

Orange County Public Schools

Palmetto Elementary



2018-19 Schoolwide Improvement Plan

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Palmetto Elementary

2015 DUSKIN AVE, Orlando, FL 32839

<https://palmettoes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	C	B	D	C*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

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
Menelas, Gary	Other

Duties

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

Ms. Meredith Leftakis, Principal

Ms. Leftakis provides guidance for all instructional, behavioral, and facilities issues, inclusive of the 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. Helena Gurgone, Assistant Principal

Mrs. Gurgone 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. Gurgone ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mrs. Gurgone also provides opportunities for MTSS professional development for the MTSS Team and Palmetto Elementary staff. Mrs. Gurgone attends kindergarten and second grade common planning meetings to provide additional support during the planning process for instruction. Mrs. Gurgone communicates with parents about opportunities for them to support the academic needs of their children and to reach the goals of the school.

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 in mathematics.

Ms. Jessica Smith, Instructional Support

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. Laura Cook, MTSS Coach Grades 4-5

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

Ms. Kimberly Ryan, MTSS Coach Grades K-3

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.

Early Warning Systems

Year 2017-18

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	45	41	25	34	28	45	0	0	0	0	0	0	0	218
One or more suspensions	4	3	13	17	30	41	0	0	0	0	0	0	0	108
Course failure in ELA or Math	25	56	72	120	121	115	0	0	0	0	0	0	0	509
Level 1 on statewide assessment	0	0	0	92	67	120	0	0	0	0	0	0	0	279
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	20	32	17	102	87	116	0	0	0	0	0	0	0	374

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	5	3	31	0	0	0	0	0	0	0	0	0	43
Retained Students: Previous Year(s)	0	8	15	23	39	48	0	0	0	0	0	0	0	133

Date this data was collected

Monday 10/1/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

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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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our previous year, fourth grade data was the lowest in the school in all measures (common assessments, iReady, and FSA).

Which data component showed the greatest decline from prior year?

Our previous year, fourth grade data also had the greatest decline in the school in all measures (common assessments, iReady, and FSA).

Which data component had the biggest gap when compared to the state average?

Our previous year, fourth grade data was the largest gap in the school in all measures comparable to state and/or district averages (iReady, and FSA).

Which data component showed the most improvement? Is this a trend?

Our third grade mathematics data showed the greatest improvement in all measures (common assessments, iReady, and FSA)

Describe the actions or changes that led to the improvement in this area.

Extensive monitoring, administrative/coaching support, and personnel changes.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	38%	56%	56%	40%	53%	52%
ELA Learning Gains	42%	55%	55%	37%	52%	52%
ELA Lowest 25th Percentile	43%	48%	48%	27%	42%	46%
Math Achievement	54%	63%	62%	51%	56%	58%
Math Learning Gains	51%	57%	59%	47%	54%	58%
Math Lowest 25th Percentile	42%	46%	47%	21%	41%	46%
Science Achievement	45%	55%	55%	32%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	45 (47)	41 (42)	25 (30)	34 (33)	28 (24)	45 (25)	218 (201)
One or more suspensions	4 (11)	3 (9)	13 (15)	17 (25)	30 (30)	41 (19)	108 (109)
Course failure in ELA or Math	25 (38)	56 (85)	72 (100)	120 (158)	121 (120)	115 (103)	509 (604)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	92 (113)	67 (83)	120 (62)	279 (258)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	38%	55%	-17%	57%	-19%
	2017	30%	57%	-27%	58%	-28%
Same Grade Comparison		8%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	26%	54%	-28%	56%	-30%
	2017	43%	57%	-14%	56%	-13%
Same Grade Comparison		-17%				
Cohort Comparison		-4%				
05	2018	36%	55%	-19%	55%	-19%
	2017	37%	51%	-14%	53%	-16%
Same Grade Comparison		-1%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	58%	61%	-3%	62%	-4%
	2017	40%	63%	-23%	62%	-22%
Same Grade Comparison		18%				
Cohort Comparison						
04	2018	37%	62%	-25%	62%	-25%
	2017	47%	64%	-17%	64%	-17%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				
05	2018	47%	59%	-12%	61%	-14%
	2017	45%	56%	-11%	57%	-12%
Same Grade Comparison		2%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	42%	53%	-11%	55%	-13%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	26	33	26	30	24					
ELL	25	38	43	40	42	41	27				
BLK	41	45	47	55	53	46	44				
HSP	36	38	38	51	47	34	48				
FRL	38	42	42	54	50	42	47				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	26	29	26	50	50	20				
ELL	24	50	59	39	55	58	22				
BLK	43	59	63	48	63	74	34				
HSP	37	57	45	50	58	52	50				
FRL	41	59	58	49	62	66	42				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Teaching and Learning; Teachers will deliver high-quality, standards-based instruction in all subject areas with a focus on engaging students with literacy strategies gained through the continuation of the DPLC process.

Rationale Teacher content delivery and pedagogy will improve with the implementation of effective, research-based practices.

Intended Outcome Student literacy levels will increase across content areas as teachers utilize complex text and appropriate strategies to increase student autonomy in the learning process.

Point Person Meredith Leftakis (meredith.leftakis@ocps.net)

Action Step

Description Instructional Coaches will use common planning to model for teachers how to incorporate and increase literacy strategies that are engaging for students. Teachers will have an opportunity to practice the literacy strategies shared. Administration and coaches will guide teachers and provide feedback as needed. 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. 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 (meredith.leftakis@ocps.net)

Plan to Monitor Effectiveness

Description The school-based leadership team, in conjunction with the DPLC team, will monitor the effectiveness of this focus area via sweeps, instructional rounds, instructional framework trends, lesson plan review, and professional development feedback.

Person Responsible Meredith Leftakis (meredith.leftakis@ocps.net)

Activity #2	
Title	We will structure, implement, and monitor multi-tiered systems of support that focus on academics and behavior to close achievement gaps.
Rationale	When teachers are provided with the appropriate academic and behavioral, research-based interventions their content delivery and overall pedagogy will improve.
Intended Outcome	Students with gaps in either academics or behaviors or both, can have those gaps filled with the appropriate interventions and be successful in all school based settings.
Point Person	Meredith Leftakis (meredith.leftakis@ocps.net)
Action Step	
Description	<p>Administration will collaborate with leadership team and PBIS 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.</p> <p>Administration will collaborate with leadership team and PBIS team to develop a training to deliver to teachers during pre-planning to introduce the system and how to implement it.</p> <p>The training will include: the PBIS manual, delivery of staff expectations, and conscious discipline guidance for teachers at all implementation levels.</p> <p>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.</p> <p>Meet monthly with stakeholders to review the PBIS system and make needed revisions.</p>
Person Responsible	Meredith Leftakis (meredith.leftakis@ocps.net)
Plan to Monitor Effectiveness	
Description	The school-based leadership team will monitor via classroom sweeps, lesson plan review, the instructional framework observations, professional development follow up, and data meetings.
Person Responsible	Meredith Leftakis (meredith.leftakis@ocps.net)

Activity #3	
Title	Culturally Responsive Instruction; Teachers will deliver instruction that is culturally responsive in all subject areas with a focus on high expectations teaching for all students.
Rationale	Teachers that are aware of and utilize culturally responsive strategies in class then all students will receive high quality and their own pedagogy and content-area delivery will improve.
Intended Outcome	Student achievement in all content areas and within all subgroups will improve when they receive high-quality instruction.
Point Person	Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)
Action Step	
Description	The school-based leadership team will hold professional development on "High Expectations Teaching " by John Saphier. Then follow-up training's and modeling in classrooms will occur.
Person Responsible	Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)
Plan to Monitor Effectiveness	
Description	The school-based leadership team will monitor via classroom sweeps, lesson plan review, the instructional framework observations, professional development follow up, and data meetings.
Person Responsible	Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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).

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.

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

Part V: Budget

Total:

\$19,000.00