Orange County Public Schools

Palmetto Elementary

2016-17 Schoolwide Improvement Plan

Palmetto Elementary

2015 DUSKIN AVE, Orlando, FL 32839

https://palmettoes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	A	F

*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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Palmetto Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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 participation from our families.

b. 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.

c. 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 schoolwide discipline plan for addressing misconduct in the classroom. The team, which includes the Multi-tiered System of Support (MTSS) Coach, 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.

d. 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.

3. 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).

a. 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 through five students for all absences and tardies
2. Number of in- and out-of-school suspensions per student
3. Progress monitoring of K through five students academic progress in all English Language Arts (ELA), 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	47	42	30	33	24	25	0	0	0	0	0	0	0	201
One or more suspensions	11	9	15	25	30	19	0	0	0	0	0	0	0	109
Course failure in ELA or Math	38	85	100	158	120	103	0	0	0	0	0	0	0	604
Level 1 on statewide assessment	0	0	0	113	83	62	0	0	0	0	0	0	0	258

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	18	27	24	118	84	63	0	0	0	0	0	0	0	334

c. 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, 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 consistently 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.

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. 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.

2. 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 (PIE) 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Leftakis, Meredith	Principal
Brown-Carpenter, Faythia	Assistant Principal
Hambrick, Alisa	Assistant Principal
Knight, Michael	Assistant Principal
Menelas, Gary	Other

b. Duties

1. 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 (SIP) 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 grades three through five 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. 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 creates 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, and after school, and also at 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.

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 Curriculum Resource Teacher (CRT) and teachers to implement Tier I, Tier II, and Tier III interventions.

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.

2. 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 four to six 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 three through five is provided before, during, and after school, and on Saturdays.

Violence Prevention Programs

Violence Prevention Programs include Orange County Public Schools (OCPS) character education curriculum. We also have a designated School Resource Officer (SRO), 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 fifth 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

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

b. Duties

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

a. Evaluation of last year's school improvement plan

During the SAC meetings scheduled from January through April of 2016, the SAC reviewed the SIP 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 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 SIP. The results of the needs assessment were shared with the SAC to identify areas that support various parts of the SIP.

b. Development of this school improvement plan

The SAC conducts monthly meetings to discuss the 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 schoolwide. In order to make sure all stakeholders are given an opportunity to provide input on the development of the SIP, 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.

c. 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.

2. 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 two through five. The amount allocated to this initiative will be approximately $10,000.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Leftakis, Meredith	Principal
Brown-Carpenter, Faythia	Assistant Principal
Hambrick, Alisa	Assistant Principal
Knight, Michael	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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 they are going to use to determine if students understand the content being taught. Additionally, Instructional Coaches, teachers, and administrators will collaborate on the appropriate instructional strategies to deliver instruction utilizing the Marzano Instructional Framework.

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

Recruitment of Highly Qualified (HQ) 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, and Faythia Brown-Carpenter

Retaining of HQ Teachers: All teachers participate and contribute to Professional Learning Communities (PLCs), focusing on student achievement and professional development.
Persons Responsible: Meredith Leftakis, Alisa Hambrick, Michael Knight, and Faythia Brown-Carpenter.

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 OCPS framework.
Persons Responsible: Meredith Leftakis, Alisa Hambrick, Michael Knight, and Faythia Brown-Carpenter.

Ongoing staff development:
Persons Responsible: Meredith Leftakis, Alisa Hambrick, Faythia Brown-Carpenter, Michael Knight, and Chaquisha Franklin.
Staff recognition awards
Persons Responsible: Meredith Leftakis

3. 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 PLCs 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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 three through five is provided before school. Supplemental materials, as well as pay for 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 three through five 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

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 pre-test, as well as teachers' input, students are arranged in tutoring groups to best meet their academic needs and to work on specific skills. The post-test 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 three through five is provided after school. Supplemental materials, as well as pay for 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 three through five 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

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 pre-test, as well as teachers' input, students are arranged in tutoring groups to best meet their academic needs and to work on specific skills. The post-test 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 three through five is provided on Saturdays. Supplemental materials, as well as pay for 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 three through five 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

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 pre-test, as well as teachers' input, students are arranged in tutoring groups to best meet their academic needs and to work on specific skills. The post-test results will be used to determine the effectiveness of the strategies used to enhance the students' academic achievements.

2. Student Transition and Readiness

a. 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).

1. 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).

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. Teachers will deliver high-quality, standards-based instruction with a focus on engaging students with critical content and examining reasoning. (Division Priority #2: Accelerate Student Performance; Division Priority #5: 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 (Division Priority #2: Accelerate Student Performance; Division Priority #3: Narrow Achievement Gaps).

Strategic Goals Detail

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

G1. Teachers will deliver high-quality, standards-based instruction with a focus on engaging students with critical content and examining reasoning. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital). `1a`

🔑 G084467

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	75.0
FSA ELA Achievement	55.0
FCAT 2.0 Science Proficiency	55.0
ELA/Reading Gains District Assessment	65.0
ELA/Reading Lowest 25% Gains	75.0
FSA Mathematics Achievement	55.0
Math Gains District Assessment	65.0

Targeted Barriers to Achieving the Goal `3`

- Teachers and school-based staff need support in deepening understanding of how to deliver engaging critical content.

- Teachers need support in determining how students can demonstrate mastery of critical content in order to inform adjustments to instruction and how to have students examine their own reasoning.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Common planning agendas, lesson plan template, Journey's teacher edition, Go Math teacher edition, test item specifications, 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

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible
Meredith Leftakis

Schedule
Biweekly, from 8/17/2016 to 6/1/2017

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 (Division Priority #2: Accelerate Student Performance; Division Priority #3: Narrow Achievement Gaps). 1a

🔑 G084468

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	55.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	75.0
Math Gains	65.0
Math Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Teachers need support in choosing and implementing appropriate and specific academic and behavioral interventions to close achievement and social-emotional gaps.

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G2. 8

Administrators, 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 12/7/2016 to 5/31/2017

Evidence of Completion

Weekly PLC data chat forms with Florida Standards, evidence of increased student achievement using assessment data, and MTSS data chats using the MTSS problem-solving form, behavior plans, and a decrease in the number of discipline incidents

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. Teachers will deliver high-quality, standards-based instruction with a focus on engaging students with critical content and examining reasoning. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital). 1

🔑 G084467

G1.B1 Teachers and school-based staff need support in deepening understanding of how to deliver engaging critical content. 2

🔑 B224421

G1.B1.S1 Leadership team will provide training and support to teachers in identifying critical content during common planning throughout the year. 4

🔑 S236859

Strategy Rationale

Action Step 1 5

Instructional Coaches will use common planning to model for teachers how to identify, plan for, and deliver critical content that is engaging for students.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Common planning share-out forms

Action Step 2 5

Teachers will have an opportunity to practice identifying and planning for critical content duringThursday share-outs. The planning team point person will rotate to allow each teacher an opportunity to share their thinking in identifying critical content. Coaches will guide teachers and provide feedback as needed.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Common planning share-out deliverable

Action Step 3 `5`

Instructional Coaches will provide support to targeted teachers through implementation of the coaching cycle. Coaches will ensure that the targeted support aligns with the teacher's role or assignments during common planning.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Coaching feedback forms, debrief discussions

Action Step 4 `5`

Administrators will conduct weekly lesson plan checks to provide feedback to teachers prior to instructional delivery on identifying critical content.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson plan reviews and revisions suggestions

Action Step 5 `5`

Leadership team will create a walkthrough checklist with the standards and the areas of focus aligned to the SIP so that it can be used to provide feedback on daily sweeps.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Checklist

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

Administrators will monitor content delivery in common planning by Instructional Coaches, checklist creation, and completing lesson plan checks while providing corrective and reflective feedback.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson plans, common planning share-out deliverables, and checklist

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

Administrators will monitor both formative and summative student assessment and classroom observation data.

Person Responsible

Meredith Leftakis

Schedule

Daily, from 8/31/2016 to 5/31/2017

Evidence of Completion

Mini-assessment data, classroom sweep data, data from the instructional framework evaluation tool, and checkpoint assessments

G1.B2 Teachers need support in determining how students can demonstrate mastery of critical content in order to inform adjustments to instruction and how to have students examine their own reasoning. 2

🔑 B224422

G1.B2.S1 Leadership Team will provide teachers with professional development (PD) and a system for implementation on how to have students examine their own reasoning. 4

🔑 S236860

Strategy Rationale

Action Step 1 5

Leadership Team will provide training for teachers in the scoring of bi-monthly mini-assessments and how to use the data to appropriately group students for small group instruction.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

PD notes, reflections

Action Step 2 5

Leadership Team will develop and deliver a PD for teachers on having students examine their own reasoning, where teachers will observe exemplar use of the strategy via a video recording of an Instructional Coach modeling use of the strategy.

Person Responsible

Meredith Leftakis

Schedule

On 9/21/2016

Evidence of Completion

Video reflection forms

Action Step 3 `5`

Following administration and scoring of bi-monthly mini-assessments, teachers will use small group instructional time to review students' answers with them and have them examine their own reasoning on the assessment.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 9/2/2016 to 5/31/2017

Evidence of Completion

Classroom observations, data sheets

Action Step 4 `5`

On the Wednesday following implementation, teachers will have an opportunity to reflect with their grade-level teams on use of the strategy, what worked, what didn't work, and how best to improve upon it. Leadership team will devise a question for reflection based on the process for grouping, scaffolding, and protocol for Element 18 to be discussed.

Person Responsible

Meredith Leftakis

Schedule

Biweekly, from 9/7/2016 to 5/31/2017

Evidence of Completion

PLC meeting notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administrators will monitor administration of assessments and small-group instruction during instructional sweeps

Person Responsible

Meredith Leftakis

Schedule

Biweekly, from 9/2/2016 to 5/31/2017

Evidence of Completion

Data sheets will be analyzed for completion and classroom sweeps will be quantified and qualitatively compared for teacher participation in small-group analyzing of reasoning using the assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Upon re-assessment of individual standards and topics, the results will be compared to monitor for student mastery.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 10/5/2016 to 5/31/2017

Evidence of Completion

Data spreadsheets in addition to classroom observations utilizing the instructional framework will be utilized to monitor for the effectiveness of this strategy.

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 (Division Priority #2: Accelerate Student Performance; Division Priority #3: Narrow Achievement Gaps). `1`

🔑 G084468

G2.B1 Teachers need support in choosing and implementing appropriate and specific academic and behavioral interventions to close achievement and social-emotional gaps. `2`

🔑 B224423

G2.B1.S1 Administrators, 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`

🔑 S236861

Strategy Rationale

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

Action Step 1 `5`

Administrators, 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`

MTSS Coach, in collaboration with the school-based leadership team, will create and implement ongoing professional development for teachers on the creation of appropriate intervention materials aligned to individualized action plans for students.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 10/19/2016 to 5/31/2017

Evidence of Completion

Individualized action plans, lesson plans specific for academic intervention based on comprehension standards or foundational skills.

Action Step 3 `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 11/2/2016 to 5/31/2017

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`

Administrators, in collaboration with the MTSS Coach, will conduct MTSS meetings, PLC data chats, observe Tier II and III instruction, and review lesson plans.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 11/9/2016 to 5/31/2017

Evidence of Completion

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

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

Administrators, in collaboration with the Instructional Coaches, will analyze student progress monitoring data.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 12/7/2016 to 5/31/2017

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 The behavior leadership team will create a teacher toolbox containing behavioral interventions that have proven effective in the classroom 4

🔑 S236864

Strategy Rationale

If teachers have access to a variety of strategies, then they will utilize them and de-escalate any potentially disruptive scenarios resulting in more students learning.

Action Step 1 5

Leadership team will collaborate with teachers to create a virtual toolbox on Google Docs or SharePoint with various behavioral interventions for teachers to employ when students are struggling.

Person Responsible

Meredith Leftakis

Schedule

On 8/31/2016

Evidence of Completion

The toolbox

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

The toolbox will be regularly referenced and updated by all staff members.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Items added to toolbox

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

Dean will share weekly incident numbers and trends noticed across grade levels and schoolwide.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

A decrease in behavior incidents and an increase in students and faculty utilizing positive social-emotional language

G2.B1.S5 Leadership team will create a positive behavior support system that incorporates conscious discipline and verbal de-escalation techniques to be used schoolwide. 4

🔑 S236865

Strategy Rationale

A schoolwide system will allow for continuity in behavioral expectations for students and staff. Including conscious discipline will build students' intrinsic social skills and result in more productive social and academic interactions

Action Step 1 5

Classroom Management Coach will collaborate with leadership team and Positive Behavior Support (PBS) team to develop a positive behavior system for teachers to consistently implement. The system should include steps, strategies, posters, and rewards for supporting student behavior.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 8/5/2016 to 5/31/2017

Evidence of Completion

Meeting notes, PBS guide

Action Step 2 5

Classroom Management Coach will collaborate with Leadership Team and PBS team to develop a training to deliver to teachers during pre-planning to introduce the system and how to implement it. The training will include: the PBS manual, modeling of the first Strategy of the Month, delivery of staff expectations, and a tour of the virtual toolbox to access strategies.

Person Responsible

Meredith Leftakis

Schedule

On 8/10/2016

Evidence of Completion

PD agenda and teacher reflections

Action Step 3 `5`

Identify teachers in need of support and a system for continuing to provide coaching support inclusive of modeling, side-by-side coaching, and observations with feedback. The system will continue with new teachers receiving support daily

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G2.B1.S5 `6`

Administrators, in collaboration with Classroom Management Coach, will monitor the creation, dissemination, and utilization of the PBS manual and strategies during daily operations.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

PBS posters, usage during instruction, cafeteria and special area procedures, and tracking of panther dojo points/dollars

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 `7`

Administrators, in collaboration with the Behavior Leadership Team, will both quantitatively and qualitatively monitor the amount and severity of behavior incidents in addition to interventions provided on a school, grade, and classwide level.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 9/2/2016 to 5/31/2017

Evidence of Completion

Number of discipline referrals, number of classroom disruptions, decrease in the amount of students referred for additional behavior support.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A1 🔑 A305813	Administrators, in collaboration with the MTSS Coach, will explicitly outline tiers of academic and...	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
G2.B1.S5.A2 🔑 A305819	Classroom Management Coach will collaborate with Leadership Team and PBS team to develop a training...	Leftakis, Meredith	8/10/2016	PD agenda and teacher reflections	8/10/2016 one-time
G2.B1.S4.A1 🔑 A305817	Leadership team will collaborate with teachers to create a virtual toolbox on Google Docs or...	Leftakis, Meredith	8/31/2016	The toolbox	8/31/2016 one-time
G1.B2.S1.A2 🔑 A305810	Leadership Team will develop and deliver a PD for teachers on having students examine their own...	Leftakis, Meredith	9/21/2016	Video reflection forms	9/21/2016 one-time
G2.MA1 🔑 M311860	Administrators, in collaboration with the Instructional Coaches, will analyze data to determine...	Leftakis, Meredith	12/7/2016	Weekly PLC data chat forms with Florida Standards, evidence of increased student achievement using assessment data, and MTSS data chats using the MTSS problem-solving form, behavior plans, and a decrease in the number of discipline incidents	5/31/2017 monthly
G1.B1.S1.MA1 🔑 M311847	Administrators will monitor both formative and summative student assessment and classroom...	Leftakis, Meredith	8/31/2016	Mini-assessment data, classroom sweep data, data from the instructional framework evaluation tool, and checkpoint assessments	5/31/2017 daily
G1.B1.S1.MA1 🔑 M311848	Administrators will monitor content delivery in common planning by Instructional Coaches, checklist...	Leftakis, Meredith	8/15/2016	Lesson plans, common planning share-out deliverables, and checklist	5/31/2017 weekly
G1.B1.S1.A1 🔑 A305804	Instructional Coaches will use common planning to model for teachers how to identify, plan for, and...	Leftakis, Meredith	8/8/2016	Common planning share-out forms	5/31/2017 monthly
G1.B1.S1.A2 🔑 A305805	Teachers will have an opportunity to practice identifying and planning for critical content...	Leftakis, Meredith	8/15/2016	Common planning share-out deliverable	5/31/2017 weekly
G1.B1.S1.A3 🔑 A305806	Instructional Coaches will provide support to targeted teachers through implementation of the...	Leftakis, Meredith	9/6/2016	Coaching feedback forms, debrief discussions	5/31/2017 weekly
G1.B1.S1.A4 🔑 A305807	Administrators will conduct weekly lesson plan checks to provide feedback to teachers prior to...	Leftakis, Meredith	8/15/2016	Lesson plan reviews and revisions suggestions	5/31/2017 weekly
G1.B1.S1.A5 🔑 A305808	Leadership team will create a walkthrough checklist with the standards and the areas of focus...	Leftakis, Meredith	9/6/2016	Checklist	5/31/2017 weekly
G1.B2.S1.MA1 🔑 M311849	Upon re-assessment of individual standards and topics, the results will be compared to monitor for...	Leftakis, Meredith	10/5/2016	Data spreadsheets in addition to classroom observations utilizing the instructional framework will be utilized to monitor for the effectiveness of this strategy.	5/31/2017 monthly
G1.B2.S1.MA1 🔑 M311850	Administrators will monitor administration of assessments and small-group instruction during...	Leftakis, Meredith	9/2/2016	Data sheets will be analyzed for completion and classroom sweeps will be quantified and qualitatively compared for teacher participation in small-group analyzing of reasoning using the assessments.	5/31/2017 biweekly
G1.B2.S1.A1 🔑 A305809	Leadership Team will provide training for teachers in the scoring of bi-monthly mini-assessments...	Leftakis, Meredith	8/31/2016	PD notes, reflections	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3 🔍 A305811	Following administration and scoring of bi-monthly mini-assessments, teachers will use small group...	Leftakis, Meredith	9/2/2016	Classroom observations, data sheets	5/31/2017 weekly
G1.B2.S1.A4 🔍 A305812	On the Wednesday following implementation, teachers will have an opportunity to reflect with their...	Leftakis, Meredith	9/7/2016	PLC meeting notes	5/31/2017 biweekly
G2.B1.S1.MA1 🔍 M311852	Administrators, in collaboration with the Instructional Coaches, will analyze student progress...	Leftakis, Meredith	12/7/2016	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	5/31/2017 monthly
G2.B1.S1.MA1 🔍 M311853	Administrators, in collaboration with the MTSS Coach, will conduct MTSS meetings, PLC data chats,...	Leftakis, Meredith	11/9/2016	MTSS team notes focusing on trends observed during classroom walkthrough data, lesson plan feedback, and progress monitoring data used during intervention.	5/31/2017 monthly
G2.B1.S1.A2 🔍 A305814	MTSS Coach, in collaboration with the school-based leadership team, will create and implement...	Leftakis, Meredith	10/19/2016	Individualized action plans, lesson plans specific for academic intervention based on comprehension standards or foundational skills.	5/31/2017 weekly
G2.B1.S1.A3 🔍 A305815	Teachers will implement individualized academic and/or behavioral plans based defined tiers of...	Leftakis, Meredith	11/2/2016	Revised individualized academic and/or behavioral plans, quantified classroom sweep data indicating improvements in differentiated support for student academic and/or behavioral needs	5/31/2017 daily
G2.B1.S4.MA1 🔍 M311856	Dean will share weekly incident numbers and trends noticed across grade levels and schoolwide.	Leftakis, Meredith	8/31/2016	A decrease in behavior incidents and an increase in students and faculty utilizing positive social-emotional language	5/31/2017 weekly
G2.B1.S4.MA1 🔍 M311857	The toolbox will be regularly referenced and updated by all staff members.	Leftakis, Meredith	8/31/2016	Items added to toolbox	5/31/2017 monthly
G2.B1.S5.MA1 🔍 M311858	Administrators, in collaboration with the Behavior Leadership Team, will both quantitatively and...	Leftakis, Meredith	9/2/2016	Number of discipline referrals, number of classroom disruptions, decrease in the amount of students referred for additional behavior support.	5/31/2017 monthly
G2.B1.S5.MA1 🔍 M311859	Administrators, in collaboration with Classroom Management Coach, will monitor the creation,...	Leftakis, Meredith	8/15/2016	PBS posters, usage during instruction, cafeteria and special area procedures, and tracking of panther dojo points/ dollars	5/31/2017 weekly
G2.B1.S5.A1 🔍 A305818	Classroom Management Coach will collaborate with leadership team and Positive Behavior Support...	Leftakis, Meredith	8/5/2016	Meeting notes, PBS guide	5/31/2017 monthly
G2.B1.S5.A3 🔍 A305820	Identify teachers in need of support and a system for continuing to provide coaching support...	Leftakis, Meredith	8/17/2016	Coaching logs	5/31/2017 weekly
G1.MA1 🔍 M311851	Administrators will analyze checkpoint and common assessment data, review lesson plans for rigor,...	Leftakis, Meredith	8/17/2016	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.	6/1/2017 biweekly

V. Professional Development Opportunities

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

G1. Teachers will deliver high-quality, standards-based instruction with a focus on engaging students with critical content and examining reasoning. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital).

G1.B1 Teachers and school-based staff need support in deepening understanding of how to deliver engaging critical content.

G1.B1.S1 Leadership team will provide training and support to teachers in identifying critical content during common planning throughout the year.

PD Opportunity 1

Instructional Coaches will use common planning to model for teachers how to identify, plan for, and deliver critical content that is engaging for students.

Facilitator

Instructional Coaches

Participants

Faculty

Schedule

Monthly, from 8/8/2016 to 5/31/2017

PD Opportunity 2

Instructional Coaches will provide support to targeted teachers through implementation of the coaching cycle. Coaches will ensure that the targeted support aligns with the teacher's role or assignments during common planning.

Facilitator

Instructional Coaches

Participants

Faculty

Schedule

Weekly, from 9/6/2016 to 5/31/2017

PD Opportunity 3

Administrators will conduct weekly lesson plan checks to provide feedback to teachers prior to instructional delivery on identifying critical content.

Facilitator

Administration

Participants

Faculty

Schedule

Weekly, from 8/15/2016 to 5/31/2017

PD Opportunity 4

Leadership team will create a walkthrough checklist with the standards and the areas of focus aligned to the SIP so that it can be used to provide feedback on daily sweeps.

Facilitator

Meredith Leftakis

Participants

Leadership Team

Schedule

Weekly, from 9/6/2016 to 5/31/2017

G1.B2 Teachers need support in determining how students can demonstrate mastery of critical content in order to inform adjustments to instruction and how to have students examine their own reasoning.

G1.B2.S1 Leadership Team will provide teachers with professional development (PD) and a system for implementation on how to have students examine their own reasoning.

PD Opportunity 1

Leadership Team will provide training for teachers in the scoring of bi-monthly mini-assessments and how to use the data to appropriately group students for small group instruction.

Facilitator

Meredith Leftakis

Participants

Instructional Staff, Leadership Team

Schedule

Weekly, from 8/31/2016 to 5/31/2017

PD Opportunity 2

Leadership Team will develop and deliver a PD for teachers on having students examine their own reasoning, where teachers will observe exemplar use of the strategy via a video recording of an Instructional Coach modeling use of the strategy.

Facilitator

Meredith Leftakis

Participants

Instructional Staff, Leadership Team

Schedule

On 9/21/2016

PD Opportunity 3

On the Wednesday following implementation, teachers will have an opportunity to reflect with their grade-level teams on use of the strategy, what worked, what didn't work, and how best to improve upon it. Leadership team will devise a question for reflection based on the process for grouping, scaffolding, and protocol for Element 18 to be discussed.

Facilitator

Meredith Leftakis

Participants

Instructional Staff, Leadership Team

Schedule

Biweekly, from 9/7/2016 to 5/31/2017

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 (Division Priority #2: Accelerate Student Performance; Division Priority #3: Narrow Achievement Gaps).

G2.B1 Teachers need support in choosing and implementing appropriate and specific academic and behavioral interventions to close achievement and social-emotional gaps.

G2.B1.S1 Administrators, 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

Administrators, 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

PD Opportunity 2

MTSS Coach, in collaboration with the school-based leadership team, will create and implement ongoing professional development for teachers on the creation of appropriate intervention materials aligned to individualized action plans for students.

Facilitator

MTSS Coach

Participants

Instructional Staff

Schedule

Weekly, from 10/19/2016 to 5/31/2017

G2.B1.S5 Leadership team will create a positive behavior support system that incorporates conscious discipline and verbal de-escalation techniques to be used schoolwide.

PD Opportunity 1

Classroom Management Coach will collaborate with Leadership Team and PBS team to develop a training to deliver to teachers during pre-planning to introduce the system and how to implement it. The training will include: the PBS manual, modeling of the first Strategy of the Month, delivery of staff expectations, and a tour of the virtual toolbox to access strategies.

Facilitator

Meredith Leftakis

Participants

Instructional Staff and Leadership Team

Schedule

On 8/10/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Instructional Coaches will use common planning to model for teachers how to identify, plan for, and deliver critical content that is engaging for students.	$0.00
2	G1.B1.S1.A2	Teachers will have an opportunity to practice identifying and planning for critical content duringThursday share-outs. The planning team point person will rotate to allow each teacher an opportunity to share their thinking in identifying critical content. Coaches will guide teachers and provide feedback as needed.	$0.00
3	G1.B1.S1.A3	Instructional Coaches will provide support to targeted teachers through implementation of the coaching cycle. Coaches will ensure that the targeted support aligns with the teacher's role or assignments during common planning.	$3,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	140-Substitute Teachers	1491 - Palmetto Elementary	School Improvement Funds		$3,000.00

4	G1.B1.S1.A4	Administrators will conduct weekly lesson plan checks to provide feedback to teachers prior to instructional delivery on identifying critical content.	$0.00
5	G1.B1.S1.A5	Leadership team will create a walkthrough checklist with the standards and the areas of focus aligned to the SIP so that it can be used to provide feedback on daily sweeps.	$0.00
6	G1.B2.S1.A1	Leadership Team will provide training for teachers in the scoring of bi-monthly mini-assessments and how to use the data to appropriately group students for small group instruction.	$0.00
7	G1.B2.S1.A2	Leadership Team will develop and deliver a PD for teachers on having students examine their own reasoning, where teachers will observe exemplar use of the strategy via a video recording of an Instructional Coach modeling use of the strategy.	$0.00
8	G1.B2.S1.A3	Following administration and scoring of bi-monthly mini-assessments, teachers will use small group instructional time to review students' answers with them and have them examine their own reasoning on the assessment.	$0.00
9	G1.B2.S1.A4	On the Wednesday following implementation, teachers will have an opportunity to reflect with their grade-level teams on use of the strategy, what worked, what didn't work, and how best to improve upon it. Leadership team will devise a question for reflection based on the process for grouping, scaffolding, and protocol for Element 18 to be discussed.	$0.00
10	G2.B1.S1.A1	Administrators, 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
11	G2.B1.S1.A2	MTSS Coach, in collaboration with the school-based leadership team, will create and implement ongoing professional development for teachers on the	$0.00

		creation of appropriate intervention materials aligned to individualized action plans for students.	
12	G2.B1.S1.A3	Teachers will implement individualized academic and/or behavioral plans based defined tiers of academic and behavioral support.	$0.00
13	G2.B1.S4.A1	Leadership team will collaborate with teachers to create a virtual toolbox on Google Docs or SharePoint with various behavioral interventions for teachers to employ when students are struggling.	$0.00
14	G2.B1.S5.A1	Classroom Management Coach will collaborate with leadership team and Positive Behavior Support (PBS) team to develop a positive behavior system for teachers to consistently implement. The system should include steps, strategies, posters, and rewards for supporting student behavior.	$0.00
15	G2.B1.S5.A2	Classroom Management Coach will collaborate with Leadership Team and PBS team to develop a training to deliver to teachers during pre-planning to introduce the system and how to implement it. The training will include: the PBS manual, modeling of the first Strategy of the Month, delivery of staff expectations, and a tour of the virtual toolbox to access strategies.	$0.00
16	G2.B1.S5.A3	Identify teachers in need of support and a system for continuing to provide coaching support inclusive of modeling, side-by-side coaching, and observations with feedback. The system will continue with new teachers receiving support daily	$0.00
		Total:	$3,000.00