

Manatee County Public Schools

Palmetto High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Palmetto High School

1200 17TH ST W, Palmetto, FL 34221

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

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.

Palmetto High School will educate and develop students, crating a positive environment for academic success.

Provide the school's vision statement.

Palmetto High School 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
DeLesline, Monica	Principal	Activities AICE Athletics Duty Schedules Audits Beginning Teachers Connect Ed Discipline Equity Finance/Budget Graduation Ceremony ILT JROTC Media Center PeopleSoft/Time/Payroll School Accountability Secretaries SGA SRO Tiger Patrol Tiger Scoop (Newsletter) Yearbook Printing
Simmons, Quantas	Assistant Principal	Attendance Accreditation (Cognia) Advanced Placement Alternative Placement (ESE) Cafeteria Campus Aides/Classroom Subs Class Meetings Sem. 1&2 English Dept. ESE Dept./Compliance/504 Faculty Handbook FTE MTSS* Music/Art OJT Orientations (Student/Staff) PSAT Coordinator Roster Verification SAC/SIP School Accountability Senior/Honor Awards Program Substitutes Threat Assessment Transportation World Lang. Dept.

Name	Position Title	Job Duties and Responsibilities
Brown, Kathleen	Assistant Principal	AVID Acceleration Bell/Exam Schedules College and Career Data-School City FOCUS/Postings Industry Certification/CTE Meeting PowerPoints/Agendas Millage Ref. PE Dept. Professional Learning Reading Coach Reading Dept. School Accountability Schoology Science Dept. Student Handbook Student ID's Technology Testing Textbooks Website/Marquee Committees
		Alternative Placement Campus Safety/Security Clinic Counselors Course Guides/Curriculum Credit Recovery/DOP/TAG Dances (Homecoming/Prom) Detention/Extra School Discipline/ISS Dual Enrollment Emergency Procedures Executive Internship (student Aides) Facilities/Custodians Graduation Rate & Seniors Master Schedule Math Dept. Middle School Artic/Registration Schedule Change School Accountability Social Studies Dept. Summer School Teacher Certifications

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 process for involving stakeholders into the development of the School Improvement Plan is as follows: In July, the school leadership team met and discussed school scores and possible areas for school improvement goals. The separate teams/departments for each subject area which contained individual department chairs and teachers reviewed trend data, SIP goals, student goals, how to track and monitor data, what evidenced based strategies to utilize and the rationale for its use as well as potential action steps to take. This planning led to a collaboration with each department at the school with additional teachers discussing what was brainstormed. Each departmental team crafted a rough draft for the 2023-24 school year. The drafts were collected and polished by the department leads. The potential SIP goals and drafted details were presented to the Instructional Leadership Team for refinement prior to presentation to the SAC committee. The SAC (School Advisory Committee) includes students, family, business and community partnership representation.

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))

Palmetto High School utilizes a continuous progress monitoring model along with data-driven instruction to regularly monitor instruction and implementation of all goals. As each identified academic goal outlined in the SIP is measured through common assessments, quarterly assessments/benchmarks, EOC's, Write Score, B.E.S.T. progress monitoring, Math or Reading programs, ELL programs, or the like, the data will be analyzed. The ILT team will obtain the data from the District Assessment and Research Department or compile the school-based data and share with the department leads. The Administrative Leaders and department leads in turn will share and discuss with teachers. During collaborative and common planning, faculty will reflect on the data to ensure effective implementation of standards-based instruction, the use of research-based instructional strategies and other to ensure the current plan is meeting and increasing student achievement. In the event there exists evidence of lack of improvement, the ILT, along with all stakeholders, will use the data along with a continuous improvement model to revise the SIP based upon the identified needs, assessment results and overall achievement of students.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	65%
2022-23 Economically Disadvantaged (FRL) Rate	67%

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)* Asian Students (ASN) 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	

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*	41	44	50	39	48	51	37		
ELA Learning Gains				42			35		
ELA Lowest 25th Percentile				36			28		
Math Achievement*	33	42	38	41	35	38	22		
Math Learning Gains				44			18		
Math Lowest 25th Percentile				32			24		
Science Achievement*	61	64	64	71	45	40	39		
Social Studies Achievement*	48	59	66	60	43	48	49		
Middle School Acceleration					37	44			

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Graduation Rate	85	84	89	89	63	61	89		
College and Career Acceleration	61	61	65	53	66	67	47		
ELP Progress	46	41	45	27			39		

** 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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	85

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	534
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	89

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	24	Yes	4	1
ELL	31	Yes	4	1
AMI				
ASN	84			
BLK	40	Yes	1	
HSP	47			
MUL	66			
PAC				
WHT	70			
FRL	45			

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	34	Yes	3	
ELL	33	Yes	3	
AMI				
ASN	50			
BLK	45			
HSP	42			
MUL	59			
PAC				
WHT	63			
FRL	42			

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	41			33			61	48		85	61	46
SWD	8			14			22	14		24	6	
ELL	13			7			32	20		34	7	46
AMI												
ASN	69									82	3	
BLK	28			20			39	31		36	6	
HSP	30			22			56	39		53	7	46
MUL	42			37			94	90		50	6	
PAC												
WHT	57			51			76	67		78	6	
FRL	30			24			51	38		45	7	46

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	39	42	36	41	44	32	71	60		89	53	27
SWD	8	33	35	22	45		33	35		77	22	27
ELL	10	27	26	16	33		41	26		86	38	27
AMI												
ASN	50	50										
BLK	30	43	38	27	45	38	61	44		90	31	
HSP	29	35	32	27	42	30	62	47		84	42	29
MUL	42	47		41	35		77	82		84	62	
PAC												
WHT	53	49	50	67	49	35	80	82		93	71	
FRL	27	37	38	28	43	27	61	48		84	43	30

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	37	35	28	22	18	24	39	49		89	47	39
SWD	12	33	29	14	29	38	16	27		82	18	23
ELL	8	25	26	7	16	22	14	15		80	30	39

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
AMI												
ASN	31	8						70				
BLK	21	29	24	10	18	25	23	29		92	26	
HSP	27	34	31	14	16	20	29	38		86	41	40
MUL	52	37		24	8		65	38		94	38	
PAC												
WHT	56	40	25	41	21	30	61	68		89	59	
FRL	25	31	27	14	16	24	27	35		86	35	41

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
10	2023 - Spring	40%	44%	-4%	50%	-10%
09	2023 - Spring	39%	46%	-7%	48%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	58%	-37%	50%	-29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	56%	-12%	48%	-4%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	64%	-5%	63%	-4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	58%	-10%	63%	-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.

The lowest performance for the 22-23 school year was in the Math area.

Palmetto High School scored at the 41% during the 21-22 school year. This score reflects the proficiency rate in both Algebra EOC and the Geometry EOC. Our current 22-23 Math proficiency rate is at 36%. That is a 5 point percentile drop.

The contributing factors to this decrease in proficiency is primarily due to the students, who are academically capable in Math, they able to complete their Algebra credit and take their EOC exam in Middle School. Many of those students also complete their Geometry course and the corresponding EOC at the middle school level as well. Their scores are captured by their middle school and boost the middle school areas of proficiency, achievement and acceleration. When these same students arrive on the high school campus, most of these mathematically stellar students enroll in higher math courses that no longer directly impact the Palmetto High school grade.

Therefore, students who experience more academic challenges and struggles with mathematical concepts are enrolled in and participate in Algebra 1a, Algebra 1b and Algebra 1. These students, who struggle with mathematical concepts and experience an achievement gap, are the students who sit for and take the Algebra EOC. Those students generate the data which then reflects the low performance.

Trends have indicated an inconsistency throughout the years with highs and lows from year to year.

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

There are two academic areas which showed decline from the prior year. They are in Social Studies and in Science. Both areas declined by 11 percentage points. Social Studies went from 60% to 49% and Science went from 71% to 60%.

Even though there was a decline in both academic areas, both areas still remained above or close to

50% proficiency.

In Social Studies, the decline can be attributed to staffing issues. In Science, the tested student numbers were much higher and the students had experienced a gap between the time spent actively engaging with the curriculum and the timing of the assessment. Student attitude toward over testing also had a strong bearing on the assessment results. These factors were reflected in the lower proficiency score results. When students are aware that the EOC is only 30% of their final grade and not a graduation requirement, even if they are passing the course, they tend to not put forth much effort into the assessment and just try to get it completed and submitted.

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.

Unable to comment at this time due to lack of data from the state.

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

The data component that showed the most improvement was in Acceleration. The percentage improved by 13 points. The Palmetto High School AICE program is a highly esteemed and is the best, most well-known established AICE program in the school district. The pass rate of the AICE General Paper course is an average of 78%. For students who are not enrolled in the Cambridge AICE program, may participate in the Palmetto Agricultural program or many other CTE programs on campus. Students earn certifications which count toward acceleration points as well. Listed below are the success, an unofficial total of 375 passes during the 2022-23 school year:

Teacher Total Passes

Brown 10

Dowell 4

Garner - ESB 28

Kendizor 11

J. Merritt 69

S. Merritt 50

Tillett 94

Varnadore 109

375

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

EWS data from Part 1 is only required of K-8 institutions.

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

The highest priorities for Palmetto High School's school improvement in the 2023-2024 school year are:

#1: Math improvement

#2: Increasing ELA/Reading proficiency

#3: Supporting SWD and ELL subgroups in all academic areas

#4: Social Studies improvement

#5: Science improvement

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.

Palmetto High School prides itself on possessing a positive culture and climate. Building positive school culture always starts at the top. It cannot be forced and it is completely organic. Fortunately, Palmetto High is located in one of the most special and unique communities. Situated just north of the Manatee River and downtown Bradenton, Palmetto High is nestled in a small alcove of homes close to the Manatee river.

Ms. DeLesline is the Principal at Palmetto HS. She fosters a positive school culture and environment by messaging and modeling a positive attitude. She is a strong leader who values everyone. She definitely recognizes the great work happening on campus and goes out of her way to acknowledge to the Faculty and staff their great work, and extends the conversation about that work to everyone to share that it is happening!

She not only does that with staff and other personnel - she is every bit that way with students! She takes the time to interact with students and walk the hallways and step into the classrooms. She is the mentor for every

new teacher hire and personally conducts their observations and evaluations to provide them with the best guidance and support. The campus is currently under construction, so it is even more important for the Administrative Leaders, under Ms. DeLesline's tutelage, to be extraordinarily positive and supportive with so many physical changes happening.

Measurable Outcome:

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

The measurable outcomes for Palmetto High School are:

1. Setting a clear vision, school norms, goals, and expectations that support social, emotional, and physical safety prior to August, 2023.
2. Establishing school safety for a more positive climate by August 2023 and ongoing.
3. Advocating for students as well as parent's involvement in school policies and practices through SAC and CAPA attendance at meetings.
4. Engaging teachers and administrators during staff meetings and department meetings.
5. Setting boundaries through school and classroom rules as evidenced by walkthroughs and syllabi.
6. Creating fun and positive experiences as evidenced through activities calendar.
7. Creating a healthy physical, emotional, and social environment for student growth as evidenced through activities calendar.
8. Improving your current school climate through assessments and surveys by May, 2024.

Monitoring:

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

The monitoring will occur through the campus activities as well as through SAC minutes, student surveys, staff surveys, parent feedback, discipline data, teacher evaluations, end of the year survey.

For example, at the beginning of each year, all the students receive a PHS tee-shirt. This small token fosters TIGER PRIDE. Teachers create syllabus and classroom rules aligned with school vision. Students

also participate in grade-level assemblies where they are introduced to the support personnel and are instructed in rules and procedures. School safety is reviewed. All staff are trained and wear a Centegix card for emergencies. Staff daily greet their students at their doors and are present between class exchanges. Teachers, Deans, support staff, etc...set the tone through words and actions, and take every opportunity to model the behaviors expected from students.

Person responsible for monitoring outcome:

Monica DeLesline (deleslim@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.)

According to the National School Climate Council, four major factors shape the school climate;

- Safety
- Relationships
- Teaching and learning
- Institutional environment

Our Palmetto High School Administrative Leaders and PHS staff create a positive school culture and climate through creating a safe environment, building relationships, and developing meaningful parent involvement and community connections. Our teaching and learning environment is supported through the Cambridge AICE program, AVID teaching strategies and instructional best practices. Staff enjoys celebrating the personal achievements of our students from the PHS NHS Chapter induction, AICE student scholarships and diplomas earned, CTE certifications, top athletic scholarships awards and signing day, to our high percentages of graduates and our ESE and ELL students' achievements! We consistently reinforce good behavior and celebrate those small but monumental victories with all our students.

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

The National School Climate Center strategies were chosen due to their research-based evidence that they promotes safe, supportive learning environments that nurture social and emotional, civic, and academic growth for all students. They have over 15 years of reliable and valid research backed evidence.

In October 2017, NSCC and Facebook for Education hosted the Connecting Communities of Courage summit, where students and education professionals gathered to understand and address the most pressing common needs of schools across the country. After the summit, NSCC identified the core themes of the day, and traveled across the nation to visit and study districts that demonstrate those findings in action.

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.

Setting a clear vision, school norms, goals, and expectations that support social, emotional, and physical safety.

Person Responsible: Monica Delesline (deleslinem@manateeschools.net)

By When: Prior to August, 2023

Establishing school safety for a more positive climate
Behavior Matrix from District
PHS student handbook
Deans hired and trained

Person Responsible: Monica DeLesline (deleslim@manateeschools.net)

By When: August, 2023 and ongoing

Advocating for students as well as parent's involvement in school policies and practices through SAC and CAPA attendance at meetings.

Engaging teachers and administrators during staff meetings and department meetings.

Setting boundaries through school and classroom rules as evidenced by walkthroughs and syllabi.

Creating fun and positive experiences as evidenced through activities calender.

7. Creating a healthy physical, emotional, and social environment for student growth as evidenced through activities calender.

Person Responsible: Monica DeLesline (deleslim@manateeschools.net)

By When: At the beginning of the year and throughout the school year.

Improving your current school climate through assessments and surveys

Person Responsible: Monica DeLesline (deleslim@manateeschools.net)

By When: Final survey in May, 2024, however, touch base throughout the year during ILT and semester data reviews.

#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.

During the 2023-2024 school year at Palmetto High School, ESOL students scored at a 33% proficiency level on the Federal Index.

During the 2023-24 school year, SWD students scored 34% on the Federal Index.

These percentages have remained stagnant for the past 3 years.

Measurable Outcome:

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

During the 2023-2024 school year at Palmetto High School, students served through the ESOL English courses will improve their proficiency scores from 33% to 34% on the Federal Index.

During the 2023-24 school year, SWD students will improve their proficiency scores from 34% to 35% on the Federal Index.

Monitoring:

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

This area of focus will be monitored through prior test scores as ELL students are served in the ESOL ELA English 1 and English 2 classes along with all the SWD students who are served in ELA 1 and ELA 2 classes and supported through the Support Facilitatprs. The District benchmark assessments for both

9th and 10th grade ELA will also be monitored and the data will be reviewed for mastery of standards. All students will also be participating in the progress monitoring F.A.S.T.

F.A.S.T. PM data will be reviewed and monitored by the ESOL teacher, the ELA teachers, the ESE Support Facilitators, all will use the data to drive instruction.

Person responsible for monitoring outcome:

Quantas Simmons (simmonsq@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.)

In order to increase learning for both the ELL and ESE/SWD students, many strategies need to be implemented for students to excel. These strategies include, but are not limited to:

1. Scaffold Intentionally

When educators combine skills rather than focusing on isolated skills, it provides opportunities for students to use familiar, mastered skills in conjunction with newly acquired ones to achieve new levels of understanding.

2. Build Knowledge and Vocabulary.

Relevant background knowledge and vocabulary can boost students' comprehension of grade-level text.

3. Prioritize standards.

With the B.E.S.T. standards, the standards are designed to be vertically aligned, build on each other over time, and cross over into other content areas.

Writing will be incorporated throughout the instruction throughout all departments in the school.

4. Progress Monitor and use data-to-drive instruction.

5. Students are taught to use collaborative structures and work in teams.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

While graduation is the ultimate goal of measuring high school success, SWD and ELL students cannot achieve graduation until they achieve Reading proficiency. Strategies include:

- 1: Share a clearly articulated and understood common goal based on the fundamental belief that all students can learn and improve their performance.
- 2: Staff members are dedicated to helping every student achieve challenging state and local standards. All students are engaged in an appropriately ambitious and rigorous course of study in which the high standards of performance are clear and consistent and the conditions for learning are modified and differentiated.
- 3: Collaboration with other teachers. Common planning.
- 4: Supportive, Personalized, and Relevant Learning
- 5: Parent/Community Involvement - celebrations, guest speakers, former students as guest speakers, visits to colleges and technical/vocational programs.
- 6: Monitoring, Accountability, and Assessment - data-driven decision making.

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.

Master schedule courses in alignment with ELL test scores and placement recommendations.

Person Responsible: Monica DeLesline (deleslim@manateeschools.net)

By When: Before August 23, 2023

ESE/SWD students IEPs are up to date and students are assigned to specific Support Facilitators

Person Responsible: Quantas Simmons (simmonsq@manateeschools.net)

By When: August, 2023

Training for ESOL and ELA teachers in B.E.S.T. standards, ESOL compliance, accessing IEP paperwork, providing interventions, best practices, AVID strategies, scaffolding, Florida protocols, etc..

Person Responsible: Quantas Simmons (simmonsq@manateeschools.net)

By When: Throughout the year

#3. Instructional Practice specifically relating to Math

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.

In Math, the overall percentage in Algebra and Geometry proficiency went from 41% in the 2021-22 school year and then dipped to 36% for the 2022-2023 school year. The three-year trend indicates a lot of inconsistency.

Students who do not struggle with Math are able to complete their Algebra credit and take their EOC exam in Middle School. Their score is captured by their middle school as credit for the middle school areas of: proficiency, achievement and acceleration. When these students arrive on the high school campus, most of these mathematically stellar students enroll in math courses that no longer impact school grade at the high school level.

Unfortunately, the 9th and 10th grade students who experience more academic challenges and struggle with mathematical concepts enroll and participate in Algebra 1a, Algebra 1b and Algebra 1. These students are the ones who sit for and take the EOC and their scores are reflected in the data for Palmetto High School grade.

Measurable Outcome:

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

For the 2023-24 school year, student proficiency in Math will increase from 36% to 44%.

Monitoring:

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

The math areas of focus (Algebra and Geometry) will be monitored through common assessments along with the quarterly benchmark assessments for both ALG 1 and Geometry. The Math teachers, the Assistant Principal, along with the Math Department Chair, will be reviewing and monitoring the data to determine how the instruction and interventions are working. The teachers will be adjusting their instruction in the B.E.S.T. standards as necessary to support student success. The District Math Support Specialist will also monitor data that may be applicable through the ALEK supplemental program.

Person responsible for monitoring outcome:

Monica DeLesline (deleslim@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.)

The evidence-based strategy is to utilize a standards-based instruction. Teaching math is based on mastering foundational skills. Using evidence-based and research-based effective instructional practices based on strong mathematical standards will provide the level of differentiated instruction needed for all students to learn and succeed. Teachers have also been trained in the new B.E.S.T. Mathematical standards and are implementing

them this 2023-2024 school year along with newer textbooks. With new online teaching tools and resources in classrooms, along with revised state standards, the implementation of utilizing a standards-based approach will support success for our students. Teachers have common planning in order to collaboratively plan together.

Teachers use common assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this standards-based instruction is based upon the research conducted by the National Council of the Teachers of Mathematics. Building on the work of the

National Council of Teachers of Mathematics (NCTM), this vision of mathematics education which requires students to reason and model with mathematics, be problem solvers, and analyze and interpret data.

A key component of the Mathematics K–12 Learning Standards are the Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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.

Master schedule created for collaborate common planning for Math subject area teachers. Students scheduled and placed into Math courses as based upon prior FAST Math or EOC scores.

Person Responsible: Monica DeLesline (deleslim@manateeschools.net)

By When: August, 2023

Students will take a formative assessment with their classroom teachers and also take the Q1 District benchmark assessments.

Throughout the year, teachers will plan collaboratively during common planning. Teachers will use data from common assessments, benchmark assessments, etc...to drive instruction and also participate in progress monitoring to determine if students are responding to the instruction being provided. The District Math Specialist will be on campus on a rotational basis to support the implementation of the B.E.S.T. standards along with the new curriculum resources.

Person Responsible: Monica DeLesline (deleslim@manateeschools.net)

By When: Throughout the school year

Students will receive supplemental practice in Mathematical concepts through Khan Academy and Engenuity for standards review and credit recovery. They may receive additional remediation and support through programs such as ALEK.

Person Responsible: Monica DeLesline (deleslim@manateeschools.net)

By When: Throughout the year.

#4. Instructional Practice specifically relating to ELA**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.

The area of focus is ELA/Reading. During the 2022-23 school year only proficiency was measured in ELA. Palmetto High School made an increase of 2% in proficiency from the prior year even with the implementation of new B.E.S.T. ELA standards and brand-new curriculum road maps and text books.

For the 2023-24 school year, learning gains and L25 are being added. As stated in the 2023 Florida Statutes: 1008.34 (7) (a) Due to the absence of learning gains data in the 2022-2023 school year, the initial school grading scale for the 2022-2023 informational baseline grades shall be set so that the percentage of schools that earn an "A" "B" "C" "D" and "F" is statistically equivalent to the 2021-2022 school grades results. When learning gains data becomes available in the 2023-2024 school year, the State Board of Education shall review the school grading scale and determine if the scale should be adjusted.

*proficiency, learning gains and lowest quartile gains are contingent upon the final FLDOE determination of new Achievement Level cut score and new Scale Score cut scores. Scores are expected to be released in late Fall, 2023.

Measurable Outcome:

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

By the end of the 2023-2024 school year, Palmetto High School students will demonstrate ELA/Reading proficiency by increasing scores* from 42% to 44% at the end of the school year.

By the end of the 2023-2024 school year, Palmetto High School students will demonstrate learning gains by increasing scores* from the 2021-22 (42%) to 44% at the end of the school year. There were no learning gains measured during the 2022-2023 school year.

By the end of the 2023-2024 school year, the lowest 25th quartile of PHS ELA/Reading students will demonstrate gains by increasing scores* from 36% (measured during the 2021-22 school year) to 38% for this school year.

There were no learning gains for the lowest quartile measured during the 2022-2023 school year.

Monitoring:

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

The proficiency, learning gains and L25% will be monitored through the following: ELA common assessments, F.A.S.T. progress monitoring assessments, PM1, PM2 and the final PM3, formative assessments, curriculum summative assessments, writing samples and teacher-created exams.

Person responsible for monitoring outcome:

Quantas Simmons (simmonsq@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.)

Along with utilizing AVID WICOR based strategies, small group instruction and data-driven instruction, Palmetto High school makes a commitment to collaborative planning. It is an effective tool that allows teachers to work together to meet the needs of their students. Collaboration is particularly important to

sustain inclusive settings. No single teacher should be responsible for holding the expertise in the infinite presentations of learner variability and each teacher brings their knowledge and skill set to the table to support each other. Collaboration creates safe conditions for students and educators to share knowledge and collectively problem-solve. The primary purposes of collaboration include: identifying and sharing effective academic, behavior, and social-emotional instructional practices, ensuring that practices are consistent across all providers, and ensuring that the students benefit from those practices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Grade-level common planning is scheduled into the Master schedule to allow teachers the opportunity to lesson plan and collaborate. This includes planning instruction for differentiation and small-group direct instruction so students can receive more individualized and scaffolded supports in order to master the standards and become successful in reading informational text, understanding literature and improving their comprehension. Teaching staff is also able to plan using research-based effective instructional strategies to engage their learners in their classrooms. AVID strategies are incorporated into classroom instruction, WICOR strategies are used. The Literacy Coach is utilized as a resource throughout the school to actively support reading and writing.

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.

Master schedule created so that 9th and 10th grade ELA teachers have common planning.
Classes are leveled after 10 day count.
ESOL ELA classes are grade-level based.
Peer Observations built into PDP for growth

Person Responsible: Monica DeLesline (deleslim@manateeschools.net)

By When: Beginning of school year.

9th and 10th ELA and Reading teachers dig into past FAST data to identify FAST Level 2 students who are close to proficiency. Students conduct their own data digs. Students explore last years data. Teachers will conduct FAST data chats with students.

F.A.S.T. Progress Monitoring Assessment 1 conducted and data reviewed with teachers and students.
Ongoing data and progress monitoring throughout the school year.

Person Responsible: Quantas Simmons (simmonsq@manateeschools.net)

By When: August and September, 2023 Ongoing throughout the school year

Common planning occurs throughout the year implementing StudySync, aligning new ELA B.E.S.T. standards, focusing on quality ELA reading and writing instruction and incorporating best practices especially focusing on small group direct explicit instruction. Collaborative support is provided by District ELA Specialist personnel on a weekly basis.

Use of supplemental premium writing package, NoRedInk, with training and support provided.

Person Responsible: Quantas Simmons (simmonsq@manateeschools.net)

By When: Throughout the school year.

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).

Palmetto High School has been identified as an ATSI school due to the fact that the most current data (from the 2021-22 school year) identifies the school as having one or more subgroups that fall below the Federal Index of 41%. For 3 years, Palmetto High School Students with Disabilities (SWD) has been 34% and English Language Learners (ELL) has been 33%.

Need to review the funding allocations in the school budget to determine if Palmetto High School receives any additional funding for being identified as ATSI. If so, then, determine that resources are provided based on the needs of the learners.

School Leadership, along with District Leadership, collaborates along the budgetary line items and the District determines the number of units the school generates based on FTE and student counts. Allocations are then provided at the final discretion of the Superintendent. Palmetto High School's mission is to provide an education for all students to become life-long learners.