Palmetto Elementary

2019-20 Schoolwide Improvement Plan

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Palmetto Elementary

2015 DUSKIN AVE, Orlando, FL 32839

https://palmettoes.ocps.net/

Demographics

Principal: Faythia Brown Carpenter

Start Date for this Principal: 8/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (45%) 2016-17: B (54%) 2015-16: D (36%) 2014-15: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	D

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Brown-Carpenter, Faythia	Principal	Mrs. Carpenter provides guidance for all instructional, behavioral, and facilities issues, inclusive of the leadership, Multi-tiered System of Supports (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, it is Mrs. Carpenters responsibility to ensures that all instructional staff receive ample professional development to ensure they are constantly growing as highly-educated professionals. Ms. Carpenter monitors the School Improvement Plan (SIP) to determine if the school is progressing towards meeting its goals.
Carter, Dawn	Other	Ms. Carter is the Reading Coach. She provides research-based suggestions for intervention and instruction. Ms. Carter provides guidance on all reading curriculum and intervention programs. She also supports data collections and assists in data analysis and provides professional development for all staff members.
Martinez, Elaine	Assistant Principal	Ms. Martinez provides guidance for leadership in the areas of discipline, 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.
Mora, Maria	School Counselor	Ms. Mora is our Guidance Counselor. She serves as our mental health designee, SEDNET contact, member of the School Threat Assessment Team, and assists with the Threat to Suicide and Harm to Self or Others Protocols and follows up re-entry meetings to create Student Mental Health Safety Plans. She provides counseling support for students and families. Ms. Mora conducts small group and individual student counseling at the school.
Hall, Melissa	Other	Ms. Hall supports ESE (k-1) and provides behavior and social skills support for all of our students. She is also in charge of the love pantry, ADDitions, and Serves as our Partners in Education contact. Ms. Hall is also the PTO Liason, Backpack for food, and Homeless liason.
Keith, Julie	Instructional Coach	Ms. Keith provides support on all curriculum, instruction, and assessments on both a grade-level and school-wide level. Ms. Keith, in conjunction with administration, creates and implements the mentoring and coaching academy to support all first-year teachers and teachers who are new to Palmetto Elementary School.

Name	Title	Job Duties and Responsibilities
Payne, Tiffany	Other	Ms. Payne is the Testing Coordinator and she is also in charge of ESOL compliance. Ms. Payne provides support in writing and in all curriculum, instruction, and assessments on both a grade-level and school-wide level.
Ryan, Kimberly	Other	Kim Ryan is the MTSS Coach for grades Kindergarten through third grade. Mrs. 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 beginning primary teachers.
Gurgone, Helena	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 professional development for the MTSS Team and Palmetto Elementary staff. Mrs. Gurgone attends kindergarten, second, and third grade common planning meetings to provide additional support during the planning process for instruction. Mrs. Gurgone communicates with parents about opportunities to support the academic needs of their children and to reach the goals of the school.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	148	168	141	152	143	137	0	0	0	0	0	0	0	889
Attendance below 90 percent	40	23	32	20	10	17	0	0	0	0	0	0	0	142
One or more suspensions	3	2	2	4	1	5	0	0	0	0	0	0	0	17
Course failure in ELA or Math	49	69	54	45	26	58	0	0	0	0	0	0	0	301
Level 1 on statewide assessment	0	0	0	73	52	72	0	0	0	0	0	0	0	197

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	16	11	18	44	21	48	0	0	0	0	0	0	0	158

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	5	12	15	4	0	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	1	2	4	6	0	0	0	0	0	0	0	13

FTE units allocated to school (total number of teacher units)
59

Date this data was collected or last updated
Friday 8/16/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	57%	57%	41%	54%	55%
ELA Learning Gains	51%	58%	58%	59%	58%	57%
ELA Lowest 25th Percentile	40%	52%	53%	58%	53%	52%
Math Achievement	55%	63%	63%	49%	61%	61%
Math Learning Gains	63%	61%	62%	62%	64%	61%
Math Lowest 25th Percentile	42%	48%	51%	66%	54%	51%
Science Achievement	32%	56%	53%	42%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	148 (0)	168 (0)	141 (0)	152 (0)	143 (0)	137 (0)	889 (0)
Attendance below 90 percent	40 (45)	23 (41)	32 (25)	20 (34)	10 (28)	17 (45)	142 (218)
One or more suspensions	3 (4)	2 (3)	2 (13)	4 (17)	1 (30)	5 (41)	17 (108)
Course failure in ELA or Math	49 (25)	69 (56)	54 (72)	45 (120)	26 (121)	58 (115)	301 (509)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	73 (92)	52 (67)	72 (120)	197 (279)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	29%	55%	-26%	58%	-29%
	2018	38%	55%	-17%	57%	-19%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	42%	57%	-15%	58%	-16%
	2018	26%	54%	-28%	56%	-30%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		16%				
Cohort Comparison		4%				
05	2019	33%	54%	-21%	56%	-23%
	2018	36%	55%	-19%	55%	-19%
Same Grade Comparison		-3%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	62%	-7%	62%	-7%
	2018	58%	61%	-3%	62%	-4%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	60%	63%	-3%	64%	-4%
	2018	37%	62%	-25%	62%	-25%
Same Grade Comparison		23%				
Cohort Comparison		2%				
05	2019	36%	57%	-21%	60%	-24%
	2018	47%	59%	-12%	61%	-14%
Same Grade Comparison		-11%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	54%	-24%	53%	-23%
	2018	42%	53%	-11%	55%	-13%
Same Grade Comparison		-12%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	15	35	30	28	34	17	5				
ELL	32	45	36	48	59	46	22				
BLK	40	56	41	55	63	42	38				
HSP	35	44	37	55	64	46	26				
FRL	37	50	37	54	63	45	28				

| 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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Fifth grade science proficiency for 2019 is 32%. This shows a 13 percent decrease from prior year data. More support in vocabulary and background knowledge in science is needed for our English Language Learner (ELL) population, which comprises 42% of our total enrollment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science data showed the greatest decline from the prior year with only 32% of students achieving proficiency.
This shows a 13 percent decrease from prior year data. More support in vocabulary and background knowledge in science is needed for our English Language Learner (ELL) population, which comprises 42% of our total enrollment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

With only 32% of students achieving proficiency, science presents the greatest gap when compared to the state average of 53% proficiency. More support in vocabulary and background knowledge in science is needed for our English Language Learner (ELL) population, which comprises 42% of our total enrollment.

Which data component showed the most improvement? What new actions did your school take in this area?

Math learning gains showed the most improvement. Tutors were hired to work with low performing students in grades three through five as pull-out groups.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In the area of Reading, seventy-three percent of students scored at level one. In fifth grade, seventy two percent of students scored at level one in Reading. Reading proficiency is an areas of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

My highest prorities include improving proficency in ELA grades three, four, and five and overall proficiency in the bottom 25% for both reading and math. There was a thirteen point drop in the area of science. Therefore it is
a priorty to increase science proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Focus 1: Teaching and Learning - Teachers will deliver high-quality, standards-based instruction in all subject areas with a focus on engaging students with literacy strategies.
Rationale	Teacher content delivery and pedagogy will improve with the implementation of effective, research-based practices.
State the measurable outcome the school plans to achieve	Student literacy levels will increase across content areas as teachers utilize complex text and appropriate strategies to increase student autonomy in the learning process.
Person responsible for monitoring outcome	Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	In an effort to provide high quality instruction, teachers must be provided the proper instructional training, professional development, and support which will be provided by the coaching academy. High quality instruction will lead to closing achievement gaps and increased student achievement.
Action Step	
Description	1. Instructional Coaches will use common planning to model for teachers how to incorporate and increase literacy strategies that are engaging for students. 2. Teachers will practice the literacy strategies shared. 3. Administration and coaches will guide teachers and provide feedback as needed.
Person Responsible	Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)

#2	
Title	Focus 2: Multi-Tiered System of Support-School-based leadership team, in collaboration with teachers, will structure, implement, and monitor a Multi-tiered System of Supports (MTSS) that focuses 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.

State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Elaine Martinez (elaine.martinez@ocps.net)
Evidence-based Strategy	The school-based leadership team will monitor via classroom observations, lesson plan review, the instructional framework observations, professional development follow-up, and data meetings.
Rationale for Evidence-based Strategy	In an effort to close achievement gaps, it is necessary to identify and implement targeted support to students for academics and behavior. The Muti Tiered System of Support supports academic growth and student achievement.
Action Step	
Description	1. 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. 2. 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.
Person Responsible	Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)

#3	
Title	Focus 3: 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	When teachers are aware of and utilize culturally responsive strategies in their classrooms, then all students will receive high quality instruction. Teachers' pedagogy and content-area delivery will improve.

State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Helena Gurgone (helena.gurgone@ocps.net)
Evidence-based Strategy	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. The training will include: the PBIS manual, delivery of staff expectations, and conscious discipline guidance for teachers at all implementation levels.
Rationale for Evidence-based Strategy	The population of Palmetto consists of fifty-four percent Haitian Creole and forty-three percent Hispanic. Instruction must be culturally relatable respectively and focused on high expectation teaching.

Action Step	
Description	1. The school-based leadership team will provide professional development on "High Expectations Teaching " by John Saphier. Then follow-up training's and modeling in classrooms will occur. 2. Book Study: Closing the Achievement Gaps 3. 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.
Person Responsible	Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 monitor progress of the interventions over a four- to six-week period, or until enough data points have been collected to determine if the students' needs have improved, stagnated, or decreased. Additional support or scaffolding will be added based on the needs of the student.

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 Schoolwide Improvement Plan 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, as well as 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. MTSS data will drive the instructional delivery model and determine strategies 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 targeted skill deficits will be monitored and adjusted based on the progress of the student. The MTSS team will monitor progress of 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. 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.

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. . Teachers will also continue to hold weekly class meetings to enable students to communicate appropriately and effectively with their classmates.

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

Palmetto Elemenatary School partners with community members to support our SWAG and GEMS clubs. Through these clubs our students learn about college options and funding opportunities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Focus 1: Teaching and Learning - Teachers will deliver high-quality, standards-based instruction in all subject areas with a focus on engaging students with literacy strategies.				$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1000	500-Materials and Supplies	1491 - Palmetto Elementary	School Improvement Funds	2.0	$30,000.00
			Notes: This money will be used to cover substitues and to pay for professional developments for our teachers.			
2	III.A.	Areas of Focus: Focus 2: Multi-Tiered System of Support-School-based leadership team, in collaboration with teachers, will structure, implement, and monitor a Multi-tiered System of Supports (MTSS) that focuses on academics and behavior to close achievement gaps.				$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1000	500-Materials and Supplies	1491 - Palmetto Elementary	General Fund		$20,000.00
			1491 - Palmetto Elementary			$20,000.00
3	III.A.	Areas of Focus: Focus 3: 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.				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1000	120-Classroom Teachers	1491 - Palmetto Elementary	General Fund		$20,000.00
					Total:	$130,000.00