively with general education teachers to close the achievement gap of SWD.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In the journal article, "Differentiated Instruction: A Research Basis", current evidence supports addressing student differences through meeting a variety of learning styles and multiple intelligences. To provide these varied modalities, we need access to personnel, technology, and instructional materials.

Implementing differentiated instruction will raise students' confidence and motivation levels by providing curriculum rich with embedded growth mindset. Our area of focus levels the playing field for our lowest performing students through a variety of modalities/learning styles, remediation, and enrichment opportunities.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will plan rigorous instruction using the district adopted materials and curriculum framework.

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When: 6/1/2024

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

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When: 6/1/2024

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

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When: 6/1/2024

The FAST test will be given three times per year as a progress monitoring tool.

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When: 6/1/2024

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 3rd-5th FY23 FAST data showed an overall proficiency rate of 71% in ELA and 79% in Math for the 22-23 school year. While there was an increase of 2% and 4% respectively, exceeding our previous School Improvement Plan goals, there are still improvements to be made explicitly targeting our students with disabilities. We also have the capacity to track growth of our primary grade students this school year, using the STAR data.

Proficiency rates in by grade level based on the end of 22-23 school year assessments were:

ELA

3 – 75% (FAST)

4 – 68% (FAST)

5 – 65% (FAST)

Math

3 – 84% (FAST)

4 – 74% (FAST)

5 – 75% (FAST)

We will focus on acceleration strategies by providing students with the content areas and on-grade level text to build fluency and comprehension. A variety of progress monitoring tools include, but are not limited to, district benchmark assessments and the state FAST progress monitoring assessment, Lexia reports, and classroom assessments targeting Florida B.E.S.T. standards can be used to make instructional decisions and strategic supports to move our students forward.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If Tier I instruction is aligned to the rigor of the benchmarks, scaffolded to address individualized students' needs, and designed to increase accountability for learning among all students, then ELA and Math proficiency will increase by 10% or more as measured by 2024 Spring FAST. This expected growth is applied to all students at each grade level and for each ESSA subgroup to meet or exceed 41% proficient. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Systems for monitoring high-quality instruction include (1) Facilitated, collaborative planning; (2) Regular classroom observations with feedback and coaching; (3) Routine use of student performance data to make instructional decisions; (4) Multi-Tiered System of Support; and (5) regular team meetings, such as ILT, PLCs, and TCTs, to monitor progress toward school improvement.

Person responsible for monitoring outcome:

Jennifer Grimes (grimesj@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Florida's Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Facilitated, collaborative planning to increase teacher expertise of what students must know, understand, and be able to do aligned to the rigor required of the benchmarks and to plan instructional task that engage all students. Weekly collaborative planning will also address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, and ongoing review of student performance data.

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When:

2. Define Look Fors related to high-quality instruction that are present every day, in every classroom, and for the benefit of every student. Create and use systems for monitoring Look Fors to strengthen alignment of daily instructional tasks to grade level benchmarks, ensure fidelity use of instructional resources for remedial and intervention instruction, and utilize strategies to engage all students.

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When:

3. Identify the instructional practice(s) that will increase teacher capacity and create a plan for coaching to accelerate improvement. Create systems for monitoring the focus, frequency, and types of coaching and support for improved teaching and learning.

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When:

4. Create a calendar of yearlong meeting structures (ILT and IST) to analyze student performance data, define key attributes of learners to address their unique needs, and evaluate available resources best matched to students' needs.

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When:

5. Implement a response to intervention framework (MTSS) to support students' academic and behavioral success. Parents of students identified as struggling readers will be contacted quarterly regarding their child's progress and performance.

Person Responsible: Jennifer Grimes (grimesj@manateeschools.net)

By When:

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

A team of Palma Sola stakeholders reviewed academic, behavioral and attendance data, both from 2022 and 2023 using the data provided to us by the district.

Stakeholders determined areas of needed improvement for the current school year as well as trends that have developed over the past three to five years in specific grade levels, content areas and underperforming subgroups.

As the school improvement goals were established, the team determined - within the comprehensive needs assessment - how district-provided funding should be spent to best support the indicated areas of concern.