Palmetto Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Palmetto Elementary School

1540 10TH ST W, Palmetto, FL 34221

https://www.manateeschools.net/palmettoel

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.

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, 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
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.
Ebbesmeyer, Susie	Assistant Principal	The Assistant Principal 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. The Assistant Principal assists with the overall administration of the school, interpreting and enforcing school and district policies and regulations. The Assistant Principal 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. The Assistant Principal also works with the Instructional Leadership Team in planning and implementing a professional development/growth program for teachers and staff.
Allen, Brenna	Other	The School Coordinator 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

Name	Position Title	Job Duties and Responsibilities
		to create an atmosphere conducive to student learning at the highest possible levels and assumes responsibility for the school's operation. The School Coordinator 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. The School Coordinator 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.
Loera, Francisco	Dean	The Dean/ Student Support Specialist 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. The Dean/ Student Support Specialist 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. The Dean/ Student Support Specialist 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. The Dean/ Student Support Specialist 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.

Name	Position Title	Job Duties and Responsibilities
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 BEST Standards. In this position, Mrs. Steininger develops and utilizes early warning systems to identify students who are most at risk due to absenteeism, lack of health/ personal care, homelessness, and limited parent involvement. She collaborates with school social workers, school counselors, teachers, school leaders, and parents/ guardians to develop systemic strategies to identify and support students who are frequently absent within our most at-risk populations. Mrs. Steininger serves as a member of the Instructional Leadership Team and plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
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.

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.

A representative from the School Advisory Council (SAC), a teacher representative, and members of the school leadership team assist in the preparation and ongoing evaluation of the school improvement plan. These stakeholders assist in the development of educational goals and objectives and recommend various support services needed to reach the school's goals.

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 regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards through systems for monitoring high-quality instruction. 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.

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	Yes
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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: C 2019-20: C 2018-19: C 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	8	13	16	14	11	9	0	0	0	71
One or more suspensions	4	2	1	6	9	6	0	0	0	28
Course failure in English Language Arts (ELA)	0	0	0	45	14	25	0	0	0	84
Course failure in Math	0	0	0	36	27	14	0	0	0	77
Level 1 on statewide ELA assessment	0	0	0	49	32	25	0	0	0	106
Level 1 on statewide Math assessment	0	0	0	26	24	14	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	15	27	61	45	0	0	0	158

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	0	4	2	1	26	27	0	0	0	60

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	0	0	0	11	0	0	0	0	0	11
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	16	22	25	22	35	19	0	0	0	139
One or more suspensions	0	1	0	7	7	7	0	0	0	22
Course failure in ELA	0	20	21	52	25	25	0	0	0	143
Course failure in Math	0	22	42	50	22	35	0	0	0	171
Level 1 on statewide ELA assessment	0	0	0	21	24	36	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	16	21	35	0	0	0	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	21	52	25	25	0	0	0	143
	0	0	0	0	0	0	0	0	0	

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	1	27	56	31	33	0	0	0	148

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	21	0	0	0	0	0	21
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	16	22	25	22	35	19	0	0	0	139
One or more suspensions	0	1	0	7	7	7	0	0	0	22
Course failure in ELA	0	20	21	52	25	25	0	0	0	143
Course failure in Math	0	22	42	50	22	35	0	0	0	171
Level 1 on statewide ELA assessment	0	0	0	21	24	36	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	16	21	35	0	0	0	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	21	52	25	25	0	0	0	143
	0	0	0	0	0	0	0	0	0	

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	1	27	56	31	33	0	0	0	148

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	21	0	0	0	0	0	21
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*	40	51	53	36	55	56	35		
ELA Learning Gains				55			50		
ELA Lowest 25th Percentile				54			43		
Math Achievement*	59	62	59	51	50	50	54		
Math Learning Gains				64			72		
Math Lowest 25th Percentile				52			52		
Science Achievement*	42	51	54	46	65	59	43		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress	56	59	59	52			48		

* 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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
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	21	Yes	4	2
ELL	36	Yes	1	
AMI				
ASN				
BLK	23	Yes	2	1
HSP	43			
MUL	69			
PAC				

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%
WHT	57			
FRL	43			

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	30	Yes	3	1
ELL	52			
AMI				
ASN				
BLK	34	Yes	1	
HSP	54			
MUL	64			
PAC				
WHT	59			
FRL	50			

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	40			59			42					56
SWD	17			23			17				5	31
ELL	24			55			30				5	56
AMI												
ASN												
BLK	22			39			22				4	
HSP	36			59			41				5	56

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
MUL	63			75							2	
PAC												
WHT	62			71			50				4	
FRL	38			58			37				5	57

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	36	55	54	51	64	52	46					52
SWD	13	35	30	22	45	31	26					39
ELL	24	61	70	46	65	60	34					52
AMI												
ASN												
BLK	20	38	31	36	54	43	18					
HSP	35	59	68	53	67	58	40					52
MUL	56	58		67	75							
PAC												
WHT	50	65		58	63							
FRL	33	53	53	51	66	51	42					50

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	35	50	43	54	72	52	43					48
SWD	9	30	41	26	55	47	25					29
ELL	26	52	45	49	72	60	33					48
AMI												
ASN												
BLK	30	50		45	67		58					
HSP	31	51	48	52	72	54	39					48
MUL	67			65								
PAC												
WHT	44	47		69	72		47					

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
FRL	32	46	42	53	70	52	39					47

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	53%	53%	0%	54%	-1%
04	2023 - Spring	49%	54%	-5%	58%	-9%
03	2023 - Spring	24%	47%	-23%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	62%	-8%	59%	-5%
04	2023 - Spring	58%	64%	-6%	61%	-3%
05	2023 - Spring	75%	61%	14%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	49%	-7%	51%	-9%

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.

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.

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.

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

Data components did not show significant declines from the previous year. Although ELA Achievement increased, there is still a significant need for improvement in this data component overall.

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.

The ELA data components demonstrate the greatest gap when compared to the state average. Current ELA performance levels demonstrate the need for improvement overall.

Although achievement increased in ELA and Math overall, these data components demonstrate a need for improvement for the Students with Disabilities and African American subgroups.

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

ELA Achievement in grade 4 showed significant improvement and ELA Achievement in grade 5 remained consistent. Math Achievement in grades 3, 4 & 5 also significantly improved.

The improvements are the 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. Staff assignment changes were also made in an effort to increase achievement in grade 4.

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.

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

A review of the EWS data demonstrates the link between attendance and student performance. One potential area of concern to address is students demonstrating excessive absences.

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

The highest priority is increasing the reading proficiency levels in grades K - 5.
It will also be a priority to close the performance gap in all data components for the Students with Disabilities and African American subgroups.

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 Other

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.

Relationships underpin teaching, learning, and prosocial development. Establishing and maintaining a positive school culture and environment is the responsibility of everyone.

The sense of community is a strength of the culture. Stakeholders understand that relationships matter and work diligently to establish and sustain positive relationships across the school community. We seek 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, which will allow us to engage staff in purposeful and collaborative conversations that examine how well learning environments meet the needs of all students.

Based on these survey results and feedback during Parent and Family Engagement events, the annual Title I Survey, SAC and staff meetings, Palmetto Elementary School's Parent and Family Engagement Policy will focus on strengthening a partnership orientation, in which student achievement and school improvement are seen as a shared responsibility between home and school and 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.

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

By the spring of 2024, the percentage of stakeholders who are comfortable providing feedback and input via the annual Title I parent and staff surveys and through the School Advisory Committee will increase by 5%.

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

This area of focus will be monitored through the Annual Title I Survey for staff and families as well as feedback elicited from Parent and Family Engagement Events, the annual principal survey, and the School Advisory Council.

Person responsible for monitoring outcome:

Billie-Jo Tyne Fintel (tynebj@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.)

Increase parent and family involvement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

A growing body of research shows that successful parent involvement improves not only student behavior and attendance but also positively affects student achievement.

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.

Improve Communication
Effective communication requires a two-way flow of information. The school has efficient structures for getting information out to parents and families (i.e. newsletters, websites, social media platforms, etc.). We will develop structures to ensure that feedback from parents is actively solicited.

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

By When: May 2024

Teach Parents
We know that one thing that keeps parents from being involved is their discomfort with schools. This discomfort may stem from a parents not knowing how to be involved. We will take an active role in helping parents learn a variety of ways to be involved at Palmetto Elementary School.

We will also facilitate workshops and other school-based programs to help parents learn about what goes on in classrooms and how they can support their children at home.

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

By When: May 2024

Personalize
We will work in collaboration with all stakeholders to ensure parent-involvement events/programs are developed in response to the specific needs of our school. These home-school partnerships will align with the school's overall mission and reflect parents needs and interests.

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

By When: May 2024

#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 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.

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 schoolwide 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 May 2024, 50% of the students will score on-grade level or higher in ELA as measured by Florida Assessment of Student Thinking.

By May 2024, 60% of students will score on-grade level or higher in Math as measured by Florida Assessment of Student Thinking.

By May 2024, 50% 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.

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.

Person responsible for monitoring outcome:

Billie-Jo Tyne Fintel (tynebj@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.)

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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

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.

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)

By When: May 2024

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)

By When: May 2024

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)

By When: May 2024

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)

By When: May 2024

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)

By When: May 2024

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)

By When: May 2024

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)

By When: May 2024

#3. 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.

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 May 2024, 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 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.)

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-based Intervention:
Explain the rationale for selecting this specific strategy.

Inclusive scheduling is a team process that was used to develop a school-wide master schedule that includes support for students in inclusive classrooms and other general education settings. Inclusive scheduling involves the scheduling team's development of a master schedule driven by the following:
* Increased time in the least restrictive environment (LRE) for SWD,
* Level and intensity of support for students to be successful in the LRE,
* Consideration of instructional supports for students without disabilities,

* In-class exceptional student education (ESE) service delivery models,
* Expectations that all students will make adequate yearly progress, based on the general education standards and curriculum, and
* Ongoing, collaborative planning time among education professionals.

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.

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)

By When: May 2024

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)

By When: May 2024

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)

By When: May 2024

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)

By When: May 2024

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).

Each year a comprehensive needs assessment (CNA) is conducted. The data sources and information gathered during the needs assessment drive the development of the SIP and Title I plan. The CNA helps us identify and allocate resources based on student need and aligned with the district's Comprehensive Reading Plan. The SIP, SAC, and ILT support with the selection and implementation of strategies to address identified inequities. The ILT helps communicate strategic resource (re)allocation decisions with teachers, parents, students, and other stakeholders. Data is continually collected and analyzed so the team can conduct school resource allocation reviews.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Students in grades K-5 will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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

Students in grades K-5 will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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 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 Measurable Outcomes

By May 2024, 50% of the students in grades K - 2 will score on-grade level or higher in ELA as measured by K–Grade 2* FAST Star Assessments: Early Literacy, Reading.

Grades 3-5 Measurable Outcomes

By May 2024, 50% of the students in grades 3 - 5 will score on-grade level or higher in ELA as measured by Florida Assessment of Student Thinking.

Monitoring

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 impact student achievement outcomes.

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
Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

Description:
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?

Facilitated, collaborative planning to increase teacher expertise of remedial and intervention instruction for small groups and opportunities for problem-solving, discussion of high-effect practices, and ongoing review of student performance data. Teachers will use Decision-Tree instructional materials, including Benchmark Advance, Lexia CORE, guided reading, SRA, and/or SIPPs, to ensure explicit and rigorous instruction for intervention.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The purpose of planning, implementing, and monitoring responsive instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. Effectively delivered core, remedial, and intervention instruction will move students along the trajectory toward proficiency. The Comprehensive Evidenced based Reading Plan, Decision-Trees, and Literacy Leadership Teams will provide guidance on literacy intervention instruction.

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
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.	Tyne Fintel, Billie-Jo , tynebj@manateeschools.net
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.	Tyne Fintel, Billie-Jo , tynebj@manateeschools.net
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.	Tyne Fintel, Billie-Jo , tynebj@manateeschools.net
Create a calendar of yearlong meeting structures (ILT, TCT, PLC, 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.	Tyne Fintel, Billie-Jo , tynebj@manateeschools.net
Implement a response to intervention framework (MTSS) to support students' academic and behavioral success.	Tyne Fintel, Billie-Jo , tynebj@manateeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All parents 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 learning opportunities and family engagement activities. The Parent and Family Engagement Policy and School Improvement Plan (SIP) 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 and SIP are 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 Open House, Back to School Night, and SAC meetings to explain the parent and family engagement budget, the reasoning for why things are done, and parents are given opportunities to engage in dialogue around the parent and family engagement budget. Parents are also given opportunities to provide input on the parent and family engagement budget via surveys and through email.

The Annual Title 1 Meeting is designed to provide parents with information about the school's Title I Program, the rights of parents, and the SIP. Information is shared regarding the school's legal requirements, how funding is utilized to promote the academic and emotional success of their children, and parents are given an opportunity to provide input into family learning opportunities.

All parents are invited to attend the Title I Family Meeting annually. Invitations are sent via the school website, the school Facebook page, newsletters, and via Blackboard Connect messaging system. The meeting date and time is advertised in advance. A meeting is held in conjunction with Back-to-School Night and offered in the morning on the first day of school in order to accommodate varying parent/ family schedules.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Family engagement activities align with school improvement plan goal. Strengthening respectful and trusting relationships between home and school will continue to be a focus of the 2023 – 2024 Palmetto Elementary School Parent and Family Engagement Policy.

Parent workshops and family events are held quarterly. The workshops and events include academic and social and emotional 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.

Parent engagement funds may be used to provide transportation, childcare, and/or home visits for Title I activities related to parent involvement. The Home-School Liaison and Graduation Enhancement Technician conduct home visits to accommodate families in need and for wellness checks to ensure students attend school every day.

Parents may request a conference with a teacher, support staff, or an administrator at any time by phone, email, or a written note in the agenda. Conferences are currently being held face-to-face, although, a parent can request the conference be held virtually via Microsoft Teams or on the phone.

Individualized Education Plan Meetings, 504 Meetings, Intensive Support Team (IST) Meetings, and ESOL Meetings are held at times convenient for the parent and translation services are provided as needed.

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.

Parent and teacher conferences, capacity building workshops, and volunteer opportunities are 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. School leaders will continue to focus on strategies for eliciting more involvement of parents in the development of programs that improve student achievement. Specific details related to the partnerships with specific organizations can be found in the 2023 – 2024 Palmetto Elementary School Parent and Family Engagement Policy.

https://www.manateeschools.net/domain/5045

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

In order to strengthen the academic program in the school, 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.

Parent and teacher conferences, capacity building workshops, and volunteer opportunities will support all stakeholders in partnering with one another and in developing the capacity to share the responsibility for improving student achievement and school performance. School leaders will continue to focus on strategies for eliciting more involvement of parents in the development of programs that improve student achievement.

Faculty and staff will be provided with training on communicating and working with parents as partners to implement and coordinate parent programs. With the assistance of parents, professional development materials and resources will be developed to educate staff about parental involvement. Staff will also receive training on the importance of establishing and sustaining strong home-school relationships between parents and the school.

Additional support in literacy development is also provided through an initiative funded by the United Way of Manatee County. Students receive small group instruction delivered by a trained paraprofessional in foundational literacy skills. Selection for the additional support is based on a review of data, which indicates a need for additional intervention. This initiative also includes support from a Curriculum Specialist who works with the paraprofessional to implement effective reading instruction. School and district personnel carefully monitor students' progress over time to determine his/her response to this intervention and share this information with parents/guardians throughout the school year.

The 21st Century after school enrichment program will continue to strengthen academic skills, support positive youth development, increase student engagement and help students employ 21st Century skills. The 21st Century coordinator will conduct fidelity checks to ensure that all activities are aligned with the PES SIP and CNA. The program coordinators will utilize materials and resources that directly impact the development of readers and writers. These materials will work on foundational reading skills including phonemic awareness, phonics, vocabulary development and sight words, areas historical data indicates are lower performing for our students. In addition, the program will utilize leveled libraries and spiraled math reviews through daily instruction. Parent and Family Engagement Nights will focus on ways families can work with their children at home and support their literacy development. In addition, the program will continue to promote SOAR in 4 events that also support families on how to develop their children into readers.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We believe children achieve greater academic and social success when schools, families, and community groups work together. Thus, parent meetings and workshops are held at various times and on various days to support attendance at events. There is a parent resource center in the school office, which provides parents with educational materials and resources as well as provides a gathering place at the school for parents to meet and volunteer. Materials are provided in both, English and Spanish.

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 invite stakeholders to an Annual Title 1 Meeting where they learn about parent involvement, curriculum, assessments, budget, the School Advisory Committee, Parent-Teacher Organization, ESOL, attendance, etc. We also utilize this time to introduce support staff to families and answer any questions that parents might have.

Parent and community events include academic and social and emotional components as well as an explanation of the curriculum, assessment, and the required achievement levels of the challenging State academic standards. Feedback is gathered from parents and community members following each event so the information can be used for school improvement efforts and future events. We utilize feedback from workshop and meeting evaluations as well as data from the Annual Title I Survey to reflect and plan for future parent engagement goals and initiatives.

Based on an analysis of school data and an evaluation of the school's needs assessment, Title I funds may also be used to support the development of positive school climate through Positive Behavioral Interventions and Supports (PBIS). PBIS supports student behavior through systems change. Students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective with proper implementation.

We work together to promote VPK opportunities for family members of students and via social media. We also coordinate transition programs for students entering kindergarten.

In collaboration with Head Start we coordinate transition and choice programs for students entering kindergarten.

We work with Project Heart to provide resources, school supplies and uniforms for homeless students to remain in school.

We collaborate with the ESE department and teachers to provide and offer supplemental instructional support for parents during the development of the student's IEP.

We collaborate with the 21st Century staff to maintain compliance and to integrate their participation in our parent meetings.