

Orange County Public Schools

Palmetto Elementary



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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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Palmetto Elementary

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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<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	Position Title	Job Duties and Responsibilities
Brown-Carpenter, Faythia	Principal	<p>Mrs. Carpenter provides guidance for all instructional, behavioral, and facility 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.</p>
Franklin, Chaquisha	Instructional Coach	<p>Ms. Franklin provides support on all curriculum, instruction, and assessments on both a grade-level and school-wide level. In conjunction with administration, she creates and implements the mentoring and coaching academy to support all first-year teachers and teachers who are new to Palmetto Elementary School. Ms. Franklin's Job responsibilities include: Mentoring, Coaching Instructional Best Practices, Teacher incentives/ positive recognition in conjunction with school-based administration (Carpenter), New Teacher Portfolio, Alternative Certification, School Calendar Updates, Reading support and Professional Developments.</p>
Menelas, Gary	Staffing Specialist	<p>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.</p>
Gurgone, Helena	Assistant Principal	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		Evaluations, SAC, Master Schedule, (Tier II and Tier III), Technology, Safe School Plan, participating in PLCs, and Lesson Plan Checks.
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, Partners in Education, Love Pantry, Vision and Hearing, Backpack Food, and Homeless Liaison.
Smith, Erin	Math Coach	Ms. Smith is the Math Coach. She provides research-based suggestions for intervention and instruction. Ms. Smith provides guidance on all math curriculum and intervention programs. She also supports data collections and assists in data analysis and provides professional development for all staff members. Ms. Smith's job responsibilities include: Coaching /Differentiated Coaching Support, Math and Science Common Plannings, Intervention Block Planning, Academic Support (small groups), Mentoring and Facilitating PLCs.
Murray, Cheyanne	Curriculum Resource Teacher	Ms. Murray provides support in writing instruction, classroom resources, and school- wide assessments. Ms. Murray, in conjunction with administration, creates and implements the testing calendars and organizes all school wide test administration and provides writing support to all grade levels. Ms. Murray's job responsibilities include: Mentoring, Coaching Instructional Best Practices, Teacher incentives/positive recognition in conjunction with school-based administration (Carpenter), testing, school resources, School Calendar Updates, and Professional Developments for writing and testing procedures.

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

Total number of students enrolled at the school

780

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	33	132	144	148	149	158	0	0	0	0	0	0	0	764
Attendance below 90 percent	13	66	76	72	53	69	0	0	0	0	0	0	0	349
One or more suspensions	0	1	1	4	1	10	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	2	4	31	28	0	0	0	0	0	0	0	65
Course failure in Math	0	0	1	4	22	38	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	20	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	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	0	1	3	8	0	25	41	0	0	0	0	0	0	78

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	57%	57%	38%	56%	56%
ELA Learning Gains				51%	58%	58%	42%	55%	55%
ELA Lowest 25th Percentile				40%	52%	53%	43%	48%	48%
Math Achievement				55%	63%	63%	54%	63%	62%
Math Learning Gains				63%	61%	62%	51%	57%	59%
Math Lowest 25th Percentile				42%	48%	51%	42%	46%	47%
Science Achievement				32%	56%	53%	45%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	29%	55%	-26%	58%	-29%
Cohort Comparison						
04	2021					
	2019	42%	57%	-15%	58%	-16%
Cohort Comparison		-29%				
05	2021					
	2019	33%	54%	-21%	56%	-23%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	62%	-7%	62%	-7%
Cohort Comparison						
04	2021					
	2019	60%	63%	-3%	64%	-4%
Cohort Comparison		-55%				
05	2021					
	2019	36%	57%	-21%	60%	-24%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	54%	-24%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools consist of: iReady Diagnostic Data, PMA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6%	18%	23%
	Economically Disadvantaged	11%	18%	21%
	Students With Disabilities	13%	12%	13%
	English Language Learners	10%	12%	16%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	14%	18%
	Economically Disadvantaged	12%	15%	16%
	Students With Disabilities	20%	12%	13%
	English Language Learners	10%	12%	11%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4%	7%	11%
	Economically Disadvantaged	4%	5%	8%
	Students With Disabilities	7%	13%	0%
	English Language Learners	1%	3%	4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	5%	8%
	Economically Disadvantaged	12%	4%	7%
	Students With Disabilities	20%	13%	7%
	English Language Learners	10%	4%	5%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6%	14%	24%
	Economically Disadvantaged	6%	16%	25%
	Students With Disabilities	0%	0%	3%
	English Language Learners	1%	5%	16%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	6%	13%
	Economically Disadvantaged	16%	7%	16%
	Students With Disabilities	3%	0%	3%
	English Language Learners	11%	4%	11%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9%	13%	15%
	Economically Disadvantaged	9%	15%	17%
	Students With Disabilities	5%	9%	15%
	English Language Learners	1%	6%	11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	%	3%	15%
	Economically Disadvantaged	15%	2%	15%
	Students With Disabilities	10%	0%	10%
	English Language Learners	17%	4%	17%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1%	6%	11%
	Economically Disadvantaged	1%	6%	13%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	5%	6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	5%	18%
	Economically Disadvantaged	20%	7%	20\$
	Students With Disabilities	0%	0%	0\$
	English Language Learners	14%	5%	14%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	43%	32%	43%
	Economically Disadvantaged	44%	33%	44%
	Students With Disabilities	33%	15%	13%
	English Language Learners	36%	25%	36%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	8	33	45	11	29	33	19				
ELL	27	47	47	32	45	29	29				
BLK	36	52	50	33	49	42	40				
HSP	29	42	50	32	42	31	27				
FRL	33	46	50	30	44	32	36				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	42
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In reflecting on our overall data, students scored low in the areas of Phonics, Vocabulary, and Informational Text. In the area of Math, Students scored low in the area of Geometry and Algebraic Thinking. Forty-seven percent of third grade students lack foundational skills in math (I-Ready).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

An area of focus for Palmetto Elementary will be in the area of math. There was a decrease in learning gains from 2019-2021: ELA: 51% (2019) decreased to 37%(2021); Math: 63% (2019) decreased to 45% (2021).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There were many contributing factors that lead to a need for improvement. A huge factor was the large number of students that participated in virtual learning last school year. This made it challenging to allow for the use of manipulatives, hands on math, a proper monitoring.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Palmetto showed improvement in ELA bottom quartile: 40% (2019) and 48% (2021), the areas of Science: 32%(2019) and 37% (2021).

What were the contributing factors to this improvement? What new actions did your school take in this area?

Interventions were created where students could participate online and in person. All leadership members were involved in supporting interventions. We also implemented pull out groups to provide additional practice in areas of need for identified students. Palmetto is participating in a pilot program for Symphony Math and Corrective Reading. We have also added Corrective Math, reflex Math, Phonics for Reading and iReady Scaffolds to provide instruction to build foundational skills during interventions.

What strategies will need to be implemented in order to accelerate learning?

Walk-to model for interventions will include grades K-2. Acceleration has been added to interventions for students in high yellow (I-Ready) and Science Acceleration has been added as an after school club for 90 minutes weekly.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher Professional Developments include: MAO Training for Acceleration (8/2021), I-Ready Training, Phonics for Reading training, Symphony Math, and IMPACT training for Science, Effective Monitoring, Core Connections. Professional Developments in Social and Emotional Learning and delivering targeted interventions will be provided.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability for improvement, daily classroom sweeps for monitoring, teacher and student data chats to identify and address trends and student progress monitoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>Description/Rationale: On the most recent Florida Standards Assessment (FSA), data indicated that (50% or more) FSA reported: 3rd Grade: 69%, 4th Grade 68% and 5th Grade 68% (68%) of students scored below a level 3 in English Language Arts (ELA) Florida Standards Assessment.</p> <p>There will be a 10% increase in proficiency in ELA students from 35% to 38%. ESSA SWD 25% of students scored at proficiency. This will improve by 10%.</p>
Measurable Outcome:	The 2022 ELA FSA will show an increase of at least 20% percentage points from 32 % to 38% and 10% decrease in the number of Level 1 ELL students in grades 3-5.
Monitoring:	<p>i-Ready Diagnostics</p> <p>i-Ready Growth Monitoring</p> <p>SIPPS Assessments</p> <p>Classroom Walkthroughs</p> <p>District Standards Based Unit Assessments</p>
Person responsible for monitoring outcome:	Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)
Evidence-based Strategy:	Teach students to decode words, analyze word parts, and write and recognize words. This instructional practice has a strong level of evidence.
Rationale for Evidence-based Strategy:	<p>This selected instructional practice has a strong level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding.</p> <p>The following strategies/resources were selected because practices show a proven record of effectiveness for the target population.</p>

Action Steps to Implement

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible Helena Gurgone (helena.gurgone@ocps.net)

MTSS Problem Solving Teams meet regularly to ensure:

Students are appropriately identified.

Students are matched to appropriate interventions and intensity.

Data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS Problem Solving Team's findings.

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

Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.

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

#2. Culture & Environment specifically relating to Social Emotional Learning

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.

Area of Focus Description and Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: (Schools should list related needs as indicated by their Part II Needs Assessment/ Analysis.)
(Schools MUST specifically address parent and family engagement needs related to strengthening a culture for social and emotional learning.)

Schools may consider possible measurable outcomes listed below when developing their response for this step:

Measurable Outcome: Early Warning Systems indicator data
Alex Incident/SESIR data
Panorama survey data
Recommend to consider the following areas:
Student Survey - School Climate, Sense of Belonging
Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL
Family Members - Barriers to Engagement, School Climate
Culture & Climate Continuum data
DESSA data (elementary schools only)

Schools should consider the systems and processes they will put in place to monitor the measurable outcome throughout the year. Possible responses may include:

Monitoring: Culture & Climate Continuum data
Classroom Walkthrough trend data
Evaluative instructional and leadership practice observational data
Qualitative data from students, staff, and families

Person responsible for monitoring outcome: Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

Evidence-based Strategy: 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 the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Rationale for Evidence-based Strategy: Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, 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 integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Integrating Aligned Instructional and SEL Strategies

Identify student social and emotional learning needs to prepare for academic instruction

Determine cognitive and conative strategies that align with the standard

Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible Helena Gurgone (helena.gurgone@ocps.net)

Deliberate School SEL Supports for Families

Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as:

Strengthening Communication

Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)

Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources

Person Responsible Helena Gurgone (helena.gurgone@ocps.net)

Monitor, Measure, and Modify

Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices

Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning.

Evaluate the impact of cycles of professional learning on improvement efforts

Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on discipline data presented on SafeSchoolsfor Alex, Palmetto Elementary School ranks 814 of 1398 schools with six reported incidents. Our primary discipline focus for the 2021-2022 school year will be on threats and Intimidation. This will be monitored by our Behavior Leadership team which is composed of the deans and grade level instructional staff to ensure the measures put in place are reducing the number of reported threats and intimidation incidents and referrals.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The core team (Teachers and Administrators) works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community

needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00