

Polk County Public Schools

Palmetto Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Palmetto Elementary School

315 PALMETTO ST, Poinciana, FL 34759

<http://schools.polk-fl.net/palmettoknights>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Palmetto Elementary School is to nurture lifelong learning through diverse and intentional educational opportunities.

Provide the school's vision statement.

The vision of Palmetto Elementary is to encourage students to achieve academic excellence by being N.O.B.L.E.

Never Give Up

Own Your Actions

Be Respectful

Listen Actively

Engage Your Mind

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
Quiroa, Maria	Principal	<p>The Principal provides the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. The Principal ensures implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. The Principal provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Maldonado, Dagmarie	Assistant Principal	<ul style="list-style-type: none"> * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school;

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
<p>Medina, Denisse</p>	<p>Reading Coach</p>	<p>Develops, leads, and supports the school's core content standard/programs in literacy; assists with whole school screening programs that provide live data on student performance in literacy; models research-based instructional strategies for teachers in grades 3rd-5th. The Instructional Coach assists with identifying systemic patterns of student need while working to identify appropriate, evidence-based enrichment and intervention strategies to improve learning. She organizes schoolwide progress monitoring, analyzes data for trends and provides data support to teachers. She also assists with various curriculum support programs and family events which support student academics.</p>
<p>Nicks, Lucinda</p>	<p>Math Coach</p>	<p>Develops, leads, and supports the school's core content standard/programs in mathematics; assists with whole school screening programs that provide live</p>

Name	Position Title	Job Duties and Responsibilities
		<p>data on student performance in mathematics; models research-based instructional strategies for teachers in all grade levels. The Instructional Coach assists with identifying systemic patterns of student need while working to identify appropriate, evidence-based enrichment and intervention strategies to improve learning. She organizes schoolwide progress monitoring, analyzes data for trends and provides data support to teachers. She also assists with various curriculum support programs and family events which support student academics.</p>
<p>Perez, Anna</p>	<p>Reading Coach</p>	<p>Develops, leads, and supports the school's core content standard/programs in literacy; assists with whole school screening programs that provide live data on student performance in literacy; models research-based instructional strategies for teachers in grades Kindergarten-2nd grade.</p>
<p>Shifley, Sarah</p>	<p>School Counselor</p>	<p>The School Counselor provides a comprehensive counseling program that addresses academic, personal/ social, and personal development by designing, implementing, evaluating and enhancing programs that promotes student achievement. The School Counselor provides support to students through small group and classroom lessons as appropriate for student well-being, as well as conducting risk assessments for students, support information for parents, and conducts parent/teacher meetings as needed. The School Counselor facilitates the MTSS process with teachers. She serves as the Harmony facilitator, 504 coordinator, Hearth Liaison, and facilitates various mentoring support programs</p>

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.

Stakeholders are involved through the School Advisory Council (SAC). At the end of 2022-2023 school year a School Advisory meeting was held, and a survey was present to parents to gather input and suggestions for Parent Family Engagement Plan (PFEP) and school compact. This input was used to aid in writing the 2023-2024 School Improvement Plan.

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 leadership team will meet monthly or as needed as indicated on the school wide yearly calendar. The team will review the SIP and make necessary changes based on current FAST PM data, weekly formative/summative data, and early warning system data. Based on the data retrieved support will be provided for students who are currently falling below grade level proficiency.

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	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D 2018-19: D 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	31	48	38	47	22	37	0	0	0	223
One or more suspensions	1	5	1	13	5	3	0	0	0	28
Course failure in English Language Arts (ELA)	9	18	54	15	11	40	0	0	0	147
Course failure in Math	11	14	23	3	19	2	0	0	0	72
Level 1 on statewide ELA assessment	0	0	0	53	23	36	0	0	0	112
Level 1 on statewide Math assessment	0	0	0	52	31	47	0	0	0	130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	36	26	32	13	25	0	0	0	142

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	6	25	13	46	23	34	0	0	0	147

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	22	0	0	0	0	0	22
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	42	34	43	40	45	47	0	0	0	251
One or more suspensions	3	2	4	5	5	11	0	0	0	30
Course failure in ELA	0	5	5	22	31	34	0	0	0	97
Course failure in Math	0	5	3	18	16	8	0	0	0	50
Level 1 on statewide ELA assessment	0	0	0	24	11	47	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	27	21	51	0	0	0	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	32	44	68	36	36	35	0	0	0	251

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	21	21	27	14	52	57	0	0	0	192

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	24	0	0	0	0	0	24
Students retained two or more times	0	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	42	34	43	40	45	47	0	0	0	251
One or more suspensions	3	2	4	5	5	11	0	0	0	30
Course failure in ELA	0	5	5	22	31	34	0	0	0	97
Course failure in Math	0	5	3	18	16	8	0	0	0	50
Level 1 on statewide ELA assessment	0	0	0	24	11	47	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	27	21	51	0	0	0	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	32	44	68	36	36	35	0	0	0	251

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	21	21	27	14	52	57	0	0	0	192

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	24	0	0	0	0	0	24
Students retained two or more times	0	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*	35	45	53	33	47	56	32		
ELA Learning Gains				46			42		
ELA Lowest 25th Percentile				42			48		
Math Achievement*	36	49	59	24	42	50	23		
Math Learning Gains				43			41		
Math Lowest 25th Percentile				46			55		
Science Achievement*	19	41	54	28	49	59	29		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	55	54	59	55			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)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	176
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	8
Percent Tested	99
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	25	Yes	4	4
ELL	32	Yes	3	
AMI				
ASN				
BLK	28	Yes	3	1
HSP	33	Yes	1	
MUL				
PAC				
WHT	55			
FRL	36	Yes	3	

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	23	Yes	3	3
ELL	32	Yes	2	
AMI				
ASN				
BLK	36	Yes	2	
HSP	41			

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%
MUL				
PAC				
WHT	35	Yes	1	
FRL	39	Yes	2	

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	35			36			19					55
SWD	24			33							3	
ELL	26			34			14				5	55
AMI												
ASN												
BLK	41			33			10				4	
HSP	28			36			20				5	53
MUL												
PAC												
WHT	64			45							2	
FRL	35			35			23				5	55

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	33	46	42	24	43	46	28					55
SWD	8	23	31	15	31	27	17					33
ELL	29	42	31	17	28	25	28					55
AMI												
ASN												

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
BLK	34	49	46	19	44	40	21					
HSP	33	45	40	26	44	48	32					56
MUL												
PAC												
WHT	46			23								
FRL	33	46	44	25	42	46	25					53

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	32	42	48	23	41	55	29					39
SWD	13	14		17	36		29					14
ELL	22	43	53	11	36		5					39
AMI												
ASN												
BLK	30	29		19	29		25					40
HSP	31	50	62	22	40	55	22					38
MUL												
PAC												
WHT	46			46								
FRL	31	41	43	22	38	64	26					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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	43%	-9%	54%	-20%
04	2023 - Spring	51%	53%	-2%	58%	-7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	29%	42%	-13%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	51%	-14%	59%	-22%
04	2023 - Spring	42%	56%	-14%	61%	-19%
05	2023 - Spring	30%	44%	-14%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	20%	39%	-19%	51%	-31%

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 data component that showed the lowest performance was students in 5th grade. Those students showed a 21% proficiency in Science and 28% proficiency in Math. Some of the contributing factors to low performance trend is teacher capacity. Our classroom walkthrough data showed a gap between target task alignment. Another contributing factor was student attendance.

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

Comparing data from last year, the group that had a declined was 5th grade with science. Last year science proficiency was at 28% proficiency and this year is at 21% proficiency. The other group is 3rd grade with 28% proficiency in reading. Some of the contributing factors were teacher capacity, teacher pedagogy, and misalignment in task and objective. Another contributing factor was that we didn't have a science coach school based or district based.

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 data component had the greatest gap when compared to the state average was 5th math proficiency.

The state average was 55% proficiency and we were at 29% proficient with a 26% difference. The

contributing factors was teacher capacity and support systems in place.

Students in the primary grades struggle to meet district benchmarks of success in reading. This trend continues in 3rd and 4th grades. Moving forward, departmentalization, analysis of benchmarks through the learning arc, as well as cycles of planning, monitoring of instruction, data analysis and work sample analysis will take place in order to improve student outcomes.

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

The data component showed the most improvement was mathematics. Year 21-22, math proficiency was 24% and this year, math proficiency was 37%. To improve in this area, the paraprofessionals, math interventionist, coaches, and admin tutored students in areas of need. Another intervention was after school tutoring targeting areas of need for the grade level.

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

The first area of concern is student attendance 48% of the students with less than 90% attendance. The second area of concern is student reading deficiencies with an average of 23%.

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

Attendance- Based on 2022-23 school year data, 48% of the students fell in early waning with less than 90% of attendance. Research shows a correlation between chronic absenteeism and low academic performance, as well as an increase in dropout rates. It is imperative that we engage our families in understanding the importance

of their child's attendance and monitoring interventions to support an increase in attendance.

Science State data demonstrates a 20% proficiency on the Science State Assessment. This analysis allows us to identify this subject as a priority.

ELA- Data showed a 38% proficiency even though it as a 7% increased from school year 21-23, it was 3% less than the 42% of proficiency needed.

Math Data showed a 37% proficiency even though it as a 10% increased from school year 21-23, it was 3% less than the 42% of proficiency needed

ESSA subgroups- The 2022-2023 ESSA Subgroup Information report indicates that multiple subgroups (Black/African American, Economically Disadvantaged, ELL, Hispanic, and SWD) fall 7-19% below 41% proficiency on the most recent FAST assessment.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 22-23 Early Warning System, the data reflected that 223 students out of 443 were absent 10% or more days. Regular attendance is strongly correlated with academic achievement. When students are absent from school, they miss out on valuable instruction, class discussions, and opportunities for active learning. By improving student attendance, we can enhance their chances of academic success.

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 23-24 school year the early warning system attendance data will show a decrease of 10%.

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

The attendance team will monitor that attendance data bi-weekly. The team will follow-up with all parties involved to track students.

Person responsible for monitoring outcome:

Dagmariel Maldonado (dagmariel.maldonado@polk-fl.net)

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

As a school, the teachers will contact parents when students are out three consecutive days. In addition, leadership team will analyze attendance data bi-weekly during leadership team meeting. The school will work closely together to monitor student attendance and establish support plan for students/families with chronic absentees. Engage students, families and staff members in PBIS supports and monitor for increasing student attendance.

Attendance will be monitored using FOCUS attendance platform daily, teacher daily spreadsheet, and office attendance board that will be posted daily to our school messenger.

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

Research shows a correlation between chronic absenteeism and low academic performance, as well as an increase in dropout rates. It is imperative that we engage our families in understanding the importance of their child's attendance and monitoring interventions to support an increase in attendance.

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.

Engage students, families and staff members in PBIS supports and monitor for increasing student attendance.

Action Step 1 - Establish PBIS strategies for addressing and rewarding attendance.

Person Responsible: Dagmariel Maldonado (dagmariel.maldonado@polk-fl.net)

By When: By the end of the 1st nine weeks

Action Step 2 - Communicate attendance expectations with all stakeholders.

Person Responsible: Dagmariel Maldonado (dagmariel.maldonado@polk-fl.net)

By When: By the 1st three weeks of school.

Engage students, families and staff members in PBIS supports and monitor for increasing student attendance.

Action Step 3 - Implement PBIS attendance strategies and reward system

Person Responsible: Sarah Shifley (sarah.shifley@polk-fl.net)

By When: This will be done during the entire year

Engage students, families and staff members in PBIS supports and monitor for increasing student attendance.

Action Step 4 - Add attendance results and findings to leadership team meeting agenda

Person Responsible: Sarah Shifley (sarah.shifley@polk-fl.net)

By When: bi-weekly

#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.

The 2022-2023 ESSA Subgroup Information report indicates that Hispanics subgroups fall below 41% proficiency on the most recent FAST assessment.

The 2022-2023 ESSA Subgroup Information report indicates that multiple subgroups (Black/African American, Economically Disadvantaged, ELL, Hispanic, and SWD) fall 7-19% below 41% proficiency on the most recent FSA assessment.

Measurable Outcome:

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

Student: all students will in the multiple subgroups(Black/African American, Economically Disadvantaged, ELL, Hispanic, and SWD) will show growth consistent with state growth trends.

By February 2024, 70% students in the different subgroups will show proficiency on formative/summative assessments.

Monitoring:

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

Daily observational data will be collected during instruction with the use of the Benchmarks Checklist. During collaborative planning we will plan differentiated instruction to include all ESSA subgroups. Progress monitoring data offered by district level assessment platforms will be used to ensure students in each subgroup are mastering Benchmarks being taught after planning is properly implemented.

Person responsible for monitoring outcome:

Maria Quiroa (maria.quiroa@polk-fl.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.)

Constantly monitoring student's engagement in equivalent experiences aligned to the state expectations using District level assessment platforms to inform appropriate interventions for subgroups of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research evidence suggest that when teachers use progress monitoring for instructional decision making, students are able to achieve learning gains, teacher decision -making improves, and students are aware of their progress. It is important for the school to progress monitor all students, as well as all subgroups to ensure instruction is focused on 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.

Create calendar for progress monitoring collection and analysis

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: August 2023

Establish protocol for gathering and reviewing progress monitoring data.

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: August 2023

Identify intervention support students, as needed.

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: On going 2023-24

Monitor data to inform instructional supports within each subgroup

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: On going 2023-24

After monitoring data and identifying where students stand, students may or may not continue with additional support. The support provided will depend on student performance. The intervention to targeted group will go for 9 weeks and after nine weeks, new groups may be formed based on data. The push-in support will track student performance based on formative and summative data.

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: On going 2023-24

The push-in support will track student performance based on formative and summative data. With collected data, push-in support will be re-evaluated and small group will be updated quarterly.

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: on going 2023-24

The push-in support will track student performance based on formative and summative data. With collected data, push-in support will be re-evaluated and small group will be updated quarterly.

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: on going 2023-24

#3. Instructional Practice specifically relating to Collaborative Planning**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 data showed 33% of students demonstrated reading proficiency. Our math data showed an average of 37% proficiency on Spring FAST Assessment. We had discrepancies in facilitating and implementing strong collaborative structures among all grade levels.

Measurable Outcome:

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

Student practice-State data will show a minimum of +5% proficiency increase for all grades/content as well as 10% of the students just below the proficiency line becoming proficient.

Teacher practice-By February 2024, 90% of classroom teachers will provide benchmark aligned tasks as evidence in walkthroughs.

Coaching-By April 2024, the number of teachers receiving Tier 2-3 support will decrease by 85%.

Monitoring:

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

Student Practice: Student data will be monitored weekly (formatives/summative) depending on the week of testing.

Teachers with support from coaches will track and measure progress over time. Student data will be disaggregated after PM1 and PM2 and compared state proficiency and growth trends.

75% proficiency will be the common goal across all content areas for 23-24 school year.

Person responsible for monitoring outcome:

Maria Quiroa (maria.quiroa@polk-fl.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 be provided professional development on Learning Arcs to help understand benchmark and aligned tasks. During planning, teachers will bring common piece and measure student proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

TNTP's The Opportunity Myth explains the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is important that we monitor for alignment and plan for teacher's understand of the Benchmarks and aligned tasks and assessments.

Time spent on building teacher collective efficacy, which has a mean effect size of 1.57 according to John Hattie's meta-analysis, is done through collaborative planning, Wisdom Wednesdays, academic committees, and other collegial gatherings to build leadership capacity among teachers. Additional focus is on creating clear student expectations for learning, which has an effect size of 1.33 according to John Hattie's research. Finally,

response to intervention, also with an effect size from Hattie's research of 1.29 is a focus especially during small group instruction.

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.

Strategy 1 - Planning with Learning Arc Framework

Action Step 1 - Create master schedule that includes intentional collaborative planning

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: Aug 2023-May 2024

Strategy 1 - Planning with Learning Arc Framework

Action Step 2 - Conduct planning protocol on a weekly basis

That includes academic coaches sending a planning agenda, teachers going over lesson and modifying as needed. The coaches provide feedback once teachers submit lesson plans. The coaches send email as a follow-up with notes from planning.

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: Aug2023-May 2024

Action Step 3 - Conduct correlation analysis between SWT findings and Benchmarks planned for using Learning Arc.

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: Aug 2023-2024

Planning/analyzing results from observational data from benchmark checklist used daily.

Person Responsible: Maria Quiroa (maria.quiroa@polk-fl.net)

By When: Aug 2023-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 the Regional Superintendent reviews each School Improvement Plan and provides schools with feedback to best ensure sufficient utilization of funding and resources. Prior to district review our school established a teacher leadership team that met in the summer to discuss school needs and provide suggestions to the School Improvement plan that would ensure student success this year. During the teacher leadership team meeting we established focus goals for this school year.

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

Based PM3 2022-23, FAST data, 43% of students in K-2 were proficient.

Our focus to improve reading proficiency will occur through an emphasis on phonemic awareness, phonics, and decoding in the primary (K-2) grades. Differentiation needs to occur within the classroom for intervention and acceleration as well. Instruction will also be inclusive of aligned, benchmark-based instruction through the use of the Learning Arc.

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

Based PM3 2022-23, FAST data, 38% of students in 3-5 were proficient.

The identification and implementation of appropriate and effective resources used with fidelity is an area of need, specifically in the realm of literacy. Our focus to improve reading proficiency will occur through an emphasis on comprehension and fluency in the intermediate grades (3-5). Differentiation needs to occur within the classroom for intervention and acceleration as well. Instruction will also be inclusive of aligned, benchmark-based instruction through the use of the Learning Arc.

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

Progress monitoring will show a minimum of +5% proficiency increase for each grade in K-2, as well as 10% of the student just below the proficiency line becoming proficient.

Grades 3-5 Measurable Outcomes

Progress monitoring will show a minimum of +5% proficiency increase for each grade in 3rd-5th, as well as 10% of the student just below the proficiency line becoming proficient.

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.

Progress monitoring toward our goals will be monitored using the district standardized walkthrough tool and progress monitoring data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Quiroa, Maria, maria.quiroa@polk-fl.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?

Palmetto Elementary will implement Reading Mastery 1st-2nd and continue with Corrective Reading (grades 3 - 5) and Phonics to Reading (K-2) as prescribed through district level implementation protocols to include resources, training, diagnostic assessments, side-by-side implementation coaching, and monitoring through the district standardized walkthrough tool.

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 district selected this program based on its effectiveness. According to the What Works Clearinghouse, Corrective Reading was found to have potentially positive effects on alphabetic and fluency. Within the study the impact was analyzed for white and black students, economically disadvantaged students, male and female students. These impacts correlate with the economic status of the students at Palmetto

Elementary School.

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
Create master schedule to include collaborative planning time.	Quiroa, Maria, maria.quiroa@polk-fl.net
Review planning findings with leadership team on a regular basis to check progress and fidelity.	Quiroa, Maria, maria.quiroa@polk-fl.net
Monitor implementation of resources: Corrective Reading, Reading Mastery and Phonics to Reading	Quiroa, Maria, maria.quiroa@polk-fl.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.

Palmetto Elementary builds a positive school culture and environment through various strategies and initiatives. Some of the initiatives include actively promoting and celebrating diversity among its students, staff, and families. We encourage inclusivity and respect for all cultures, backgrounds, and abilities. Our school implements a PBIS framework to foster positive behavior to create a safe and supportive learning environment. This includes teaching and reinforcing expected behaviors, acknowledging, and rewarding positive actions, and providing appropriate interventions for challenging behaviors. As a school, we emphasize the importance of respect among students, staff, and the wider school community. We teach and model respectful behavior, encourage empathy and understanding, and address any instances of disrespect promptly and effectively. Our school actively involves various stakeholders, including parents, guardians, community members, and local organizations, in building a positive school culture. They seek input and feedback from these stakeholders, involve them in decision-making processes, and collaborate

on initiatives that benefit the school community. We strive to create a welcoming and nurturing environment for all. Our school ensures that physical spaces are clean, organized, and visually appealing. We also provide resources and support services to meet the diverse needs of students and families, fostering a sense of belonging and well-being. Our school promotes positive relationships among students, staff, and families. We organize activities and events that encourage interaction and collaboration, such as family nights, community service projects. These initiatives help foster a sense of belonging and connectedness within the school community.

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))

Palmetto encourages parental and community involvement through the School Advisory Council (SAC), and parent events. Students are encouraged and motivated through grade level and school-wide PBIS events, classroom incentives, attendance and academic awards. Teachers take the time to clearly state procedures and expectations and reinforce expected behaviors through Class Dojo and other classroom incentives. Administration encourages teachers, students, and parents through open communication and monthly newsletters to keep parents and community members informed of school events and curriculum. The Community Assistance Team helps support the mission and vision of the school and meets two to three times per year for updates on school data and to provide opportunities for feedback and support to the school.

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)

Palmetto Elementary builds positive relationships with families to increase parental involvement in the following ways: Awards ceremonies every nine weeks, student of the month (Knight of the month), family academic nights, and conference nights. Building positive relationships by having a welcoming office staff. Also, our teachers use a variety of ways to communicate to parents (agenda, school messenger, phone calls).

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))

Palmetto Elementary offers after school tutoring during the school. We partner with the nutrition program to provide healthy snacks. We provide opportunities for our preschool classes to experience kindergarten instruction and environment before the end of the school year.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school based counselor takes on the responsibilities to help improve the lives of students both in and out of the classroom. She serves as a member of the leadership team in which she identifies and

problem solves issues affecting student school performance, addressing social or behavioral problems, helps students develop skills needed for academic success, counseling individual and small groups, and assesses students abilities and interest. She works with teachers, administrators, and parents to help improve classroom performance. Collaborates with community providers and Mental Health therapist as needed. She leads the MTSS process for students academically and behaviorally when concerns arise.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Palmetto Elementary we participate in College and Career to spotlight potential professions and colleges and or trade school that students may wish to attend upon completion of postsecondary. We also host a school-based Great American Teach-in showcasing careers and trades. Students are provided the opportunity to learn about professions after postsecondary education.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Palmetto Elementary School has implemented a schoolwide tiered model to prevent and address problem behavior. This model includes several components, such as PBIS which provides monthly incentives to promote positive behavior among students. Our school utilizes RTD; response to data to identify areas where students may be struggling and uses district resources to close the gap and provide targeted interventions. The school also implements MTSS for behavior and academics, ensuring that students receive the necessary support and interventions based on their individual needs. Our school counselor conducts classroom observations to identify students who may require additional support and begin the process of staffing a student, coordinating with similar activities and services carried out under IDEA. This approach aims to address problem behavior early on and provide appropriate interventions to support all students' social-emotional well-being and academic success

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Palmetto Elementary weekly teachers are provided the opportunity to collaboratively plan with ELA and Math instructional coaches and administration. These planning sessions are focused on target/task alignment, assessment creation, and data utilization. Coaches support teachers by providing coaching within the classroom to help teachers strengthen their teacher craft. District Senior Math, Reading, and Science coordinators provide support as needed with coaching and planning. This year new teachers will attend monthly meetings with administration to support academics, policies/procedures, and student behaviors. Paraprofessionals are assigned a grade-level to support and professional development provided as needed.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school organizes a Kindergarten round up event where incoming kindergarteners and their parents can visit the school, meet the teachers, and familiarize themselves with the school environment. Some of our students participate in Polk County's Kindergarten Readiness camp, to ensure students have the necessary skills and knowledge to succeed in kindergarten. Our VPK program serves as a bridge

between preschool and kindergarten, helping students adjust to the academic and social expectations of elementary school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$202,184.92
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1702 - Palmetto Elementary School	UniSIG	2.0	\$112,663.15
			<i>Notes: Other Certified Instructional Personnel - School based Interventionist OR Student Success Coach who work with small groups of students in need of remediation 1 - Reading Interventionist 1 - Math Interventionist</i>			
	5100	150	1702 - Palmetto Elementary School	UniSIG	1.0	\$23,876.50
			<i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation 1 - Classroom Para</i>			
	5100	210	1702 - Palmetto Elementary School	UniSIG		\$18,528.43
			<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>			
	5100	220	1702 - Palmetto Elementary School	UniSIG		\$10,445.28
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231	1702 - Palmetto Elementary School	UniSIG		\$33,084.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	1702 - Palmetto Elementary School	UniSIG		\$64.80
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	1702 - Palmetto Elementary School	UniSIG		\$764.62
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
	5100	510	1702 - Palmetto Elementary School	UniSIG		\$2,758.14
			<i>Notes: Supplies - Instructional - Pencils, paper, markers, post it notes, chart paper</i>			
3	III.B.	Area of Focus: Instructional Practice: Collaborative Planning				\$23,374.76
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	160	1702 - Palmetto Elementary School	UniSIG	0.25	\$16,789.73

			<i>Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.</i>			
	6400	210	1702 - Palmetto Elementary School	UniSIG		\$2,381.68
			<i>Notes: Retirement - 13.57% -Coaches - School based /School paid</i>			
	6400	220	1702 - Palmetto Elementary School	UniSIG		\$1,342.66
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231	1702 - Palmetto Elementary School	UniSIG		\$2,757.00
			<i>Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science</i>			
	6400	232	1702 - Palmetto Elementary School	UniSIG		\$5.40
			<i>Notes: Life Insurance - Coaches - School based /School paid</i>			
	6400	240	1702 - Palmetto Elementary School	UniSIG		\$98.29
			<i>Notes: Workers Compensation .56% - School based Coaches - Math, Literacy, Science</i>			
					Total:	\$225,559.68

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes