



2013-2014 SCHOOL IMPROVEMENT PLAN

Palmetto Elementary
2015 DUSKIN AVE
Orlando, FL 32839
407-858-3150

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 A	2012-13 F	2011-12 D	2010-11 C	2009-10 D
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
Yes	No	No	No

Current School Status

School Information

School-Level Information

School

Palmetto Elementary

Principal

Dr. Angela Murphy-Osborne

School Advisory Council chair

Sherika Valle

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Angela Murphy-Osborne	Principal
Alisa Hambrick	Assistant Principal
Shaun Kelley	Assistant Principal
Michael Knight	Assistant Principal

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Angela Murphy-Osborne - Principal
 Calvin Hill - Community Agency
 Hollie Thornton - Parent
 Erika Acevedo - Parent
 Sherika Valle - Parent
 Marcus Phillips - Parent
 Evena Theodore - Parent
 Alexis Barclay - Parent
 Charlix Charles - Parent
 Felicia Lester - Parent
 Jenny Gomez - Parent
 Tiffany Payne - Teacher
 Melaine Morse - Teacher

Involvement of the SAC in the development of the SIP

The SAC Committee conducts monthly meetings to discuss the school improvement plan (SIP) goals, budget, and the barriers to success, to ensure that the mission and vision goals are being met. Throughout the year, changes are made as needed to successfully meet goals as outlined in the SIP. A Needs Assessment will be conducted to determine specific goals and focus areas that need to be addressed school wide. In order to make sure all stakeholders are given an opportunity to provide input on the development of the school improvement plan, results are shared and communicated to all stakeholders. Parents are invited to attend SAC meetings to review results and to send home copies of the SAC minutes. By using the mid-year data to complete the mid-year narrative, we are able to begin developing the SIP for the next school year. The end of year assessment data is used to determine overall performance of the school for the current year. The data is added to required annual goals on the state template.

Activities of the SAC for the upcoming school year

The School Advisory Council for Palmetto Elementary School will meet monthly to discuss changes and concerns regarding the school. Additionally, the SAC will review the School Improvement Plan and revise and update as needed. Members of the SAC will participate in Curriculum Night and several other school based activities.

Projected use of school improvement funds, including the amount allocated to 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 PreK(3 year olds) -5. The amount allocated to this initiative will be approximately \$14, 000.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Angela Murphy-Osborne

Principal

Years as Administrator: 17

Years at Current School: 0

Credentials

Doctorate –Education Administration
 Certified: ESE, Elementary Education, Educational Leadership

Performance Record

Spring Lake Elementary:
 2012-2013:
 Grade-A Reading Mastery: 68%. Math
 Mastery: 79%, Science Mastery:72%.
 Writing Mastery:80%. Lowest 25%: 52%
 (Reading) and 61% (Math).
 2011-2012:
 Grade-A Reading Mastery: 72%. Math
 Mastery: 78%, Science Mastery:72%.
 Writing Mastery:99%. Lowest 25%: 77%
 (Reading) and 64% (Math).
 2010-2011:
 Grade - A, Reading Mastery: 85%. Math
 Mastery: 86%. Science Mastery: 57%.
 Writing Mastery: 88%. AYP: 73% (Reading)
 and 82% (Math). Lowest 25%: 53%
 (Reading) and 77% (Math).
 2009-2010:
 Grade A, Reading Mastery: 83%, Math
 Mastery: 85%, Science Mastery: 58%,
 Writing Mastery: 89%
 AYP: 75% (Reading) and 65% (Math).
 Lowest 25%: 78% (Reading) and 69%
 (Math).
 2008-2009:
 Grade A, Reading Mastery: 85%, Math
 Mastery: 83%, Science Mastery: 59%,
 Writing Mastery: 92%.
 AYP: 80% (Reading) and 65% (Math).
 Lowest 25%: 71% (Reading) and 69%
 (Math).
 2007-2008:
 Grade B, Reading Mastery: 79%, Math
 Mastery: 82%, Science Mastery: 41%,
 Writing Mastery 57%. AYP: 61% (Reading)
 and 74% (Math). Lowest 25%: 57%
 (Reading) and 67% (Math).
 2006-2007:
 Grade A, Reading Mastery: 79%, Math
 Mastery: 77%, Science Mastery: 41%,
 Writing Mastery 79%. AYP: 68% (Reading)
 and 65% (Math). Lowest 25%: 62%
 (Reading) and 58% (Math).

Michael Knight

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Specialist- Educational Leadership, Master's - Criminal Justice Administration, Bachelor's - U.S.History
 Certified: History (6-12), Elementary Education (K-6), ESOL (K-12), ESE (K-12), Educational Leadership, Reading Endorsed

Performance Record

Spring Lake Elementary:

2012-2013:

Grade-A: Reading Mastery: 68%. Math

Mastery: 79%, Science Mastery:72%.

Writing Mastery:80%. Lowest 25%: 52%

(Reading) and 61% (Math). Spring Lake Elementary:

2011-2012:

Grade-A Reading Mastery: 72%. Math

Mastery: 78%, Science Mastery:72%.

Writing Mastery:99%. Lowest 25%: 77%

(Reading) and 64% (Math).

2010-2011:

Grade - A, Reading Mastery: 85%. Math

Mastery: 86%. Science Mastery: 57%.

Writing Mastery: 88%. AYP: 73% (Reading)

and 82% (Math). Lowest 25%: 53%

(Reading) and 77% (Math).

2009-2010:

Grade A, Reading Mastery: 83%, Math

Mastery: 85%, Science Mastery: 58%,

Writing Mastery: 89%

AYP: 75% (Reading) and 65% (Math).

Lowest 25%: 78% (Reading) and 69%

(Math).

2008-2009:

Grade A, Reading Mastery: 85%, Math

Mastery: 83%, Science Mastery: 59%,

Writing Mastery: 92%.

AYP: 80% (Reading) and 65% (Math).

Lowest 25%: 71% (Reading) and 69%

(Math).

2007-2008:

Grade B, Reading Mastery: 79%, Math

Mastery: 82%, Science Mastery: 41%,

Writing Mastery 57%. AYP: 61% (Reading)

and 74% (Math). Lowest 25%: 57%

(Reading) and 67% (Math).

2006-2007:

Grade A, Reading Mastery: 79%, Math

Mastery: 77%, Science Mastery: 41%,

Writing Mastery 79%. AYP: 68% (Reading)

and 65% (Math). Lowest 25%: 62%

(Reading) and 58% (Math).

Alisa Hambrick

Asst Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

Master's in Educational Leadership; Bachelor of Science in Specific Learning Disabilities
 Certified: Specific Learning Disabilities, Educational Leadership, School Principal, ESOL Endorsement

Performance Record

Palmetto Elementary School:

2012-2013:

Grade-F: Reading Mastery: 30%. Math

Mastery: 22%, Science Mastery: 23%.

Writing Mastery: 41%. Lowest 25%: 71%

(Reading) and 59% (Math)

2011-2012:

Grade- D: Reading Mastery: 35%, Math Mastery: 30%, Writing

Mastery: 74%, Science Mastery: 23%, Lowest 25%: 67%

(Reading) and 67% (Math)

Southwest Middle School:

2010-2011:

Grade-A: Reading Mastery: 79%, Math Mastery: 79%, Writing

Mastery: 86%, Science Mastery: 63%, AYP: 72%, Lowest 25%:

65% (reading) and 71% (Math)

Blankner K-8 School

2009-2010

Grade- A: Reading Mastery: 87%, Math Mastery: 84%, Writing

Mastery: 89%, Science Mastery: 75%, AYP: 95%, Lowest 25%:

58% (Reading) and 66% (Math)

2008-2009

Grade-A: Reading Mastery 85%, Math Mastery: 84%, Writing

Mastery: 91%, Science Mastery: 71%, AYP: 92%, Lowest 25%:

72% (Reading) and 73% (Math)

2007-2008

Grade-A: Reading Mastery: 83%, Math Mastery: 82%, Writing

Mastery: 91% Science Mastery: 55%, AYP: 95%, Lowest 25%:

66% (Reading) and 72% (Math)

2006-2007

Grade-A: Reading Mastery: 82%, Math Mastery: 81%, Writing

Mastery: 90%, Science Mastery: 70%, AYP: 97%, Lowest 25%:

66% (Reading) and 72% (Math).

Shaun Kelley		
Asst Principal	Years as Administrator: 1	Years at Current School: 0
Credentials	Master's- Education and Leadership, Bachelor's- Elementary (K-6) Certified: Elementary Education (K-6), Educational Leadership	
Performance Record	Palmetto Elementary School: 2012-2013: Grade-F:Reading Mastery: 30%. Math Mastery: 22%, Science Mastery:23%. Writing Mastery:41%. Lowest 25%: 71% (Reading) and 59% (Math)	

Instructional Coaches

# of instructional coaches	6
# receiving effective rating or higher	(not entered because basis is < 10)
Instructional Coach Information:	

Jennifer Schade		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Master's- Reading Education, Bachelor's- Elementary Education, Certified: Elementary K-6, ESOL, Reading K-12	
Performance Record	Palmetto Elementary School: 2012-2013: Grade-F: Reading Mastery: 30%. Math Mastery: 22%, Science Mastery:23%. Writing Mastery: 41%. Lowest 25%: 71% (Reading) and 59% (Math) 2011-2012: Grade- D: Reading Mastery: 35%, Math Mastery: 30%, Writing Mastery: 74%, Science Mastery: 23%, Lowest 25%: 67% (Reading) and 67% (Math)	

Allison Olszewski		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy, Other	
Credentials	Master's- Elementary Education Certified: Elementary K-6, ESOL K-12, ESE	
Performance Record	Spring Lake Elementary: 2012-2013: Grade-A: Reading Mastery: 68%. Math Mastery: 79%, Science Mastery:72%. Writing Mastery:80%. Lowest 25%: 52% (Reading) and 61% (Math). Spring Lake Elementary: 2011-2012: Grade-A Reading Mastery: 72%. Math Mastery: 78%, Science Mastery:72%. Writing Mastery:99%. Lowest 25%: 77% (Reading) and 64% (Math). 2010-2011: Grade - A, Reading Mastery: 85%. Math Mastery: 86%. Science Mastery: 57%. Writing Mastery: 88%. AYP: 73% (Reading) and 82% (Math). Lowest 25%: 53% (Reading) and 77% (Math). 2009-2010: Grade A, Reading Mastery: 83%, Math Mastery: 85%, Science Mastery: 58%, Writing Mastery: 89% AYP: 75% (Reading) and 65% (Math). Lowest 25%: 78% (Reading) and 69% (Math). 2008-2009: Grade A, Reading Mastery: 85%, Math Mastery: 83%, Science Mastery: 59%, Writing Mastery: 92%. AYP: 80% (Reading) and 65% (Math). Lowest 25%: 71% (Reading) and 69% (Math). 2007-2008: Grade B, Reading Mastery: 79%, Math Mastery: 82%, Science Mastery: 41%, Writing Mastery 57%. AYP: 61% (Reading) and 74% (Math). Lowest 25%: 57% (Reading) and 67% (Math).	

Jeana Borgerding

Full-time / School-based

Years as Coach: 2

Years at Current School: 11

Areas

Reading/Literacy

Credentials

Bachelor's- Elementary Education

Certified: Elementary Education (K-6)

Performance Record

Palmetto Elementary School

2012-2013:

Grade-F: Reading Mastery: 30%. Math

Mastery: 22%, Science Mastery:23%.

Writing Mastery: 41% Lowest 25%: 71%

(Reading) and 59% (Math)

2011-2012:

Grade- D: Reading Mastery: 35%, Math Mastery: 30%, Writing

Mastery: 74%, Science Mastery: 23%, Lowest 25%: 67%

(Reading) and 67% (Math)

2010-2011:

Grade-C: Reading Mastery: 47%, Math Mastery: 49%, Writing

Mastery: 85%, Science Mastery: 25%, AYP: 77%, Lowest 25%:

59% (Reading) and 69% (Math)

2009-2010:

Grade- D: Reading Mastery: 55%, Math Mastery: 44%, Writing

Mastery: 76%, Science Mastery: 18%, AYP: 79%, Lowest 25%:

51% (Reading) and 71% (Math)

2008-2009:

Grade-C: Reading Mastery: 51%, Math Mastery: 47%, Writing

Mastery: 87%, Science Mastery: 23%, AYP: 82%

2007-2008:

Reading Mastery: 55%, Math Mastery: 45%, Writing Mastery:

72%, Science Mastery: 27%, AYP: 72%

2006-2007

Reading Mastery: 53%, Math Mastery: 44%, Writing Mastery:

79%, Science Mastery: 18%, AYP: 82%

Faythia Brown- Carpenter		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy, Mathematics, Science, Other	
Credentials	Master's- Management and Administration of Educational Facilities, Bachelor's- Elementary Education Certified: Elementary Education (K-6), Educational Leadership, ESOL Endorsed	
Performance Record	Lockhart Elementary: 2012-2013: Grade-C: Reading Mastery:49 %. Math Mastery: 60%, Science Mastery:48%. Writing Mastery:51%. Lowest 25%: 74% (Reading) and 58% (Math). Spring Lake Elementary: 2011-2012: Grade-A Reading Mastery: 72%. Math Mastery: 78%, Science Mastery:72%. Writing Mastery:99%. Lowest 25%: 77% (Reading) and 64% (Math). 2010-2011: Grade - A, Reading Mastery: 85%. Math Mastery: 86%. Science Mastery: 57%. Writing Mastery: 88%. AYP: 73% (Reading) and 82% (Math). Lowest 25%: 53% (Reading) and 77% (Math). 2009-2010: Grade A, Reading Mastery: 83%, Math Mastery: 85%, Science Mastery: 58%, Writing Mastery: 89% AYP: 75% (Reading) and 65% (Math). Lowest 25%: 78% (Reading) and 69% (Math). 2008-2009: Grade A, Reading Mastery: 85%, Math Mastery: 83%, Science Mastery: 59%, Writing Mastery: 92%. AYP: 80% (Reading) and 65% (Math). Lowest 25%: 71% (Reading) and 69% (Math). 2007-2008: Grade B, Reading Mastery: 79%, Math Mastery: 82%, Science Mastery: 41%, Writing Mastery 57%. AYP: 61% (Reading) and 74% (Math). Lowest 25%: 57% (Reading) and 67% (Math). 2006-2007: Grade A, Reading Mastery: 79%, Math Mastery: 77%, Science Mastery: 41%, Writing Mastery 79%. AYP: 68% (Reading)	

and 65% (Math). Lowest 25%: 62% (Reading) and 58% (Math).

Valarie Kirkland		
Full-time / School-based	Years as Coach: 11	Years at Current School: 11
Areas	Reading/Literacy, Other	
Credentials	Master's- Management and Administration of Educational Programs, Bachelor's- English and Mass Communication Certified: Elementary Education, English (6-12), Educational Leadership, Literacy Coordinator, Reading Endorsed, ESOL Endorsed,	
Performance Record	Palmetto Elementary School 2012-2013: Grade-F: Reading Mastery: 30%. Math Mastery: 22%, Science Mastery:23%. Writing Mastery: 41% Lowest 25%: 71% (Reading) and 59% (Math) 2011-2012: Grade- D: Reading Mastery: 35%, Math Mastery: 30%, Writing Mastery: 74%, Science Mastery: 23%, Lowest 25%: 67% (Reading) and 67% (Math) 2010-2011: Grade-C: Reading Mastery: 47%, Math Mastery: 49%, Writing Mastery: 85%, Science Mastery: 25%, AYP: 77%, Lowest 25%: 59% (Reading) and 69% (Math) 2009-2010: Grade- D: Reading Mastery: 55%, Math Mastery: 44%, Writing Mastery: 76%, Science Mastery: 18%, AYP: 79%, Lowest 25%: 51% (Reading) and 71% (Math) 2008-2009: Grade-C: Reading Mastery: 51%, Math Mastery: 47%, Writing Mastery: 87%, Science Mastery: 23%, AYP: 82% 2007-2008: Reading Mastery: 55%, Math Mastery: 45%, Writing Mastery: 72%, Science Mastery: 27%, AYP: 72% 2006-2007 Reading Mastery: 53%, Math Mastery: 44%, Writing Mastery: 79%, Science Mastery: 18%, AYP: 82%	

Nicole Garbiras

Full-time / School-based Years as Coach: 8 Years at Current School: 4

Areas Other

Credentials Bachelor's- Elementary Education; Educational Leadership
National Board Certified
Certified: K-3 Primary Education, Reading Endorsed

Performance Record

Palmetto Elementary School
2012-2013:
Grade-F: Reading Mastery: 30%. Math
Mastery: 22%, Science Mastery:23%.
Writing Mastery: 41% Lowest 25%: 71%
(Reading) and 59% (Math)
2011-2012:
Grade- D: Reading Mastery: 35%, Math Mastery: 30%, Writing
Mastery: 74%, Science Mastery: 23%, Lowest 25%: 67%
(Reading) and 67% (Math)
2010-2011:
Grade-C: Reading Mastery: 47%, Math Mastery: 49%, Writing
Mastery: 85%, Science Mastery: 25%, AYP: 77%, Lowest 25%:
59% (Reading) and 69% (Math)
2009-2010:
Grade- D: Reading Mastery: 55%, Math Mastery: 44%, Writing
Mastery: 76%, Science Mastery: 18%, AYP: 79%, Lowest 25%:
51% (Reading) and 71% (Math)
Waterbridge Elementary School
2008-2009:
Grade-A: Reading Mastery: 78%, Math Mastery: 78%, Writing
Mastery: 88%, Science Mastery: 49%, AYP: 100%
2007-2008:
Grade- A: Reading Mastery: 75%, Math Mastery: 74%, Writing
Mastery: 74%, Science Mastery: 45%, AYP: 95%
2006-2007:
Grade- A: Reading Mastery: 71%, Math Mastery: 64%, Writing
Mastery: 75%, Science Mastery: 39%, AYP: 100%

Classroom Teachers

of classroom teachers

71

receiving effective rating or higher

41, 58%

Highly Qualified Teachers

100%

certified in-field

71, 100%

ESOL endorsed

54, 76%

reading endorsed

18, 25%

with advanced degrees

17, 24%

National Board Certified

2, 3%

first-year teachers

31, 44%

with 1-5 years of experience

16, 23%

with 6-14 years of experience

20, 28%

with 15 or more years of experience

4, 6%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

11, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Persons Responsible: Angela Murphy-Osborne, Alisa Hambrick, Shaun Kelley

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

Persons Responsible: Angela Murphy-Osborne, Alisa Hambrick, Shaun Kelley

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: Angela Murphy-Osborne, Alisa Hambrick, Shaun Kelley

On-going Staff Development Trainings.

Persons Responsible: Angela Osborne, Jennifer Schade, Nicole Garbiras, Jeana Borgerding, Allison Olszewski, Faythia Brown-Carpenter, Michael Knight

Staff Recognition Awards

Persons Responsible: Angela Murphy-Osborne

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new teachers to Palmetto Elementary School will be mentored by an experienced teacher on their grade level and/or by an instructional coach. The rationale for pairing mentees to specific mentors is to provide the most effective and consistent assistance with academic subject areas, benchmarks, expectations, and curriculum. All teachers will meet weekly in grade level Professional Learning Community meetings for common grade level planning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Dr. Angela Osborne, Principal

Dr. Osborne provides guidance for the MTSS Leadership Team. Through her leadership, the team is able to make decisions about students. The team is then able to determine, and implement, the best practice based on the needs of the students. Dr. Osborne ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Dr. Osborne also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary Staff.

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 students. The team is then able to determine, and implement, the best practice 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.
Mr. Shaun Kelley, Assistant Principal

Mr. Kelley provides guidance for the MTSS Leadership Team. Through his leadership, the team is able to make decisions about students. The team is then able to determine, and implement, the best practice based on the needs of the students. Mr. Kelley ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mr. Kelley also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary Staff.

Mr. Michael Knight, Interim Assistant Principal

Mr. Knight provides guidance for the MTSS Leadership Team. Through his leadership, the team is able to make decisions about students. The team is then able to determine, and implement, the best practice 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.

Ms. Allison Barber, MTSS Facilitator

Ms. Barber provides research-based suggestions for intervention and instruction. Ms. Barber supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Ms. Barber works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions.

Ms. Jennifer Schade, CRT

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

Mrs. Jeana Borgerding, Reading Coach

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

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.

Mrs. Faythia Brown-Carpenter, Math and Science Coach

Mrs. Brown-Carpenter participates in analyzing student data and ensuring intervention plans are being followed. Mrs. Carpenter also assists in professional development.

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 instructional staff provides information about core instruction, participates in data meetings and data collection, and ensures that all intervention plans are being followed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All classes are currently staffed with highly qualified teachers who provide rigorous instruction to students with fidelity. The leadership team will monitor the fidelity of the school's MTSS and SIP. The leadership team will identify the strategies that are not working in the classrooms and provide the necessary support for the teachers to effectively use student data to address the needs of the students. The goals addressed in the SIP will be monitored to determine their effectiveness and relevance to promoting student achievement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Dr. Osborne will coordinate the tiered data management system with the MTSS Leadership team and the classroom teachers. Each teacher will maintain a data notebook with specific concerns and interventions for each student. The MTSS team will also have a master copy of all MTSS meeting data. Data meetings will be conducted bi-weekly. Our data meetings will focus on each student in every grade level. The data will be collected from a variety of sources such as: FCAT 2.0, OCPS Writes, Study Island, Reading Plus, ST Math Computer Program, FAIR, and Performance Matters.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

We have a PLC Training that will introduce the entire staff to the concept of MTSS. District personnel will conduct MTSS trainings and provide support throughout the school year. We will have bi-weekly data meetings to disaggregate and discuss student data. Teachers will learn how to use data to drive their instruction and develop small groups and differentiate instruction to meet the students needs.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 20,280

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Dr. Osborne will be responsible for monitoring the implementation of the before, during, and after school extended learning times. She will also provide the appropriate supplemental materials using funding from the school budget.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Angela Murphy-Osobrne	Principal
Alisa Hambrick	Assistant Principal
Shaun Kelley	Assistant Principal
Michael Knight	Academic Coach
Jennifer Schade	CRT
Jeana Borgerding	Reading Coach
Nicole Garibras	Academic Coach
Faythia Carpenter-Brown	Instructional Coach (Math/Science)
Allison Olszewski	Instructional Coach (Writing)
Valarie Kirkland	CCT
Gary Menelas	Staffing Specialist

Name	Title
Amy Hohman	Media Specialist
Elie Petion	Dean
Laurie Kennedy	Guidance Counselor

How the school-based LLT functions

Dr. Osborne provides guidance for the school-based Literacy Leadership Team. Through her leadership, the team is able to implement the proper data decisions for all students. Dr. Osborne ensures that the team is implementing research-based literacy strategies for all students. Monthly meetings will be held and facilitated by the CRT. The LLT ensures that the core reading program is implemented with fidelity and is responsible for our progress in the OCPS K-12 Reading Plan, which address the Common Core standards.

Major initiatives of the LLT

One major initiative of the LLT will be to evaluate 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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will be trained on how to effectively implement the new reading Journey's Reading program with fidelity. All teachers will attend all scheduled professional developments. The teachers will use the diagnostic assessments, core mini-assessments and performance tasks to determine students' strengths and weaknesses.

Teachers will follow the Instructional Focus Calendar(IFC) as a pacing guide for instruction. The IFC will be used as a guide for teaching and assessing students. The teacher will provide the appropriate interventions for students through teacher-led small group instruction (2 days of remediation/3 days of extension) through guided reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Palmetto Elementary School, all of our Kindergarten classes begin the year with a full time paraprofessional 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).

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%	28%	No	45%
American Indian		0%		
Asian		20%		
Black/African American	39%	27%	No	45%
Hispanic	40%	29%	No	46%
White		45%		
English language learners	38%	26%	No	44%
Students with disabilities	23%	8%	No	31%
Economically disadvantaged	39%	28%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	19%	30%
Students scoring at or above Achievement Level 4	49	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		1%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	149	61%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	43	71%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	213	47%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	105	23%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	83	18%	22%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	57	41%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		1%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	21%	No	45%
American Indian				
Asian				
Black/African American	38%	19%	No	44%
Hispanic	41%	21%	No	47%
White				
English language learners	39%	20%	No	45%
Students with disabilities	28%	3%	No	35%
Economically disadvantaged	38%	21%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	15%	35%
Students scoring at or above Achievement Level 4	30	6%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		1%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	122	49%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	39	59%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	14%	40%
Students scoring at or above Achievement Level 4	12	8%	5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		1%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	184	36%	75%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	205	17%	22%
Students retained, pursuant to s. 1008.25, F.S.	117	10%	15%
Students who are not proficient in reading by third grade	121	69%	75%
Students who receive two or more behavior referrals	52	5%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	33	3%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The level of parental involvement at Palmetto Elementary School is extremely poor. 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, we had only 28% of parents return 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our target goal is for 50% of parents to complete and submit the School Effectiveness Survey. An increase in completed surveys will help us determine the needs of the parents, in order to increase the percentage of parental involvement.	289	28%	50%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

Goals Summary

- G1.** To increase the effectiveness of standards-based instruction through effective common planning.
- G2.** Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.

Goals Detail

G1. To increase the effectiveness of standards-based instruction through effective common planning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM

Resources Available to Support the Goal

- Common planning agenda, lesson plan template, Journey's teacher edition, Go Math, test item specs, Common Core standards, Empowering Writers, Scott Foresman Science and Social Studies curriculum, instructional coaches, Performance Matters data, FAIR data, Reading Plus, Study Island, Core and PAST data, Reading A-Z, non-fiction informational articles, Readingwork.org

Targeted Barriers to Achieving the Goal

- Teachers have a difficult time deconstructing the standards.

Plan to Monitor Progress Toward the Goal

Analyze Performance Matter and Common Assessment data, Review lesson plans for rigor, relevance and consistency. Focus on trends observed during classroom walk-throughs and iObservation feedback.

Person or Persons Responsible

Leadership Team, Instructional Coaches, STO Coaches, K-5 Teachers

Target Dates or Schedule:

Begin August 19, 2013 (Weekly)

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.

G2. Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Performance Matters Data, Core and PAST, FAIR, Mini-Assessments; School/ District Support Staff, Teachers, Leadership Team, Researched-Based Core Reading and Math programs

Targeted Barriers to Achieving the Goal

- Teachers have an unclear understanding of the problem solving model.

Plan to Monitor Progress Toward the Goal

Analyze data to determine effectiveness of MTSS implementation towards enhancing student achievement.

Person or Persons Responsible

Leadership Team, MTSS Team

Target Dates or Schedule:

September 18, 2013 (weekly)

Evidence of Completion:

Weekly PLC data chat forms with standards, evidence of increased student achievement using Performance Matter data, MTSS data chats using MTSS problem solving form

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase the effectiveness of standards-based instruction through effective common planning.

G1.B1 Teachers have a difficult time deconstructing the standards.

G1.B1.S1 Professional development focused on common planning to address specific aspects of planning and delivery of standards-based instruction. (N)

Action Step 1

Provide professional development on common planning expectations. (N)

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September 5, 2013, September 19, 2013, October 3, 2013, October 9, 2013 (ongoing as needed)

Evidence of Completion

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

Facilitator:

Leadership Team

Participants:

K-5 Teachers

Action Step 2

Weekly common planning with coaching support (N)

Person or Persons Responsible

Grade-level Administrator, content area coaches, STO coaches

Target Dates or Schedule

Occurs a minimum of three times a week (Starting August 22, 2013)

Evidence of Completion

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

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

Monitoring lesson plans for best practices and participate in common planning, focusing on trends from classroom walk-through data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Beginning August 19, 2013 (continue weekly)

Evidence of Completion

Complete lesson plans with evidence of standards-based instruction, best practices and IObservation data.

Plan to Monitor Effectiveness of G1.B1.S1

Analyze and monitor Performance Matters data, PLC data chats

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 26, 2013 (weekly)

Evidence of Completion

IObservation data that indicates rigor and effective planning, increased student data based on Performance Matter assessments

G2. Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.

G2.B1 Teachers have an unclear understanding of the problem solving model.

G2.B1.S1 Provide professional development on the problem solving model and MTSS. (N)

Action Step 1

Provide professional development on the problem solving model and the revised MTSS plan. (N)

Person or Persons Responsible

MTSS Team, Administrators and Coaches

Target Dates or Schedule

September 18, 2013 (weekly)

Evidence of Completion

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

Facilitator:

MTSS Team, STO Coaches

Participants:

K-5 Teachers, instructional coaches

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

Conduct MTSS meetings, data chats, observe TIER 2 and 3 instruction and review lesson plans

Person or Persons Responsible

MTSS team, leadership team

Target Dates or Schedule

August 26, 2013 (weekly)

Evidence of Completion

MTSS team notes, focusing on trends observed during classroom walk-throughs, lesson plan feedback, and progress monitoring

Plan to Monitor Effectiveness of G2.B1.S1

Analyze student progress monitoring data

Person or Persons Responsible

MTSS Team, Leadership Team

Target Dates or Schedule

August 26, 2013 (weekly)

Evidence of Completion

Mastery of targeted skills indicated in MTSS data notebooks, IObservation feedback, effective use of research -based interventions documented on lesson plans.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 II Funds are used to provide professional development opportunities to improve student achievement and instructional methods at Palmetto Elementary School. Before school, after school and Saturday school tutoring will be funded using Title II funds.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Palmetto Elementary School provides free tutoring services for students. The tutoring focuses on Reading, Math, Science, and Writing. Tutoring for students in grades 3-5 is provided before, during, and after school.

Violence Prevention Programs

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

Nutrition Programs

We participate in Nutrition Programs through the FL DOE Fresh Fruit/Vegetables Program: All students receive a free fresh fruit or vegetable snack, daily, through this grant via our cafeteria. Palmetto Elementary is designated as a Provision 2 school which allows us to provide free breakfast and lunch to all students.

Adult Education

Mid Florida Tech's adult education system includes a range of instructional programs that help adults get the basic skills they need to be productive workers, family members, and citizens. One such program is English for Speakers of Other Languages (ESOL), which is currently offered at several sites throughout OCPS, including Palmetto Elementary. This program emphasizes basic skills such as reading, writing and English language competency. Adult education programs also help adult learners gain the knowledge and skills they need to enter and succeed in post secondary education or the workplace. Adult ESOL is a non-credit course that covers the six adult ESL Educational Functioning Levels of the National Reporting System. Upon completion of levels, the program will report to the state the learning gain(s) achieved. Progress through levels is to be measured using only state-approved standardized assessment instruments. The content is compatible with principles of language acquisition for adult English language learners and includes skills useful in employment, educational and life skills applications. Skills are integrated into reading, writing, speaking and listening formats.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase the effectiveness of standards-based instruction through effective common planning.

G1.B1 Teachers have a difficult time deconstructing the standards.

G1.B1.S1 Professional development focused on common planning to address specific aspects of planning and delivery of standards-based instruction. (N)

PD Opportunity 1

Provide professional development on common planning expectations. (N)

Facilitator

Leadership Team

Participants

K-5 Teachers

Target Dates or Schedule

September 5, 2013, September 19, 2013, October 3, 2013, October 9, 2013 (ongoing as needed)

Evidence of Completion

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

G2. Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.

G2.B1 Teachers have an unclear understanding of the problem solving model.

G2.B1.S1 Provide professional development on the problem solving model and MTSS. (N)

PD Opportunity 1

Provide professional development on the problem solving model and the revised MTSS plan. (N)

Facilitator

MTSS Team, STO Coaches

Participants

K-5 Teachers, instructional coaches

Target Dates or Schedule

September 18, 2013 (weekly)

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals