

Orange County Public Schools

Palmetto Elementary



2017-18 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)	2016-17 Title I School	2016-17 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	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	D	C*	A

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Palmetto Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Behavior Specialist, 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 Conscious Discipline Action 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 administration 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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

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
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 Leadership, MTSS, and Conscious Discipline Action 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 Leadership, MTSS, and Conscious Discipline Action 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. Victoria Tierney, Assistant Principal

Mrs. Tierney provides guidance for the Leadership, MTSS, and Conscious Discipline Action teams. 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. Tierney ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mrs. Tierney also provides opportunities for MTSS professional development for the MTSS Team and Palmetto Elementary staff. Mrs. Tierney attends kindergarten and second grade common planning meetings to provide additional support during the planning process for instruction. Mrs. Tierney 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 Leadership, MTSS, and Conscious Discipline Action teams. 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 first and fourth grade common planning sessions 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.

Ms. Elisa Savino, Math Coach

Ms. Savino provides research-based suggestions for mathematics instruction and intervention. Ms. Savino also provides guidance on supplemental and intervention programs. Ms. Savino supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Ms. Savino also works with the CRT and teachers to implement Tier I, Tier II, and Tier III

interventions.

Ms. Jessica Smith, Curriculum Resource Teacher

Ms. Smith provides support on all curriculum, instruction, and assessments on both a grade-level and school-wide level. Ms. Smith, in conjunction with administration, creates and implements the mentoring and coaching academy to support all new and new to Palmetto teachers. Ms. Smith is also tasked with guiding the fifth grade Science planning team.

Ms. Tiffany Payne, MTSS Coach Grades 3-5

Ms. Payne is responsible for creating, implementing, and monitoring Tier III interventions for identified students. Ms. Payne is also tasked with providing feedback to parents and the MTSS committee for identified students with academic concerns. Finally, Ms. Payne is also tasked with coaching and supporting new 5th grade teachers.

Ms. Kimberly Ryan, MTSS Coach Grades K-2

Ms. Ryan is responsible for creating, implementing, and monitoring Tier III interventions for identified students. Ms. Ryan is also tasked with providing feedback to parents and the MTSS committee for identified students with academic concerns. Finally, Ms. Ryan is also tasked with coaching and supporting new primary grade teachers.

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
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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the SAC meetings scheduled from January through April of 2017, 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
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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Finally, teams will meet with school-based administration and instructional coaches will evaluate common assessment data to inform re-teaching of the standard at the conclusion of each instructional unit.

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, Victoria Tierney, 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. Additionally, principal and school-based administration will provide various tools and items to support school-wide culture and a feeling of family.

Persons Responsible: Meredith Leftakis, Victoria Tierney, 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, Victoria Tierney, Michael Knight, and Faythia Brown-Carpenter.

Ongoing staff development:

Persons Responsible: Meredith Leftakis, Victoria Tierney, Faythia Brown-Carpenter, Michael Knight, Chaquisha Franklin, and Jessica Smith.

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: 5,000

Palmetto Elementary School provides free tutoring services before school 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: 15,000

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will deliver high-quality, standards-based instruction in all subject areas with a focus on engaging students with literacy strategies gained through the DPLC process. (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 in all subject areas with a focus on engaging students with literacy strategies gained through the DPLC process. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital). 1a

G095658

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0
FSA ELA Achievement	50.0
FCAT 2.0 Science Proficiency	50.0
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 the understanding and implementation of the DPLC, district-selected literacy strategies.
- School-based administration will need to create, implement, and monitor a system of standards-aligned feedback that support the literacy strategies being implemented through the DPLC process.

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, iReady data, Performance Matters data, Fountas and Pinnel data, Reading Plus, Core and PAST data, Reading A-Z, non-fiction informational articles, Readworks.org, CPALMS, News ELA.

Plan to Monitor Progress Toward G1. 8

Administrators will analyze iReady and common assessment data, review lesson plans for embedded literacy strategies, and will focus on trends observed during classroom walkthroughs and iObservation feedback.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PLC data meeting notes 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.

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

G095659

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

- Student achievement 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 10/9/2017 to 5/31/2018

Evidence of Completion

PLC data chats with Florida Standards, evidence of increased student achievement using assessment data, and MTSS data chats using the MTSS problem-solving forms, 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

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will deliver high-quality, standards-based instruction in all subject areas with a focus on engaging students with literacy strategies gained through the DPLC process. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital). 1

G095658

G1.B1 Teachers and school-based staff need support in the understanding and implementation of the DPLC, district-selected literacy strategies. 2

B257568

G1.B1.S1 Selected teacher-leaders, in conjunction with the school-based leadership team, will use common planning to model for teachers how implement literacy strategies that are engaging for students and are monitored for increased student comprehension. 4

S272535

Strategy Rationale

The teacher leaders will be the practicing educators to provide professional development, regularly implement these strategies, and will be the first classrooms to be set up as demonstration classrooms.

Action Step 1 5

Selected teacher-leaders, in conjunction with the Principal and Reading Coach, will attend district-wide professional development on selected literacy strategies within the DPLC structure.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

The principal will facilitate the learning and the engagement of school-based teacher-leaders

Action Step 2 5

Selected teacher-leaders will use common planning to model for teachers how to implement literacy strategies that are engaging for students

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 9/14/2017 to 5/31/2018

Evidence of Completion

Common planning share-out forms and professional development provided

Action Step 3 5

Teachers will have an opportunity to practice the literacy strategies shared. Administration and coaches will guide teachers and provide feedback as needed.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 9/21/2017 to 5/31/2018

Evidence of Completion

Common planning share-out deliverable, individualized feedback, sweep feedback

Action Step 4 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 9/26/2017 to 5/31/2018

Evidence of Completion

Coaching feedback forms, debrief discussions, sweep feedback, individualized feedback

Action Step 5 5

Administrators will conduct weekly lesson plan checks to provide feedback to teachers prior to instructional delivery on the implementation of engaging literacy strategies.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Lesson plan reviews and revisions suggestions

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

Administrators will monitor strategy delivery by completing lesson plan checks while providing corrective and reflective feedback in addition to ensuring that common planning share out includes a focus on the DPLC literacy strategies.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Lesson plans and common planning share-out deliverables

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 8/31/2017 to 5/31/2018

Evidence of Completion

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

G1.B2 School-based administration will need to create, implement, and monitor a system of standards-aligned feedback that support the literacy strategies being implemented through the DPLC process. **2**

 B257569

G1.B2.S1 The school-based leadership team, in collaboration with the DPLC teacher leader team, will create an system of feedback for teacher observation of the literacy strategies that includes an accurate model of implementation, a common language around implementation, and a delivery system that gives actionable feedback to accurately practice the strategies. **4**

 S272536

Strategy Rationale

If teachers receive actionable feedback with a clear, uniform vision of implementation, their practice should be effective and impactful.

Action Step 1 **5**

Leadership Team will meet with the DPLC team after each professional learning session to understand the strategy shared and the professional development plan for grade-level implementation.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

DPLC notes, presentations

Action Step 2 **5**

Leadership Team will review the professional development presentation prior to monthly implementation to ensure a clear understanding of what is being asked of the teachers when implementing the literacy strategies.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Professional development presentations

Action Step 3 5

Leadership team, in collaboration with the DPLC team, will create a generic format for feedback which includes the strategy in theory, the strategy in action, teacher actions, student actions, and suggestions for action to improve instructional delivery and impact of the strategy.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 10/1/2017 to 5/31/2018

Evidence of Completion

Feedback form

Action Step 4 5

Leadership Team will create a schedule for the teacher observations based on the district provided DPLC time table. The schedule will also include a debrief session for Leadership Team members after observations and a review of actionable feedback will be provided. Debrief will include analysis of observational improvement as noted on feedback forms and during instructional sweeps.

Person Responsible

Meredith Leftakis

Schedule

Biweekly, from 10/1/2017 to 5/31/2018

Evidence of Completion

Schedule, debrief notes

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

Principal, in conjunction with school-based leadership team, will be responsible for ensuring active participation of DPLC members through facilitation in addition to the creation of professional development to be delivered at the school site.

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Professional development, calendars of observations

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

Following each implementation cycle, the collected qualitative observational data in conjunction with common formative assessment, iReady, and other progress monitoring quantitative data will be analyzed for a positive student achievement outcomes when compared to both the PY scores and the previous year's cohort of students.

Person Responsible

Meredith Leftakis


Schedule

Monthly, from 10/5/2017 to 5/31/2018

Evidence of Completion

Data spreadsheets in addition to classroom observations utilizing the created feedback form 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**

 G095659

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

 B257570

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**

 S272537

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 Behavior Specialist and MTSS coaches, 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 8/17/2017 to 5/31/2018

Evidence of Completion

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

Action Step 2 5

MTSS coaches and the Behavior Specialist, 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 10/19/2017 to 5/31/2018

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 11/2/2017 to 5/31/2018

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 coaches and Behavior Specialist, will conduct MTSS meetings, PLC data chats, observe Tier II and III instruction, and review lesson plans.

Person Responsible

Meredith Leftakis

Schedule

Monthly, from 11/9/2017 to 5/31/2018

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 12/7/2017 to 5/31/2018

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**

 S272540

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 with various behavioral interventions for teachers to employ when students are struggling.

Person Responsible

Meredith Leftakis

Schedule

On 5/31/2018

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 8/31/2017 to 5/31/2018

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 8/31/2017 to 5/31/2018

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

 S272541

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

Behavior Specialist will collaborate with leadership team and Conscious Discipline Action Team(CDAT) 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 8/5/2017 to 5/31/2018

Evidence of Completion

Meeting notes, PBS guide, CDAT Plan

Action Step 2 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 8/17/2017 to 5/31/2018

Evidence of Completion

Coaching logs

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

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

Person Responsible

Meredith Leftakis

Schedule

Weekly, from 8/15/2017 to 5/31/2018

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 Conscious Discipline Action 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 9/2/2017 to 5/31/2018












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
2018					
G1.MA1 M391642	Administrators will analyze iReady and common assessment data, review lesson plans for embedded...	Leftakis, Meredith	8/14/2017	PLC data meeting notes 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.	5/31/2018 monthly
G2.MA1 M391651	Administrators, in collaboration with the Instructional Coaches, will analyze data to determine...	Leftakis, Meredith	10/9/2017	PLC data chats with Florida Standards, evidence of increased student achievement using assessment data, and MTSS data chats using the MTSS problem-solving forms, behavior plans, and a decrease in the number of discipline incidents	5/31/2018 monthly
G1.B1.S1.MA1 M391638	Administrators will monitor both formative and summative student assessment and classroom...	Leftakis, Meredith	8/31/2017	Mini-assessment data, classroom sweep data, data from the instructional framework evaluation tool, and iReady assessments	5/31/2018 daily
G1.B1.S1.A1 A365762	Selected teacher-leaders, in conjunction with the Principal and Reading Coach, will attend...	Leftakis, Meredith	9/18/2017	The principal will facilitate the learning and the engagement of school-based teacher-leaders	5/31/2018 monthly
G1.B1.S1.A2 A365763	Selected teacher-leaders will use common planning to model for teachers how to implement literacy...	Leftakis, Meredith	9/14/2017	Common planning share-out forms and professional development provided	5/31/2018 monthly
G1.B1.S1.A3 A365764	Teachers will have an opportunity to practice the literacy strategies shared. Administration and...	Leftakis, Meredith	9/21/2017	Common planning share-out deliverable, individualized feedback, sweep feedback	5/31/2018 weekly
G1.B1.S1.A4 A365765	Instructional coaches will provide support to targeted teachers through implementation of the...	Leftakis, Meredith	9/26/2017	Coaching feedback forms, debrief discussions, sweep feedback, individualized feedback	5/31/2018 weekly
G1.B1.S1.A5 A365766	Administrators will conduct weekly lesson plan checks to provide feedback to teachers prior to...	Leftakis, Meredith	10/2/2017	Lesson plan reviews and revisions suggestions	5/31/2018 weekly
G1.B2.S1.MA1 M391640	Following each implementation cycle, the collected qualitative observational data in conjunction...	Leftakis, Meredith	10/5/2017	Data spreadsheets in addition to classroom observations utilizing the created feedback form will be utilized to monitor for the effectiveness of this strategy.	5/31/2018 monthly
G1.B2.S1.MA1 M391641	Principal, in conjunction with school-based leadership team, will be responsible for ensuring...	Leftakis, Meredith	9/18/2017	Professional development, calendars of observations	5/31/2018 weekly
G1.B2.S1.A1 A365767	Leadership Team will meet with the DPLC team after each professional learning session to understand...	Leftakis, Meredith	9/18/2017	DPLC notes, presentations	5/31/2018 monthly
G1.B2.S1.A2 A365768	Leadership Team will review the professional development presentation prior to monthly...	Leftakis, Meredith	9/25/2017	Professional development presentations	5/31/2018 monthly
G1.B2.S1.A3 A365769	Leadership team, in collaboration with the DPLC team, will create a generic format for feedback...	Leftakis, Meredith	10/1/2017	Feedback form	5/31/2018 weekly
G1.B2.S1.A4 A365770	Leadership Team will create a schedule for the teacher observations based on the district provided...	Leftakis, Meredith	10/1/2017	Schedule, debrief notes	5/31/2018 biweekly
G2.B1.S1.MA1 M391643	Administrators, in collaboration with the Instructional Coaches, will analyze student progress...	Leftakis, Meredith	12/7/2017	Mastery of targeted skills indicated in MTSS data notebooks, iObservation feedback, quantifiable iObservation data inclusive of daily classroom sweeps, effective use of research -based	5/31/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				interventions documented on lesson plans	
G2.B1.S1.MA1  M391644	Administrators, in collaboration with the MTSS coaches and Behavior Specialist, will conduct MTSS...	Leftakis, Meredith	11/9/2017	MTSS team notes focusing on trends observed during classroom walkthrough data, lesson plan feedback, and progress monitoring data used during intervention.	5/31/2018 monthly
G2.B1.S1.A1  A365771	Administrators, in collaboration with the Behavior Specialist and MTSS coaches, will explicitly...	Leftakis, Meredith	8/17/2017	MTSS Academic Plan, sign-in sheets of professional development, MTSS meetings or data chats, PLC data chats with student data to monitor student progress	5/31/2018 monthly
G2.B1.S1.A2  A365772	MTSS coaches and the Behavior Specialist, in collaboration with the school-based leadership team,...	Leftakis, Meredith	10/19/2017	Individualized action plans, lesson plans specific for academic intervention based on comprehension standards or foundational skills.	5/31/2018 weekly
G2.B1.S1.A3  A365773	Teachers will implement individualized academic and/or behavioral plans based defined tiers of...	Leftakis, Meredith	11/2/2017	Revised individualized academic and/or behavioral plans, quantified classroom sweep data indicating improvements in differentiated support for student academic and/or behavioral needs	5/31/2018 daily
G2.B1.S4.MA1  M391647	Dean will share weekly incident numbers and trends noticed across grade levels and schoolwide.	Leftakis, Meredith	8/31/2017	A decrease in behavior incidents and an increase in students and faculty utilizing positive social-emotional language	5/31/2018 weekly
G2.B1.S4.MA1  M391648	The toolbox will be regularly referenced and updated by all staff members.	Leftakis, Meredith	8/31/2017	Items added to toolbox	5/31/2018 monthly
G2.B1.S4.A1  A365775	Leadership team will collaborate with teachers to create a virtual toolbox on Google Docs with...	Leftakis, Meredith	10/7/2017	The toolbox	5/31/2018 one-time
G2.B1.S5.MA1  M391649	Administrators, in collaboration with the Conscious Discipline Action team, will both...	Leftakis, Meredith	9/2/2017	Number of discipline referrals, number of classroom disruptions, decrease in the amount of students referred for additional behavior support.	5/31/2018 monthly
G2.B1.S5.MA1  M391650	Administrators, in collaboration with Behavior Specialist, will monitor the creation,...	Leftakis, Meredith	8/15/2017	PBS posters, usage during instruction, cafeteria and special area procedures, and tracking of panther dojo points/ dollars	5/31/2018 weekly
G2.B1.S5.A1  A365776	Behavior Specialist will collaborate with leadership team and Conscious Discipline Action...	Leftakis, Meredith	8/5/2017	Meeting notes, PBS guide, CDAT Plan	5/31/2018 monthly
G2.B1.S5.A2  A365777	Identify teachers in need of support and a system for continuing to provide coaching support...	Leftakis, Meredith	8/17/2017	Coaching logs	5/31/2018 weekly
G1.B1.S1.MA1  M391639	Administrators will monitor strategy delivery by completing lesson plan checks while providing...	Leftakis, Meredith	10/2/2017	Lesson plans and common planning share-out deliverables	6/1/2018 weekly

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 in all subject areas with a focus on engaging students with literacy strategies gained through the DPLC process. (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital).

G1.B1 Teachers and school-based staff need support in the understanding and implementation of the DPLC, district-selected literacy strategies.

G1.B1.S1 Selected teacher-leaders, in conjunction with the school-based leadership team, will use common planning to model for teachers how implement literacy strategies that are engaging for students and are monitored for increased student comprehension.

PD Opportunity 1

Selected teacher-leaders, in conjunction with the Principal and Reading Coach, will attend district-wide professional development on selected literacy strategies within the DPLC structure.

Facilitator

Meredith Leftakis

Participants

Select teacher-leaders, Reading Coach

Schedule

Monthly, from 9/18/2017 to 5/31/2018

PD Opportunity 2

Selected teacher-leaders will use common planning to model for teachers how to implement literacy strategies that are engaging for students

Facilitator

Selected Teacher-Leaders, Principal

Participants

Faculty

Schedule

Monthly, from 9/14/2017 to 5/31/2018

PD Opportunity 3

Teachers will have an opportunity to practice the literacy strategies shared. Administration and coaches will guide teachers and provide feedback as needed.

Facilitator

Administration

Participants

Faculty

Schedule

Weekly, from 9/21/2017 to 5/31/2018

PD Opportunity 4

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 9/26/2017 to 5/31/2018

PD Opportunity 5

Administrators will conduct weekly lesson plan checks to provide feedback to teachers prior to instructional delivery on the implementation of engaging literacy strategies.

Facilitator

Administration

Participants

Faculty

Schedule

Weekly, from 10/2/2017 to 5/31/2018

G1.B2 School-based administration will need to create, implement, and monitor a system of standards-aligned feedback that support the literacy strategies being implemented through the DPLC process.

G1.B2.S1 The school-based leadership team, in collaboration with the DPLC teacher leader team, will create an system of feedback for teacher observation of the literacy strategies that includes an accurate model of implementation, a common language around implementation, and a delivery system that gives actionable feedback to accurately practice the strategies.

PD Opportunity 1

Leadership Team will meet with the DPLC team after each professional learning session to understand the strategy shared and the professional development plan for grade-level implementation.

Facilitator

Meredith Leftakis

Participants

Instructional Staff, Leadership Team

Schedule

Monthly, from 9/18/2017 to 5/31/2018

PD Opportunity 2

Leadership Team will review the professional development presentation prior to monthly implementation to ensure a clear understanding of what is being asked of the teachers when implementing the literacy strategies.

Facilitator

Meredith Leftakis

Participants

Instructional Staff, Leadership Team

Schedule

Monthly, from 9/25/2017 to 5/31/2018

PD Opportunity 3

Leadership team, in collaboration with the DPLC team, will create a generic format for feedback which includes the strategy in theory, the strategy in action, teacher actions, student actions, and suggestions for action to improve instructional delivery and impact of the strategy.

Facilitator

Meredth Leftakis

Participants

Instructional Staff, Leadership Team

Schedule

Weekly, from 10/1/2017 to 5/31/2018

PD Opportunity 4

Leadership Team will create a schedule for the teacher observations based on the district provided DPLC time table. The schedule will also include a debrief session for Leadership Team members after observations and a review of actionable feedback will be provided. Debrief will include analysis of observational improvement as noted on feedback forms and during instructional sweeps.

Facilitator

Meredith Leftakis

Participants

Instructional Staff, Leadership Team

Schedule

Biweekly, from 10/1/2017 to 5/31/2018

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 Behavior Specialist and MTSS coaches, 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 8/17/2017 to 5/31/2018

PD Opportunity 2

MTSS coaches and the Behavior Specialist, 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 10/19/2017 to 5/31/2018

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	Selected teacher-leaders, in conjunction with the Principal and Reading Coach, will attend district-wide professional development on selected literacy strategies within the DPLC structure.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	1491 - Palmetto Elementary	School Improvement Funds		\$2,000.00
2	G1.B1.S1.A2	Selected teacher-leaders will use common planning to model for teachers how to implement literacy strategies that are engaging for students				\$0.00
3	G1.B1.S1.A3	Teachers will have an opportunity to practice the literacy strategies shared. Administration and coaches will guide teachers and provide feedback as needed.				\$0.00
4	G1.B1.S1.A4	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	2017-18
	7300	140-Substitute Teachers	1491 - Palmetto Elementary	School Improvement Funds		\$3,000.00
5	G1.B1.S1.A5	Administrators will conduct weekly lesson plan checks to provide feedback to teachers prior to instructional delivery on the implementation of engaging literacy strategies.				\$0.00
6	G1.B2.S1.A1	Leadership Team will meet with the DPLC team after each professional learning session to understand the strategy shared and the professional development plan for grade-level implementation.				\$0.00
7	G1.B2.S1.A2	Leadership Team will review the professional development presentation prior to monthly implementation to ensure a clear understanding of what is being asked of the teachers when implementing the literacy strategies.				\$0.00
8	G1.B2.S1.A3	Leadership team, in collaboration with the DPLC team, will create a generic format for feedback which includes the strategy in theory, the strategy in action, teacher actions, student actions, and suggestions for action to improve instructional delivery and impact of the strategy.				\$0.00
9	G1.B2.S1.A4	Leadership Team will create a schedule for the teacher observations based on the district provided DPLC time table. The schedule will also include a debrief session for Leadership Team members after observations and a review of actionable feedback will be provided. Debrief will include analysis of observational improvement as noted on feedback forms and during instructional sweeps.				\$0.00

10	G2.B1.S1.A1	Administrators, in collaboration with the Behavior Specialist and MTSS coaches, 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 coaches and the Behavior Specialist, 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.				\$0.00
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 with various behavioral interventions for teachers to employ when students are struggling.				\$0.00
14	G2.B1.S5.A1	Behavior Specialist will collaborate with leadership team and Conscious Discipline Action Team(CDAT) 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.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	1491 - Palmetto Elementary	School Improvement Funds		\$10,000.00
15	G2.B1.S5.A2	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:						\$15,000.00