

Orange County Public Schools

Palmetto Elementary



2015-16 School Improvement Plan

Palmetto Elementary

2015 DUSKIN AVE, Orlando, FL 32839

www.ocps.net/lc/southwest/epa

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	F	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	3	Ella Thompson
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school learns about students' cultures and builds relationships in the classroom by learning as much as possible about students so that the school can structure activities, build curricular materials, and tap into resources that will help all students be academically successful. The classroom teachers are expected to conduct parent-teacher conferences at the mid-point of each quarter to discuss academic and behavioral progress of their student(s). The teacher is encouraged to develop classroom expectations and rules with student input which affords them the opportunity to make connections with their students and build the classroom culture to reflect the diversity of the class. The school schedules several different building capacity activities throughout the year, which help the school to understand and embrace the cultural diversity of our students. We provide written and verbal translations when necessary to accommodate and improve the amount of participate of our families.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school has developed a school-wide discipline and procedure plan which outlines behavior expectations before, during, and after school. Parents and teachers review these expectations with the students. All parties commit to these expectations by signing an acknowledgement form that they understand, and will follow, the school's expectations for behaviors. The teacher will constantly review these expectations throughout the school year. Also, these expectations are reviewed with parents and students during parent/teacher conferences. The dean of students reviews the code of conduct with all students on a quarterly basis to address discipline trends based on referral data. The discipline committee reviews these discipline trends and develops additional procedures and/or consequences to minimize discipline problems.

The school has modified its' supervision plan in the mornings to provide increased supervision time for parents who drop students off before 7:30. Access points for the school are monitored by administration, instructional, and classified staff during extended arrival and dismissal daily.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school has a behavior leadership team that has developed a school-wide discipline plan for addressing misconduct in the classroom. The team, which includes the Multi-Tiered System of Support Coach (MTSS), has carefully reviewed the individual teacher's classroom discipline plan and

made suggestions or modifications to enhance their discipline plan to address disruptive behavior immediately. The dean of students will be called to address any severe or ongoing disruptive behaviors in the classroom. The students will be removed for a period of time to redirect behavior without disrupting the instructional time of the other students in the classroom. If possible, the students will return to class within a reasonable amount of time to resume their learning. Additionally, the behavior leadership team is responsible for implementing and monitoring positive behavior guidelines to reward good student behavior. There is also a discipline mentoring program in place.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The behavior leadership team, and the MTSS Coach, work closely with the classroom teachers to ensure the social-emotional needs of all students are met. The team works with the classroom teacher to develop and monitor the individual discipline support plan of specific students. The team determines if the plan is working so that they can decide if they need to modify the plan in anyway. Parents are included in the development of the student's individual behavior plan. All student behavior plans are discussed during parent-teacher conferences so that the parent is always aware of the student's behavioral progress. Additionally, the school guidance counselor has been tasked with forming small-counseling groups for targeted students struggling with their social-emotional needs as identified by teacher and/or school-based administration. These mentoring efforts will continue with two running clubs after-school aimed at boys and girls, respectively.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's early warning system includes the monitoring of the following indicators:

1. Attendance of K-5 students for all absences and tardies.
2. Administrators will monitor the number of in and out-of-school suspensions per student.
3. Progress monitoring of K-5 students academic progress in all English language arts, math, writing and science.
4. Progress monitoring the lowest 30% of students' who scored a Level 1 and 2 on statewide standardize assessments or district/school assessments.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	50	29	30	22	15	15	161
One or more suspensions	0	1	0	1	2	4	8
Course failure in ELA or Math	59	78	121	108	71	77	514
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	19	8	14	9	11	13	74

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

By conducting progress monitoring meetings, the administrators are able to address all of the early warning indicators of students not making adequate academic progress and will provide the necessary interventions. In order to reduce the number of students who are absent or tardy, the school requires that all teachers submit attendance by 8:30 a.m. every morning. Once attendance is submitted, the attendance clerk pulls attendance reports and proceeds to call parents of students who are absent or tardy to determine reason for student's absence, and re-emphasize the school and state attendance policy. If students are constantly absent or tardy, the attendance clerk will conduct a Child Study Team meeting which includes parent(s), social worker, administrator, teacher, counselor and attendance clerk to address issues by developing guidelines that the parent and student must adhere to.

Before students can be suspended from school, the principal must approve the suspension. Upon the student's return, the teacher and dean will develop a plan to monitor the behavioral progress of the student and provide additional interventions if necessary.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The level of parental involvement at Palmetto Elementary School is lower than desired. During the school year, we provide multiple opportunities for parents to participate in meetings and events that will enhance the overall academic achievement of their child. We schedule activities and events based on the availability of our parents, based on the results from the previous year's School Effectiveness Survey. The meeting dates that are pre-planned and scheduled for the school year are shared with parents when school begins. Then, weekly and/or monthly reminders are sent home to parents. Parents receive a copy of the school's Parent Involvement Plan (PIP) and a copy is made available for parents to review in the main office. Last year, 28% of parents completed the School Effectiveness survey. Based on the feedback from the returned surveys, 54% indicated that they could not come to meetings or events because of work obligations. The targets for this year will be to increase the number of parents participating in school activities and the number of parents providing feedback through the School Effectiveness Survey, to support the efforts of the school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through the district's Community Resource Department, we are able to build and promote our Volunteer and Partner In Education program. Once we establish a partnership with local agencies in the community, we maintain communication with them through our volunteer coordinator about the specific needs of the school. We will identify the school's needs to support student achievement, and share our needs with the appropriate community partnerships. The contact person for the local agencies will inform us of what they can do to help us meet our needs to enhance the learning of our students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Leftakis, Meredith	Principal
Borgerding, Jeana	Instructional Coach
Brown-Carpenter, Faythia	Assistant Principal
Hambrick, Alisa	Assistant Principal
Herber, Nicole	Instructional Coach
Inevil, Alphonse	Instructional Coach
Knight, Michael	Assistant Principal
Menelas, Gary	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Ms. Meredith Leftakis, Principal

Ms. Leftakis provides guidance for all instructional, behavioral, and facilities issues, inclusive of the MTSS Leadership and Behavior Leadership teams. Through her leadership, the school leadership team facilitates the instructional and social-emotional needs of all students at Palmetto Elementary School. In addition to providing for the needs of all students, Ms. Leftakis ensures that all instructional staff receive ample professional development to ensure they are constantly growing as highly-educated professionals. Ms. Leftakis also continually monitors the School Improvement Plan to determine if the school is progressing towards meeting their goals throughout the year.

Mrs. Faythia Brown-Carpenter, Assistant Principal

Mrs. Brown-Carpenter provides guidance for the MTSS Leadership and Behavior Leadership teams. Through her leadership, the team is able to make decisions about all third grade students. The team is then able to determine, and implement, the best practices based on the needs of the students. Mrs. Brown-Carpenter ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mrs. Brown-Carpenter also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary staff. Mrs. Brown-Carpenter works closely with third, fourth, and fifth grade teachers on the effective implementation of the core math series and helps to develop assessments that will be utilized to measure the students progress towards meeting the Florida Math standards. Mrs. Carpenter-Brown helps to support the 3-5 teachers and academic coaches during grade level common planning for math and science.

Mrs. Alisa Hambrick, Assistant Principal

Mrs. Hambrick provides guidance for the MTSS Leadership Team. Through her leadership, the team is able to make decisions about all first and fourth grade students. The team is then able to

determine, and implement, the best practices based on the needs of the students. Mrs. Hambrick ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mrs. Hambrick also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary staff. Mrs. Hambrick attends first and fourth grade common planning meetings to provide additional support during the planning process for instruction. Mrs. Hambrick communicates with parents about opportunities for them to support the academic needs of their children and to reach the goals of the school.

Mr. Robert Walker, Assistant Principal

Mr. Walker provides guidance for the MTSS Leadership Team. Through his leadership, the team is able to make decisions about all second grade students. The team is then able to determine, and implement, the best practices based on the needs of the students. Mr. Walker ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mr. Walker also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary staff. Mr. Walker monitors the effectiveness of instruction and learning for second grade. He attends second grade common planning meetings to provide additional support during the planning process for instruction. Mr. Walker works closely with the dean and Behavior Leadership Team to monitor student behavior and provide discipline support to teachers. Mr. Walker provides discipline data during progress monitoring meetings to address specific concerns about individual student behavior.

Mr. Michael Knight, Assistant Principal

Mr. Knight provides guidance for the MTSS Leadership Team. Through his leadership, the team is able to make decisions about kindergarten and fifth grade students. The team is then able to determine, and implement, the best practices based on the needs of the students. Mr. Knight ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mr. Knight also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary Staff. Mr. Knight attends all Kindergarten common planning to provide additional support during the planning process for instruction. Mr. Knight create schedules for resource and support staff to provide additional support for the teachers and students during instructional time. Mr. Knight coordinates the extended learning opportunities for students before, during, after and Saturday school. Mr. Knight works closely with the school registrar to ensure students are placed in classes based on individual academic and behavior needs of students. He strategically places students based on their needs to balance out the academic and behavior issues in each class.

Ms. Jamie Hartle, MTSS/Writing Coach

Ms. Hartle provides research-based suggestions for intervention and instruction. Ms. Hartle supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Ms. Hartle works with the curriculum resource teacher and teachers to implement Tier 1, Tier 2, and Tier 3 interventions. Ms. Hartle provides research-based suggestions for intervention and instruction. Ms. Hartle provides guidance for process of writing in all content areas and intervention programs.

Ms. Joanna Brown, Curriculum Resource Teacher (CRT)

Ms. Brown provides various resources to the staff and parents regarding MTSS. Ms. Brown also analyzes data with teachers and researches scientifically-based curriculum and intervention programs. She collaborates with the instructional coaches to assess students early and ensure that interventions are in place. She also ensures that teachers have the necessary data to make informed decisions about students.

Mrs. Jeana Borgerding, Reading Coach

Mrs. Borgerding provides research-based suggestions for intervention and instruction. Mrs. Borgerding provides guidance on all reading curriculum and intervention programs. Mrs. Borgerding supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Mrs. Borgerding also works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions.

Mrs. Chaquisha Franklin, Reading Coach

Mrs. Franklin provides research-based suggestions for intervention and instruction. Mrs. Franklin

provides guidance on all reading curriculum and intervention programs. Mrs. Franklin supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Mrs. Franklin also works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions.

Miss Nicole Herber, Math Coach

Miss Herber provides research-based suggestions for intervention and instruction. Miss Herber provides guidance on all math curriculum and intervention programs. Miss Herber supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Miss Herber also works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions.

Mr. Alphonse Inevil, Science Coach

Mr. Inevil provides research-based suggestions for intervention and instruction. Mr. Inevil provides guidance on all science curriculum. Mr. Inevil supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Mr. Inevil also works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions in the area of science content.

Mr. Gary Menelas, Staffing Specialist

Mr. Menelas supports the MTSS process by scheduling MTSS meetings, working with the school psychologist to identify specific student needs and providing Tier 3 interventions.

Ms. Mikerlande Gedeum, School Psychologist

Ms. Gedeum participates in the collection and analysis of student data. Ms. Gedeum collaborates with the CRT, Reading Coach, Principal, and teachers to develop and monitor student intervention plans.

All Palmetto Elementary Instructional Staff

The Palmetto Elementary instructional staff provide information about core instruction, participate in data meetings and data collection, and ensure that all intervention plans are being followed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The teachers will be using the core reading and math programs to teach the Florida Standards with rigor and fidelity. After diagnostic assessments are completed, students will be placed in intervention groups to address their individual needs. Instruction will be differentiated through teacher-led, small-group instruction to target specific skills with individual students. Throughout the MTSS process, data will drive the instructional delivery model and determine strategies that will be needed to prevent students from dropping below their current ability levels, as well as ensure students are able to perform on grade level. The tiered process will start immediately for students who are demonstrating minimal progress or working below grade level. The MTSS team will meet to discuss academic and behavioral data to determine the most effective strategies or interventions needed to support the student's academic and behavioral needs. The targeted skill deficits will be monitored and adjusted based on the progress of the student. The MTSS team will progress monitor the interventions over a 4-6 week period, or until enough data points have been collected to determine if the student's needs have improved, stagnated, or decreased. Additional support or scaffolding will be added based on the needs of the student.

Title I, Part A

Palmetto Elementary Title I funds are used to hire instructional support teachers in reading, math, and science. Additionally, funds are used for supplemental intervention materials, parental involvement activities, and professional development.

Title X- Homeless

The Palmetto Elementary Staffing Specialist and Social Worker are the contacts for this program and ensure parents are aware of services available to families.

Supplemental Academic Instruction (SAI)

Palmetto Elementary School provides free tutoring services for students. The tutoring focuses on reading, math, science, and writing. Tutoring for students in grades 3-5 is provided before school, during school, after school, and on Saturdays.

Violence Prevention Programs

Violence Prevention Programs include Orange County Public Schools character education curriculum. We also have a designated School Resource Officer (funded by both the Orange County Sheriff's Office and the school budget) who comes on a weekly basis. She will teach the MAGIC program to all 5th graders. Teachers will also continue to hold weekly class meetings to enable students to communicate appropriately and effectively with their classmates.

Nutrition Programs

Palmetto Elementary is designated as a Provision 2 school which allows us to provide free breakfast, lunch, and supper (post-tutoring) to all students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Meredith Leftakis	Principal
Tiffany Payne	Teacher
Vickie Murphy	Business/Community
Calvin Hill	Business/Community
Luis Rosado	Parent
Mistic McGee	Parent
Tiffany Gibson	Parent
Faythia Carpenter	Teacher
Andre Williams	Business/Community
Elie Petion	Teacher
Amy Hohman	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the SAC Meetings scheduled from January through April of 2015, the SAC Committee reviewed the school improvement plan to determine what worked, or did not, and suggested ideas or recommendations for changing, or enhancing, the plan for the upcoming school year. The SAC committee developed and sent out a yearly needs assessment to parents, students and staff to determine needs for upcoming school year. That plan assists in determining what needs to be revised or added to the school improvement plan. The results of the needs assessment were shared with the SAC committee to identify areas that support various parts of the school improvement plan.

Development of this school improvement plan

The SAC Committee conducts monthly meetings to discuss the School Improvement Plan (SIP) goals, budget, and the barriers to success, to ensure that the mission and vision are being achieved through the accomplishment of our school's goals. Throughout the year, changes are made as needed to successfully meet goals as outlined in the SIP. A needs assessment was conducted to

determine specific goals and focus areas that need to be addressed school wide. In order to make sure all stakeholders are given an opportunity to provide input on the development of the school improvement plan, results are shared and communicated to all stakeholders. Parents are invited to attend SAC meetings to review results and to send home copies of the SAC minutes. By using the mid-year data to complete the mid-year narrative, we are able to begin developing the SIP for the next school year. The end of year assessment data is used to determine overall performance of the school for the current year. The data is added to required annual goals on the state template.

Preparation of the school's annual budget and plan

The principal has an annual budget meeting with staff to discuss school needs and projected budget allocations. The principal sends out intent to return form to staff to determine how many possible vacancies for the upcoming school year. The new budget is shared at the School Advisory Council meeting in April.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds will be used to support before school, after school, and Saturday school tutoring opportunities in order to support student achievement in grades 2 -5. The amount allocated to this initiative will be approximately \$14,000.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Leftakis, Meredith	Principal
Borgerding, Jeana	Instructional Coach
Brown-Carpenter, Faythia	Assistant Principal
Hambrick, Alisa	Assistant Principal
Herber, Nicole	Instructional Coach
Inevil, Alphonse	Instructional Coach
Knight, Michael	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

One major initiative of the LLT will be to diligently monitor the technology tools that are used to support student academic achievement in order to enhance the delivery of instruction in the classroom. Additionally, the LLT will provide professional development for our staff that focuses on effective instructional reading literacy strategies and practices. We will also have a literacy night for parents, demonstrating effective strategies to increase literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school will require all grade levels to meet for common planning at least three times per week to plan, revise, and reflect on the lessons planned for instruction. The teachers are required to bring their resources, standards, and planning tools to the meeting. The expectation is that all members of the team will learn how to deconstruct the standards, identify what the item specifications are addressing, and determine what tools that they are going to use to determine if students understand the content being taught. Additionally, instructional coaches, teachers, and administration will collaborate on the appropriate instructional strategies to deliver instruction utilizing the Marzano Instructional Framework.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruitment of Highly Qualified Teachers: All instructional applicants are pre-qualified as highly qualified before they are called in for an interview.

Persons Responsible: Meredith Leftakis, Alisa Hambrick, Michael Knight, Faythia Brown-Carpenter, and Robert Walker

Retaining of HQ Teachers: All teachers participate and contribute to Professional Learning Communities, focusing on student achievement and professional development.

Persons Responsible: Meredith Leftakis, Alisa Hambrick, Michael Knight, Faythia Brown-Carpenter, Robert Walker

Identification of Teacher Leaders: Build capacity to support teaching and learning through maximizing expertise in leadership, content, and pedagogy among community stakeholders, in order to implement and sustain the OPCS framework.

Persons Responsible: Meredith Leftakis, Alisa Hambrick, Michael Knight, Faythia Brown-Carpenter, Robert Walker

On-going staff development trainings.

Persons Responsible: Meredith Leftakis, Alisa Hambrick, Faythia Brown-Carpenter, Michael Knight, Robert Walker, Joanna Brown, Chaquisha Franklin, Jeana Borgerding, Jamie Hartle, Nicole Herber
Staff recognition awards

Persons Responsible: Meredith Leftakis

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers to Palmetto Elementary School will be mentored by an experienced teacher on their grade level and/or by an instructional coach. The rationale for pairing mentees to specific mentors is to provide the most effective and consistent assistance with academic subject areas, benchmarks, expectations, and curriculum. All teachers will meet weekly in grade level Professional Learning Community meetings for common grade level planning. There are also monthly meetings where topics imperative to new teachers are addressed. Additionally, there are weekly "coffee chats" where new teachers are invited to meet with our CRT, without the presence of administration, in order to feel safe to seek out advice and solutions to current classroom concerns.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to determine which skills the students have mastered along with identifying areas of deficiencies. The teachers utilize the data to drive instruction. Evidence of this is found in teacher lesson plans, whole and small group instruction, and intervention plans. Examples of how instruction is modified or supplemented to assist students having difficulty is provided through re-teaching, remediation, and enrichment lessons, which are based on student specific data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 0

Palmetto Elementary School provides free tutoring services for students. The tutoring focuses on Reading, Math, Writing, and Science. Tutoring for students in grades 3-5 is provided before school. Supplemental materials, as well as paying the teachers, will be funded through the school budget. Teachers will have planning time allocated for them to plan instruction and activities that will effectively meet the needs of all students in grades 3-5 during the extended learning times.

Strategy Rationale

Based on the number of Level 1 and 2 students that did not meet proficiency on the state standardized assessment or deemed not-proficient based on school assessments, the school will focus on improving their level of understanding of content through smaller group instruction. The teachers will focus on skill deficits that may be impeding the student's ability to understand skills taught for reading, writing, math, and science.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Herber, Nicole, nicole.herber@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A pretest will be administered to all students who are participating in the extended learning programs. A post test will also be administered to all students at the end of the extended learning programs. By using the results of the pretest, as well as teachers' input, students are arranged in tutoring groups to best meet their academic needs and to work on specific skills. The posttest results will be used to determine the effectiveness of the strategies used to enhance the students' academic achievements.

Strategy: After School Program

Minutes added to school year: 6,660

Palmetto Elementary School provides free tutoring services for students. The tutoring focuses on Reading, Math, Writing, and Science. Tutoring for students in grades 3-5 is provided after school. Supplemental materials, as well as paying the teachers, will be funded through the school budget. Teachers will have planning time allocated for them to plan instruction and activities that will effectively meet the needs of all students in grades 3-5 during the extended learning times.

Strategy Rationale

Based on the number of Level 1 and 2 students that did not meet proficiency on the state standardized assessment or deemed not-proficient based on school assessments, the school will focus on improving their level of understanding of content through smaller group instruction. The teachers will focus on skill deficits that may be impeding the student's ability to understand skills taught for reading, writing, math, and science.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Herber, Nicole, nicole.herber@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A pre-test will be administered to all students who are participating in the extended learning programs. A post test will also be administered to all students at the end of the extended learning programs. By using the results of the pretest, as well as teachers' input, students are arranged in tutoring groups to best meet their academic needs and to work on specific skills. The posttest results will be used to determine the effectiveness of the strategies used to enhance the students' academic achievements.

Strategy: Weekend Program

Minutes added to school year: 4,320

Palmetto Elementary School provides free tutoring services for students. The tutoring focuses on Reading, Math, Writing, and Science. Tutoring for students in grades 3-5 is provided on Saturdays. Supplemental materials, as well as paying the teachers, will be funded through the school budget. Teachers will have planning time allocated for them to plan instruction and activities that will effectively meet the needs of all students in grades 3-5 during the extended learning times.

Strategy Rationale

Based on the number of Level 1 and 2 students that did not meet proficiency on the state standardized assessment or deemed not-proficient based on school assessments, the school will focus on improving their level of understanding of content through smaller group instruction. The teachers will focus on skill deficits that may be impeding the student's ability to understand skills taught for reading, writing, math, and science.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Herber, Nicole, nicole.herber@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A pre-test will be administered to all students who are participating in the extended learning programs. A post test will also be administered to all students at the end of the extended learning programs. By using the results of the pretest, as well as teachers' input, students are arranged in tutoring groups to best meet their academic needs and to work on specific skills. The posttest results will be used to determine the effectiveness of the strategies used to enhance the students' academic achievements.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At Palmetto Elementary School, all of our Kindergarten classes begin the year with a full time para-professional for extra support in transitioning into kindergarten. On the first day of school, the students are given a tour of the campus. Our teachers begin the year with a focus on community building to make them feel welcome. At Palmetto Elementary School, all incoming Kindergarten students are assessed using the Florida Kindergarten Readiness Screening (FLKRS).

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Palmetto Elementary School will deliver high quality instruction daily through deliberate common planning focused on dynamic teaching and high-level student learning (Accelerate Student Performance; Invest in Human Capital).

- G2.** Palmetto Elementary School will structure, implement, and monitor multi-tiered systems of support that focus on academics and behavior to close achievement gaps and build life skills (Accelerate Student Performance; Narrow Achievement Gaps).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Palmetto Elementary School will deliver high quality instruction daily through deliberate common planning focused on dynamic teaching and high-level student learning (Accelerate Student Performance; Invest in Human Capital). 1a

G073199

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Reading - African American	57.0
AMO Reading - ED	57.0
AMO Reading - ELL	56.0
AMO Reading - Hispanic	58.0
AMO Reading - SWD	46.0
ELA/Reading Gains	93.0
ELA/Reading Lowest 25% Gains	92.0
AMO Math - All Students	57.0
AMO Math - African American	56.0
AMO Math - ED	57.0
AMO Math - ELL	57.0
AMO Math - Hispanic	59.0
AMO Math - SWD	49.0
Math Gains	93.0
Math Lowest 25% Gains	92.0
FCAT 2.0 Science Proficiency	65.0
FAA Writing Proficiency	0.0
FAA Science Proficiency	0.0
FAA Mathematics Achievement	0.0
FAA Reading Proficiency	0.0

Resources Available to Support the Goal 2

- Common planning agendas, lesson plan template, Journey's teacher edition, Go Math teacher edition, test item specifications, the Florida Standards, Science Fusion, the district-adopted Social Studies curriculum, instructional coaches, Performance Matters data, Fountas and Pinnel data, Reading Plus, Lexia, Study Island, Core and PAST data, Reading A-Z, non-fiction informational articles, Readworks.org, cPalms

Targeted Barriers to Achieving the Goal 3

- Teachers are learning how to efficiently and effectively utilize the Marzano Instructional Framework to deliver instruction and monitor student understanding.

Plan to Monitor Progress Toward G1. 8

Administration will analyze checkpoint and common assessment data, review lesson plans for rigor, relevance, and consistency, and will focus on trends observed during classroom walk-throughs and iObservation feedback.

Person Responsible

Meredith Leftakis

Schedule

Biweekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

PLC data meeting notebooks which include progress monitoring data with evidence of student progress, PLC and MTSS meeting notes which reflect discussions about student achievement on grade level standards. Additionally, iObservation data and daily classroom walkthrough data will be used

G2. Palmetto Elementary School will structure, implement, and monitor multi-tiered systems of support that focus on academics and behavior to close achievement gaps and build life skills (Accelerate Student Performance; Narrow Achievement Gaps). 1a

G073200

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Reading - African American	57.0
AMO Reading - ED	57.0
AMO Reading - ELL	56.0
AMO Reading - Hispanic	58.0
AMO Reading - SWD	46.0
ELA/Reading Gains	93.0
ELA/Reading Lowest 25% Gains	92.0
AMO Math - All Students	57.0
AMO Math - African American	56.0
AMO Math - ED	57.0
AMO Math - ELL	57.0
AMO Math - Hispanic	59.0
AMO Math - SWD	49.0
Math Gains	93.0
Math Lowest 25% Gains	92.0
FCAT 2.0 Science Proficiency	65.0
FAA Writing Proficiency	0.0
FAA Science Proficiency	0.0
FAA Mathematics Achievement	0.0
FAA Reading Proficiency	0.0

Resources Available to Support the Goal 2

- Checkpoint data, CORE and PAST, mini-assessments; school/ district support staff, teachers, school-based leadership team, research-based core reading and math programs, research-based intervention materials

Targeted Barriers to Achieving the Goal 3

- There is an unclear understanding of the problem solving model and successful implementation of tiers of support for both academics and behavior.

Plan to Monitor Progress Toward G2. 8

Administration, in collaboration with the instructional coaches, will analyze data to determine effectiveness of MTSS implementation towards enhancing student achievement.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 9/10/2015 to 6/8/2016

Evidence of Completion

Weekly PLC data chat forms with new standards, evidence of increased student achievement using benchmark data, and MTSS data chats using the MTSS problem solving form.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Palmetto Elementary School will deliver high quality instruction daily through deliberate common planning focused on dynamic teaching and high-level student learning (Accelerate Student Performance; Invest in Human Capital). **1**

 G073199

G1.B1 Teachers are learning how to efficiently and effectively utilize the Marzano Instructional Framework to deliver instruction and monitor student understanding. **2**

 B191239

G1.B1.S1 Teachers, in collaboration with instructional coaches and administration, will create analysis-level learning goals accompanied by evidenced-based activities that support student demonstration of the goal. **4**

 S202701

Strategy Rationale

Aligning our learning goals with higher-level thinking goals and targets will enable more intentional rigorous lesson plans and delivery.

Action Step 1 **5**

The principal will provide professional development on the taxonomy of learning goals and scales, inclusive of where they align with the state standards and evidence-based scales.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Planning agenda, lesson plans, grade-level common planning expectations, CWT data

Action Step 2 5

The instructional coaches, in collaboration with administration, will facilitate weekly common planning, with coaching support, focusing on the creation of analysis level goals and scales.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Lesson plans incorporating standards and best practices, common planning agenda, focusing on trends observed during classroom walk-throughs, iObservation feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will monitor common planning forms and lesson plans for best practices, participate in common planning, monitor the creation of common assessments, and focus on trends from classroom walk-through data.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Complete lesson plans with evidence of standards-based instruction, best practices, common assessments, and iObservation data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will analyze and monitor checkpoint assessment data, common assessment data, and PLC data chat forms.

Person Responsible

Meredith Leftakis

Schedule

Biweekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

iObservation data that indicates rigor and effective planning, student data increases on benchmark assessments, and PLC data chat forms show progress towards meeting the standards

G2. Palmetto Elementary School will structure, implement, and monitor multi-tiered systems of support that focus on academics and behavior to close achievement gaps and build life skills (Accelerate Student Performance; Narrow Achievement Gaps). 1

G073200

G2.B1 There is an unclear understanding of the problem solving model and successful implementation of tiers of support for both academics and behavior. 2

B191241

G2.B1.S1 Administration, in collaboration with teachers and the school-based leadership team, will determine and implement specific tiers of academic support for students that result in action plans to close academic gaps. 4

S202706

Strategy Rationale

Determining appropriate tiers of support, aligned to the needs of our population and rigorous learning standards, will enable all stakeholders to appropriately create actionable plans for individual students.

Action Step 1 5

Administration, in collaboration with the MTSS Coach, will explicitly outline tiers of academic and behavioral support for individualized MTSS plans for academic success and support.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

MTSS-Academic Plan, sign-in sheets of professional development, MTSS meetings or data chats, PLC data notebooks with student data to monitor student progress

Action Step 2 5

Teachers will implement individualized academic and/or behavioral plans based defined tiers of academic and behavioral support.

Person Responsible

Meredith Leftakis

Schedule

Daily, from 1/6/2016 to 6/1/2016

Evidence of Completion

Revised individualized academic and/or behavioral plans, quantified classroom sweep data indicating improvements in differentiated support for student academic and/or behavioral needs,

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration, in collaboration with the MTSS Coach, will conduct MTSS meetings, PLC data chats, observe Tier 2 and 3 instruction, and review lesson plans.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 9/10/2015 to 6/8/2016

Evidence of Completion

MTSS team notes focusing on trends observed during classroom walk-through data, lesson plan feedback, and progress monitoring data used during intervention.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration, in collaboration with the instructional coaches, will analyze student progress monitoring data.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 9/10/2015 to 6/8/2016

Evidence of Completion

Mastery of targeted skills indicated in MTSS data notebooks, iObservation feedback, quantifiable iObservation data inclusive of daily classroom sweeps, effective use of research-based interventions documented on lesson plans.

G2.B1.S4 Administration will explicitly outline and provide professional development on the problem solving model for both academics and behavior. 4

 S202709

Strategy Rationale

Through professional development, teachers will understand and apply the problem solving model in their classrooms to positively support all students.

Action Step 1 5

Administration, in collaboration with the MTSS Coach, will provide professional development on the problem solving model and its' application in the classroom to positively impact student academics and behavior.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 12/2/2015 to 6/1/2016

Evidence of Completion

Sign-in sheets from professional development, exit tickets from the professional development, model revised academic plans for small group instruction and individual students

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Administration will meet with the MTSS coach to construct the professional development inclusive of models for revising student academic plans and small group instruction lesson plans.

Person Responsible

Meredith Leftakis

Schedule

On 11/30/2015

Evidence of Completion

PowerPoint presentation, models of revised student academic plans and small group instruction lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Administration, in collaboration with the instructional coaches, will quantify and analyze classroom sweep data focused on small group instruction in addition to reviewing revised student academic plans for evidence of increase in teacher understanding of the problem solving model for academics and behaviors.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 12/9/2015 to 1/6/2016

Evidence of Completion

Classroom sweep quantitative data, revised student academic plans, increases in student achievement data on common formative assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The principal will provide professional development on the taxonomy of learning goals and scales, inclusive of where they align with the state standards and evidence-based scales.	Leftakis, Meredith	8/17/2015	Planning agenda, lesson plans, grade-level common planning expectations, CWT data	6/8/2016 weekly
G2.B1.S1.A1	Administration, in collaboration with the MTSS Coach, will explicitly outline tiers of academic and behavioral support for individualized MTSS plans for academic success and support.	Leftakis, Meredith	8/17/2015	MTSS-Academic Plan, sign-in sheets of professional development, MTSS meetings or data chats, PLC data notebooks with student data to monitor student progress	6/8/2016 monthly

Orange - 1491 - Palmetto Elementary - 2015-16 SIP
Palmetto Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S4.A1	Administration, in collaboration with the MTSS Coach, will provide professional development on the problem solving model and its' application in the classroom to positively impact student academics and behavior.	Leftakis, Meredith	12/2/2015	Sign-in sheets from professional development, exit tickets from the professional development, model revised academic plans for small group instruction and individual students	6/1/2016 monthly
G1.B1.S1.A2	The instructional coaches, in collaboration with administration, will facilitate weekly common planning, with coaching support, focusing on the creation of analysis level goals and scales.	Leftakis, Meredith	8/17/2015	Lesson plans incorporating standards and best practices, common planning agenda, focusing on trends observed during classroom walk-throughs, iObservation feedback	6/8/2016 weekly
G2.B1.S1.A2	Teachers will implement individualized academic and/or behavioral plans based defined tiers of academic and behavioral support.	Leftakis, Meredith	1/6/2016	Revised individualized academic and/or behavioral plans, quantified classroom sweep data indicating improvements in differentiated support for student academic and/or behavioral needs,	6/1/2016 daily
G1.MA1	Administration will analyze checkpoint and common assessment data, review lesson plans for rigor, relevance, and consistency, and will focus on trends observed during classroom walk-throughs and iObservation feedback.	Leftakis, Meredith	8/17/2015	PLC data meeting notebooks which include progress monitoring data with evidence of student progress, PLC and MTSS meeting notes which reflect discussions about student achievement on grade level standards. Additionally, iObservation data and daily classroom walkthrough data will be used	6/8/2016 biweekly
G1.B1.S1.MA1	Administration will analyze and monitor checkpoint assessment data, common assessment data, and PLC data chat forms.	Leftakis, Meredith	8/17/2015	iObservation data that indicates rigor and effective planning, student data increases on benchmark assessments, and PLC data chat forms show progress towards meeting the standards	6/8/2016 biweekly
G1.B1.S1.MA1	Administration will monitor common planning forms and lesson plans for best practices, participate in common planning, monitor the creation of common assessments, and focus on trends from classroom walk-through data.	Leftakis, Meredith	8/17/2015	Complete lesson plans with evidence of standards-based instruction, best practices, common assessments, and iObservation data	6/8/2016 weekly
G2.MA1	Administration, in collaboration with the instructional coaches, will analyze data to determine effectiveness of MTSS implementation towards enhancing student achievement.	Leftakis, Meredith	9/10/2015	Weekly PLC data chat forms with new standards, evidence of increased student achievement using benchmark data, and MTSS data chats using the MTSS problem solving form.	6/8/2016 monthly
G2.B1.S1.MA1	Administration, in collaboration with the instructional coaches, will analyze student progress monitoring data.	Leftakis, Meredith	9/10/2015	Mastery of targeted skills indicated in MTSS data notebooks, iObservation feedback, quantifiable iObservation data inclusive of daily classroom sweeps, effective use of research -based interventions documented on lesson plans.	6/8/2016 monthly
G2.B1.S1.MA1	Administration, in collaboration with the MTSS Coach, will conduct MTSS meetings, PLC data chats, observe Tier 2 and 3 instruction, and review lesson plans.	Leftakis, Meredith	9/10/2015	MTSS team notes focusing on trends observed during classroom walk-through data, lesson plan feedback, and progress monitoring data used during intervention.	6/8/2016 monthly
G2.B1.S4.MA1	Administration, in collaboration with the instructional coaches, will quantify and analyze classroom sweep data focused on small group instruction in addition to reviewing revised student academic plans for evidence of increase in teacher understanding of the problem solving model for academics and behaviors.	Leftakis, Meredith	12/9/2015	Classroom sweep quantitative data, revised student academic plans, increases in student achievement data on common formative assessments	1/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S4.MA1	Administration will meet with the MTSS coach to construct the professional development inclusive of models for revising student academic plans and small group instruction lesson plans.	Leftakis, Meredith	11/20/2015	PowerPoint presentation, models of revised student academic plans and small group instruction lesson plans	11/30/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Palmetto Elementary School will deliver high quality instruction daily through deliberate common planning focused on dynamic teaching and high-level student learning (Accelerate Student Performance; Invest in Human Capital).

G1.B1 Teachers are learning how to efficiently and effectively utilize the Marzano Instructional Framework to deliver instruction and monitor student understanding.

G1.B1.S1 Teachers, in collaboration with instructional coaches and administration, will create analysis-level learning goals accompanied by evidenced-based activities that support student demonstration of the goal.

PD Opportunity 1

The principal will provide professional development on the taxonomy of learning goals and scales, inclusive of where they align with the state standards and evidence-based scales.

Facilitator

School-based Leadership Team

Participants

K-5 Teachers

Schedule

Weekly, from 8/17/2015 to 6/8/2016

PD Opportunity 2

The instructional coaches, in collaboration with administration, will facilitate weekly common planning, with coaching support, focusing on the creation of analysis level goals and scales.

Facilitator

School-based Leadership Team

Participants

K-5 Teachers

Schedule

Weekly, from 8/17/2015 to 6/8/2016

G2. Palmetto Elementary School will structure, implement, and monitor multi-tiered systems of support that focus on academics and behavior to close achievement gaps and build life skills (Accelerate Student Performance; Narrow Achievement Gaps).

G2.B1 There is an unclear understanding of the problem solving model and successful implementation of tiers of support for both academics and behavior.

G2.B1.S1 Administration, in collaboration with teachers and the school-based leadership team, will determine and implement specific tiers of academic support for students that result in action plans to close academic gaps.

PD Opportunity 1

Administration, in collaboration with the MTSS Coach, will explicitly outline tiers of academic and behavioral support for individualized MTSS plans for academic success and support.

Facilitator

MTSS Team, School-based Leadership Team

Participants

K-5 Teachers, instructional coaches, Administration

Schedule

Monthly, from 8/17/2015 to 6/8/2016

G2.B1.S4 Administration will explicitly outline and provide professional development on the problem solving model for both academics and behavior.

PD Opportunity 1

Administration, in collaboration with the MTSS Coach, will provide professional development on the problem solving model and its' application in the classroom to positively impact student academics and behavior.

Facilitator

Jamie Harrtle

Participants

Teachers

Schedule

Monthly, from 12/2/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	The principal will provide professional development on the taxonomy of learning goals and scales, inclusive of where they align with the state standards and evidence-based scales.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1142	500-Materials and Supplies	1491 - Palmetto Elementary	General Fund	1.0	\$2,500.00
2	G1.B1.S1.A2	The instructional coaches, in collaboration with administration, will facilitate weekly common planning, with coaching support, focusing on the creation of analysis level goals and scales.				\$0.00
3	G2.B1.S1.A1	Administration, in collaboration with the MTSS Coach, will explicitly outline tiers of academic and behavioral support for individualized MTSS plans for academic success and support.				\$0.00
4	G2.B1.S1.A2	Teachers will implement individualized academic and/or behavioral plans based defined tiers of academic and behavioral support.				\$0.00
5	G2.B1.S4.A1	Administration, in collaboration with the MTSS Coach, will provide professional development on the problem solving model and its' application in the classroom to positively impact student academics and behavior.				\$0.00
					Total:	\$2,500.00