Palmetto Elementary

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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2015 DUSKIN AVE, Orlando, FL 32839

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	B

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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities 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. Job duties and responsibilities include: balancing the school budget, Administrative Assessments, and Instructional Monitoring Plan. Mrs. Carpenter also is responsible for Monitoring ESE, ESOL, and ASD Units, Progress Monitoring, Parent Newsletters, SAC/PTO, Teacher/Resource Evaluations, Classified Evaluations, Parent Communication using Connect Orange,Data Monitoring, Data Meetings, Participate in PLCs, and Lesson Plan Checks.
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. Ms. Carter's job responsibilities include. Coaching /Differentiated Coaching Support, Reading Common Planning Intervention Block Planning, Academic Support (small groups), Mentoring and Facilitating PLCs.
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 second and fourth grade students. The team is then able to determine and implement the best practices based on the needs of the students. Ms. Martinez's Job responsibilities include: Teacher Evaluations, Title I, Title IX, Staff/Student Handbooks, Discipline/Threat Assessment, Behavior Leadership Team, Facilities, Emergency Drill, facilities, and participate in PLCs. Ms. Martinez. attends second grade and fourth grade common planning meetings to provide additional support during the planning process for instruction.
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 the PTO Liaison, Backpack for food, and Homeless liaison. 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. Ms. Hall's Job responsibilities include: ESE Support (K-2) and Social Skills, Guidance Resources (Lessons, set up counseling, A-4 involvement when services are needed, PTO Liaison,

Name	Title	Job Duties and Responsibilities
		Partners in Education, Love Pantry, Vision and Hearing, Backpack Food, and Homeless Liaison.
Keith, Julie	Other	Ms. Keith is our ESOL Compliance Teacher. Ms. Keith is responsible for compliance to all state , federal, and district mandates for our school regarding English Language Learners. This includes ensuring registration procedures are implemented and followed at the school site in a timely manner, conducting and coordination ELL committee Meetings, monitoring student Improvement, conductions oral language testing and reassessments on identified students entering our school, and assess, evaluate, and monitor the progress of all ESOL students in the ESOL program. Ms. Keith also monitors student ESOL records and assures accuracy and updates as required by district policy.
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. Ms. Ryan's job responsibilities include: Academic Interventions, MTSS Documentation, and Instructional Coaching.
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 third 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, first, 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. Ms. Gurgone's job responsibilities include: Teacher Evaluations, SAC, Master Schedule, (Tier II and Tier III), Technology, Safe School Plan, participating in PLCs, and Lesson Plan Checks.
Savino, Elisa	Instructional Coach	Ms. Savino 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. Ms. Savino's Job responsibilities include: Mentoring, Coaching Instructional Best Practices, Teacher incentives/positive recognition in conjunction with school-based administration (Carpenter), Principal's Awards, New Teacher Portfolio, Alternative Certification, School Calendar Updates, and Professional Developments.

Name	Title	Job Duties and Responsibilities
Menelas, Gary	Other	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. Job Responsibilities include: IEP Procedural Tracker Updates, IEP Meetings (ESE, 504, Gifted),PDs, Teacher- Parent-Student Support, Data analysis of ESE Subgroup, ESY Co-Coordinator, FTE: ESE, and ESE Compliance.

Demographic Information

Principal start date

Friday 8/16/2019, Faythia Brown Carpenter

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

61

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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](#).	

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	45	156	154	162	159	140	0	0	0	0	0	0	0	816
Attendance below 90 percent	9	52	45	47	52	30	0	0	0	0	0	0	0	235
One or more suspensions	0	1	1	1	3	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	1	4	38	32	33	0	0	0	0	0	0	0	108
Course failure in Math	0	0	5	26	44	27	0	0	0	0	0	0	0	102
Level 1 on 2019 statewide ELA assessment	0	0	0	0	21	36	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide Math assessment	0	0	0	0	13	31	0	0	0	0	0	0	0	44

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	0	2	7	30	50	42	0	0	0	0	0	0	0	131

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	3	1	6	5	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/22/2020

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	
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

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	
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

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	
	(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	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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	26%	54%	-28%	56%	-30%
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%	2
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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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 (63% Learning Gains). 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?

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.

Our highest priorities include improving proficiency in ELA grades three, four, and five and overall proficiency in the bottom 25% for both reading and math.

Science: There was a thirteen point drop in the area of science. Therefore it is a priority to increase science proficiency.

Continue to work to close achievement gaps.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Teaching and Learning - Teachers will deliver high-quality, standards-based instruction in all subject areas with a focus on engaging students with literacy strategies. Teacher content delivery and pedagogy will improve within the implementation of effective, research-based practices.
Measurable 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.
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 Steps to Implement

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	Dawn Carter (dawn.carter@ocps.net)

#2. Other specifically relating to MTSS	
Area of Focus Description and Rationale:	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. When teachers are provided with the appropriate academic and behavioral, research-based interventions their content delivery and overall pedagogy will improve.
Measurable 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.
Person responsible for monitoring outcome:	Helena Gurgone (helena.gurgone@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 MTSS team supports academic growth and student achievement.

Action Steps to Implement

1. Administration will collaborate with leadership team and Behavior Leadership 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 Behavior Leadership Team to develop a training to deliver to teachers during pre-planning to introduce the system and how it should be implemented.

Person Responsible	Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	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. Build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:
	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.
Measurable Outcome:	Improvement in Early Warning Systems indicator data Panorama survey data Cognia survey data Anticipated impact of a culture and climate on student achievement
Person responsible for monitoring outcome:	Elaine Martinez (elaine.martinez@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. Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based Strategy:	The population of Palmetto consists of fifty-four percent Haitian Creole and forty percent Hispanic. Instruction must be culturally relatable respectively and focused on high expectation teaching. In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizations.

Action Steps to Implement

As a school, we will focus on understanding the connections between social and emotional learning and instructional strategies beginning with the Instructional Framework .
-Use a process to examine the current school climate and culture
-Determine relevant strategies to strengthen team dynamics and collaboration across the school
-Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture.

**Person
Responsible**   Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 preplanned 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, 52% of our parents completed the School Effectiveness survey. Based on the feedback from the returned surveys, the majority of parents indicated that they wanted us to change school times because of work obligations and change lunch menu options. The targets for this year will be to increase the number of parents participating in school activities and to continue to increase the number of parents providing feedback through the School Effectiveness Survey, to support the efforts of the school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1000	500-Materials and Supplies	1491 - Palmetto Elementary	School Improvement Funds	2.0	$30,000.00
			Notes: This money will be used for Substitutes and to provide professional developments for teachers.			
2	III.A.	Areas of Focus: Other: MTSS				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1000	500-Materials and Supplies	1491 - Palmetto Elementary	General Fund		$20,000.00
			Notes: Used to purchase research based resources needed for academics and behavior to close achievement gaps.			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1000	120-Classroom Teachers	1491 - Palmetto Elementary	General Fund		$20,000.00
			Notes: This money will be used to provide diverse teaching/students resources.			
					Total:	$90,000.00