

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 8
 - E. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup 18
 - E. Grade Level Data Review 21
- III. Planning for Improvement 22
- IV. Positive Culture and Environment 31
- V. Title I Requirements (optional) 34
- VI. ATSI, TSI and CSI Resource Review 37
- VII. Budget to Support Areas of Focus 38

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Palmetto Elementary School is to provide an outstanding education within an effective learning environment that addresses the individual needs of all students, thereby developing life-long learners who demonstrate pride, respect, and excellence in all endeavors.

Provide the school's vision statement

The vision of Palmetto Elementary School is to create life-long learners who consistently strive for excellence in our multicultural society.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Eric Torres

Position Title

Principal

Job Duties and Responsibilities

Principal: Mr. Torres facilitates and conducts meetings by providing current data and support documents. The Principal guides the leadership team through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Leadership Team Member #2

Employee's Name

Kristen Nemec

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal: Ms. Nemec works as a leadership team member to ensure commitment to the goals set forth. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. Ms. Nemec also assists with monitoring the curriculum on a continuous basis. She ensures the collection of data, the implementation of Interventions, ongoing progress monitoring of MTSS/Rtl intervention groups, and supports professional development activities and technical assistance for teachers regarding databased instructional planning.

Leadership Team Member #3**Employee's Name**

Julie Astuto

Position Title

Counselor

Job Duties and Responsibilities

Guidance Counselor: Ms. Astuto implements the Values Matter Initiative, along with other programs designed to prevent abuse, bullying, drug use, and so forth. She also provides quality services and expertise on intervention with at-risk students. In collaboration with the school social worker and mental health coordinator, she continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. She participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention with fidelity and documentation. She provides counseling for students that are identified as at-risk or having the potential to be at-risk.

Leadership Team Member #4**Employee's Name**

Lisette DeAlejo

Position Title

Teacher/PD Liaison

Job Duties and Responsibilities

PD Liaison: Ms. DeAlejo facilitates on-site professional development opportunities by proposing and/or delivering school based professional learning that supports the school's strategic goals and objectives and collaborates with school leadership team, PDE, Region Center and school administrators to identify PD needs.

Leadership Team Member #5

Employee's Name

Aileen Bogert

Position Title

Teacher/Science Liaison

Job Duties and Responsibilities

Science Liaison: Ms. Bogert attends monthly district ICAD meetings. She provides teachers with professional development in the area of Science. She provides teachers with instructional support through coaching, modeling, conferencing, and collaborative planning. In addition Ms. Bogert analyzes student data, leads intervention action planning for MTSS/RtI Tier 2/3 students, and serves as the Gradebook Chairperson.

Leadership Team Member #6

Employee's Name

Maritza Viquez

Position Title

Teacher/Math Liaison

Job Duties and Responsibilities

Math Liaison: Ms. Maritza Viquez attends monthly district ICAD meetings. She provides teachers with professional development and support in the area of Mathematics. She provides teachers with instructional support through coaching, modeling, conferencing, and collaborative planning. In addition Ms. Viquez analyzes student data, and leads intervention action planning for MTSS/RtI Tier 2/3 students.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

At Palmetto Elementary School, stakeholders play a vital role in our School Improvement Plan (SIP). We have a School Leadership Team (SLT) that oversees the process and facilitates communication. Teachers and staff contribute through common planning sessions with administration. In addition, parents, students, and families provide input through surveys and Parent Teacher Association meetings, conferences, and electronic communication. External stakeholders are engaged through alignment of our programs and activities. We fulfill ESSA requirements through a monthly School Advisory Committee (SAC) meeting. The input gathered from all stakeholders shapes our SIP that reflects our school vision.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

It is imperative to monitor and evaluate the School Improvement Plan (SIP). This ensures effectiveness and measures the impact on increasing achievement for proficiency. Palmetto Elementary School will establish a framework to monitor key components:

1. Data Collection: Collecting data, i.e. assessments, attendance, student performance and discipline to identify trends and areas for improvement.
2. Regular Data Analysis: Analyzing various data points to make revisions for the SIP.
3. Classroom Observations: Regular walkthroughs will be conducted by administration to assess instructional practices and student engagement.
4. Stakeholder feedback: Gathering perceptions and perspectives through surveys, meetings, and activities.

The school will revise the SIP by:

1. Analyzing Data: Monitoring data, assessment results, and stakeholder feedback to identify SIP improvements.
2. Identifying strategies: Collaborating with stakeholders to develop targeted strategies for improvement.
3. Modifying goals and action steps: Aligning the SIP goals, objectives, and action steps with strategies and updated needs.
4. Implementing revisions: Communicating the revised SIP with stakeholders and taking steps to effectively implement the updated plan.
5. Ongoing evaluation: We will continuously monitor and evaluate the revised plan using the established framework and communicating revisions.

Palmetto Elementary School will regularly monitor the implementation of the SIP noting the indicators mentioned to revise as needed. The plan ensures continuous improvement and compliance with ESSA 1114(b)(3) requirements.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	61.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	27.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	0	1	1	2	2				6
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)		0	2	2	0	2				6
Course failure in Math		0	1	1	1	2				5
Level 1 on statewide ELA assessment				1	1	8				10
Level 1 on statewide Math assessment				0	0	4				4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	5	5	4						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	3	2	9				17

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	0	0	1	0	0				3
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last 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 school days		3		1		3				7
One or more suspensions										0
Course failure in ELA			1	1	3	1				6
Course failure in Math			1	2	1	1				5
Level 1 on statewide ELA assessment				2	3	4				9
Level 1 on statewide Math assessment				1	3	2				6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	4	8	5						31

Prior Year (2023-24) As Last Reported (pre-populated)

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			1	2	2	1				6

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	3		1	2						6
Students retained two or more times					1	1				2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	91	63	57	86	60	53	89	62	56
ELA Grade 3 Achievement **	94	63	58	85	60	53			
ELA Learning Gains	69	64	60				77		
ELA Learning Gains Lowest 25%	76	62	57				59		
Math Achievement *	94	69	62	90	66	59	91	58	50
Math Learning Gains	86	65	62				82		
Math Learning Gains Lowest 25%	84	58	52				86		
Science Achievement *	90	61	57	85	58	54	84	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	52	64	61	71	63	59	71		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	736
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
82%	82%	80%	68%		78%	74%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	71%	No		
English Language Learners	80%	No		
Asian Students	100%	No		
Hispanic Students	82%	No		
White Students	83%	No		
Economically Disadvantaged Students	68%	No		
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%
Students With Disabilities	55%	No		
English Language	71%	No		

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%
Learners				
Asian Students	87%	No		
Hispanic Students	82%	No		
White Students	90%	No		
Economically Disadvantaged Students	68%	No		

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%
Students With Disabilities	53%	No		
English Language Learners	76%	No		
Native American Students				
Asian Students	100%	No		

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%
Black/African American Students				
Hispanic Students	75%	No		
Multiracial Students				
Pacific Islander Students				
White Students	89%	No		
Economically Disadvantaged Students	69%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	91%	94%	69%	76%	94%	86%	84%	90%					52%
Students With Disabilities	67%	77%	77%	64%	75%	77%	77%	50%					
English Language Learners	77%		89%	100%	91%	89%		60%					52%
Asian Students	100%				100%								
Hispanic Students	88%	87%	70%	83%	92%	87%	87%	91%					50%
White Students	94%	100%	68%	55%	97%	85%		84%					
Economically Disadvantaged Students	67%	75%	53%	50%	80%	69%	82%	65%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	86%	85%			90%			85%					71%
Students With Disabilities	57%	50%			57%								
English Language Learners	76%				72%			70%					65%
Asian Students	82%				91%								
Hispanic Students	86%	86%			87%			86%					65%
White Students	89%	91%			96%			82%					
Economically Disadvantaged Students	67%	60%			72%			71%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	89%		77%	59%	91%	82%	86%	84%					71%
Students With Disabilities	56%		47%	44%	65%	67%	62%	27%					
English Language Learners	83%		75%		83%	69%							71%
Native American Students													
Asian Students	100%				100%								
Black/African American Students													
Hispanic Students	87%		74%	46%	88%	80%	79%	82%					67%
Multiracial Students													
Pacific Islander Students													
White Students	92%		82%	83%	93%	83%	100%	90%					
Economically Disadvantaged Students	71%		59%	45%	80%	80%	80%	71%					

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	93%	56%	37%	55%	38%
Ela	4	87%	55%	32%	53%	34%
Ela	5	86%	56%	30%	55%	31%
Math	3	94%	65%	29%	60%	34%
Math	4	94%	62%	32%	58%	36%
Math	5	90%	59%	31%	56%	34%
Science	5	86%	53%	33%	53%	33%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that demonstrated the most improvement was 3rd grade ELA. The 3rd grade proficiency increased from 85% to 94%. The actions that contributed to this improvement was implementing Differentiated Instruction and Intervention with fidelity.

Lowest Performance

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 which showed the lowest performance was 4th grade ELA. The contributing factors was a new teacher to the grade-level and two 4th grade teachers who took a leave of absence for a portion of the year.

Greatest Decline

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

The greatest decline was 4th grade ELA. The percent of students remained the same as the previous year at 89%. The contributing factors was a new teacher to the grade-level and two 4th grade teachers who took a leave of absence for a portion of the year.

Greatest Gap

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 overall scores showed improvement or remained the same compared to the previous year's data. Our school scored above the district and state average.

EWS Areas of Concern

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

An area of concern is to decrease the number of student tardies. Another area of concern is to decrease the number of students with 6-10 absences.

Highest Priorities

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

The top priorities include the following: increase learning gains, maintain the number of students scoring a level 5 in ELA and Math, maintain our ranking in attendance, and maintaining our science proficiency.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST PM3 Reading data, 67% of 4th grade students made learning gains. Based on this data and the identified contributing factor of 23% of students regressing and their ability to maintain level 5 or 4 proficiency levels, we will implement the Targeted Element of Data Driven Decision Making with a focus on strategic planning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Professional Learning with a focus on setting high expectations and strategic planning, an additional 3% with a total of 70% of grade five students will make learning gains in the area of ELA on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The ELA teachers will strategically plan weekly using aligned curriculum and resources based on student data and teacher observations. Administrators will attend collaborative planning to ensure that student needs are data-driven lessons as well as review lesson plans for identified skills to ensure students are maintaining proficiency and increasing academic performance. Instructional delivery will be monitored by walkthroughs, data trackers will be used to monitor OPM data on a bi-weekly basis.

Person responsible for monitoring outcome

Kristen Nemec

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Rationale:

The evidence-based strategy of Data-Driven instruction was chosen as it addresses strategic instructional planning and delivery aligned to the needs of students to maintain and increase academic proficiency.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Palmetto will provide professional learning for teachers with a focus on effectively planning with the end in mind using aligned resources, planning cards, and student data. As a result, teachers will be able to identify best practices and the activities during the instructional delivery for student success.

Person Monitoring:

Kristen Nemec

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Action Step #2

Teachers will develop data-driven lesson plans that address targeted skills aligned to BEST Benchmarks. Teachers will discuss best practices and activities that utilize the Gradual Release Model for instruction.

Person Monitoring:

Kristen Nemec

By When/Frequency:

September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Action Step #3

Teachers will attend weekly collaborative planning meetings to unwrap benchmarks.

Person Monitoring:

Kristen Nemec

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Action Step #4

Teachers will facilitate Teacher-Led and collaborative groups to provide instruction driven by planned differentiated lesson plans.

Person Monitoring:

Kristen Nemec

By When/Frequency:

January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits too classrooms during differentiated instruction on a bi-weekly basis.

Action Step #5

Teachers will monitor student performance utilizing data collection tool to guide the planning of lessons.

Person Monitoring:

Kristen Nemec

By When/Frequency:

January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits too classrooms during differentiated instruction on a bi-weekly basis.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST PM3 Math data, 91% of 5th grade students demonstrated proficiency. Based on this data and the identified contributing factor of grade 5 students and their ability to achieve proficiency levels, we will implement the Targeted Element of Establishing and Implementing Instructional Frameworks with a focus on instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Benchmark-aligned instruction with a focus on setting high expectations and instructional delivery, 91% of grade five students will demonstrate proficiency in the area of Math on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The 5th grade math teachers will strategically plan weekly using aligned curriculum and resources based on student data and teacher observations. Administrators will attend collaborative planning to ensure that student needs are data-driven lessons as well as review lesson plans for identified skills to ensure students are maintaining proficiency and increasing academic performance. Benchmark-aligned Instructional delivery will be monitored by walkthroughs, data trackers will be used to monitor OPM data on a bi-weekly basis.

Person responsible for monitoring outcome

Kristen Nemec

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Rationale:

The evidence-based strategy of Establishing and Implementing Instructional Frameworks was chosen as it addresses strategic instructional planning and delivery aligned to the needs of students to maintain and increase academic proficiency.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Palmetto will provide professional learning for teachers with a focus on effectively planning with the end in mind using aligned resources, planning cards, and student data. As a result, teachers will be able to identify best practices and the activities during the instructional delivery for student success.

Person Monitoring:**By When/Frequency:**

Kristen Nemec

September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Action Step #2

Teachers will develop data-driven lesson plans that address targeted skills aligned to BEST Benchmarks. Teachers will discuss best practices and activities that utilize an instructional framework for instruction.

Person Monitoring:

Kristen Nemec

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Action Step #3

Teachers will follow the instructional framework when delivering the benchmark-aligned instruction.

Person Monitoring:

Kristen Nemec`

By When/Frequency:

September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Action Step #4

Teacher will implement the suggested 15 minutes of intervention to the identified student following the suggested framework from the district.

Person Monitoring:

Kristen Nemec

By When/Frequency:

January17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to classrooms on a weekly basis.

Action Step #5

Teachers will monitor student performance utilizing a tracking tool to guide lesson planning aligned to student needs.

Person Monitoring:

Kristen Nemec

By When/Frequency:

January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST PM3 Math data, 74% of kindergarten students demonstrated proficiency. We will implement the Targeted Element of Differentiated Instruction (DI) with a focus on strategic planning to group students and align resources for student needs.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Differentiation with a focus on setting high expectations and differentiated instruction, an additional 6% with a total of 80% of Kindergarten students will meet proficiency in the area of Math on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The kindergarten teachers will strategically plan weekly using aligned curriculum and resources based on student data and teacher observations. Administrators will attend collaborative planning to ensure that student needs are data-driven lessons as well as groups are identified and resources are aligned to ensure students are maintaining proficiency and increasing academic performance. Instructional delivery will be monitored by walkthroughs. Teachers will monitor using data trackers of OPM data on a bi-weekly basis.

Person responsible for monitoring outcome

Kristen Nemec

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this

method benefits a wide range of students.

Rationale:

The assistant principal, Kristen Nemec, will conduct walkthroughs weekly to ensure the implementation of instructional planning for Differentiated instruction is being delivered with fidelity.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Palmetto will provide professional learning for teachers with a focus on effectively planning with the end in mind using aligned resources, planning cards, and student data. As a result, teachers will be able to identify best practices and the activities during the instructional delivery for student success.

Person Monitoring:

Kristen Nemec

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Action Step #2

Teachers will develop differentiated, data-driven lesson plans that address targeted skills aligned to BEST Benchmarks. Teachers will monitor student performance on a bi-weekly basis..

Person Monitoring:

Kristen Nemec

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Action Step #3

Teachers will effectively implement Differentiated Instruction with a focus on strategic grouping of students using relevant data.

Person Monitoring:

Kristen Nemec

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Action Step #4

Teachers will plan lessons that target identified skills that align to the BEST benchmarks for small group intervention.

Person Monitoring:

Kristen Nemec

By When/Frequency:

January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

Action Step #5

Teachers will monitor student progress using a tracking tool to guide the planning process aligned to student needs.

Person Monitoring:

Kristen Nemec

By When/Frequency:

January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal, Kristen Nemec, will conduct visits to common planning sessions on a bi-weekly basis.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 attendance data, 86% of students were absent 10 or less days from school. Based on this data and the identified contributing factors of implementing attendance initiatives, such as rewards, attendance agreements, and weekly monitoring, we will continue to implement the Targeted Element of Attendance Initiatives at the school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Attendance initiatives with a focus on close monitoring and reporting, an additional 3% of students will be present with no more than 10 absences for the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The attendance manager will monitor weekly student attendance using DSIS and Gradebook. Students trending with frequent absences will be notified via phone calls, written contact, and home-visits if necessary.

Person responsible for monitoring outcome

Kristen Nemec

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

The evidence-based strategy of Attendance Initiatives was chosen as it addresses the importance for students to be in school. It is shown that when students are present at school, they have a greater opportunity to be successful.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

The attendance manager will pull attendance data daily and monitor students who are trending to be absent more than 5 days.

Person Monitoring:

Ibis Vierra

By When/Frequency:

September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The attendance manager uses DSIS and Gradebook to identify student attendance daily and collaborates with administration and the families to ensure students are present at school.

Action Step #2

The attendance manager will contact parents and implement solutions such as attendance agreements or attendance notices for students with 5 or more absences.

Person Monitoring:

Ibis Vierra

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The attendance manager will contact parents via phone or attendance notice for students meeting 5 or more days absent.

Action Step #3

The counselor will monitor classes with perfect attendance and provide an incentive when the class completes the Perfect Attendance chart.

Person Monitoring:

Julie Astuto

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The counselor will monitor classes daily and provide the attendance incentive when the class earns the Perfect Attendance incentive.

Action Step #4

The attendance clerk will notify parents of students who have more than 5 absences in the first quarter.

Person Monitoring:

Eric Torres

By When/Frequency:

January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance meeting are conducted on a bi-weekly basis to identify students.

Action Step #5

Parents of students with 5 or more absences will be identified with a SCM and documented in DSIS.

Person Monitoring:

Ibis Viera

By When/Frequency:

January 17, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The attendance manager will document identified students in DSIS on a bi-weekly basis.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

NA

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

NA

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

NA

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

NA

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

NA

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

NA

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

NA

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

NA

Strategies to Assist Preschool Children

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

NA

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

NA

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

NA

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00