

Orange County Public Schools

Palm Lake Elementary



2022-23 Schoolwide Improvement Plan

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Palm Lake Elementary

8000 PIN OAK DR, Orlando, FL 32819

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

Demographics

Principal: James Weis

Start Date for this Principal: 8/12/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2021-22 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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (68%) 2017-18: A (69%)
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	ATSI

* 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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<https://palmlakees.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Weis, James	Principal	Mr. Weis oversees all instructional leadership duties, including but not limited to: using best practices in classroom instruction, structuring and monitoring the Multi-tiered System of Supports (MTSS), providing interventions, completing teacher evaluations and using data from all of these areas to create job-embedded professional development for the classroom teachers. Mr. Weis leads shared decision making among leadership team members and other school leaders. He engages stakeholders through SAC, Parent Teacher Association (PTA) and through Partners in Education (PIEs). He oversees the safety and well-being at the school.
Tierney, Victoria	Assistant Principal	Ms. Tierney supports the principal with key decisions regarding instruction, teacher development, student progress, and overall safety of the school.
Pignolet, Michelle	Curriculum Resource Teacher	Ms. Pignolet coordinates all school-wide state and district assessments. She participates in data collection, progress monitoring, as well as data meetings to monitor student assessment results.
Akesson, Lauren	School Counselor	Lauren Akesson supports all students with guidance lessons throughout the school year. Coordinates other supports for students who have specific needs such as small group lessons, behavior plans, foster care support, homeless student support and many other specific needs. Ms. Akesson coordinates our "Kids Who Care" program.
Baer, Marlene	ELL Compliance Specialist	Ms. Baer is the ESOL Compliance Specialist. She supports all ELL students with proper placement and testing. She supports teachers with instruction to support ELL students achieve success. Marlene is the 504 plan coordinator, too.
Puglisi, Gigi	Behavior Specialist	Ms. Puglisi is a Behavior Specialist. She develops, monitors, and supervises the implementation of behavioral programs for students.
Wilson, Neena	Administrative Support	Ms. Wilson is the secretary and bookkeeper. She is in charge of our social media, website, and coordinates information for our weekly parent newsletter, The Bobcat Blast.
Outland, Tiffany	Staffing Specialist	Ms. Outland is the Staffing Specialist. She assists in decision making for intervention/enrichment and leads MTSS Problem Solving meetings, eligibility and IEP team meetings to ensure students have a plan in place for their success.

Demographic Information

Principal start date

Friday 8/12/2022, James Weis

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

8

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

649

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	100	95	125	101	100	128	0	0	0	0	0	0	0	649
Attendance below 90 percent	2	26	23	17	16	22	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	18	23	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	14	22	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	1	18	23	0	0	0	0	0	0	0	42

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	1	12	20	0	0	0	0	0	0	0	33

Using current year data, complete the table below with the number of students identified as being "retained.":

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	4	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 8/12/2022

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	3	111	98	109	129	125	0	0	0	0	0	0	0	575
Attendance below 90 percent	0	14	14	15	14	16	0	0	0	0	0	0	0	73
One or more suspensions	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	5	2	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	6	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	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	0	0	0	5	4	0	0	0	0	0	0	0	9

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	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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	3	111	98	109	129	125	0	0	0	0	0	0	0	575
Attendance below 90 percent	0	14	14	15	14	16	0	0	0	0	0	0	0	73
One or more suspensions	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	5	2	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	6	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	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	0	0	0	5	4	0	0	0	0	0	0	0	9

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	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	56%	56%				74%	57%	57%
ELA Learning Gains	72%						74%	58%	58%
ELA Lowest 25th Percentile	64%						63%	52%	53%
Math Achievement	68%	46%	50%				69%	63%	63%
Math Learning Gains	76%						68%	61%	62%
Math Lowest 25th Percentile	55%						48%	48%	51%
Science Achievement	71%	61%	59%				77%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	55%	8%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	67%	57%	10%	58%	9%
Cohort Comparison		-63%				
05	2022					
	2019	76%	54%	22%	56%	20%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	62%	-6%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	64%	63%	1%	64%	0%
Cohort Comparison		-56%				
05	2022					
	2019	75%	57%	18%	60%	15%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	54%	19%	53%	20%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	41	41	39	58	28	33				
ELL	48	65	63	56	70	54	52				
ASN	72	73		71	82						
BLK	41	70		50	61	45	56				
HSP	54	69	63	61	74	61	69				
WHT	75	75	62	77	79	50	79				
FRL	49	64	64	53	68	53	50				
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	24	69	73	24	38		27				
ELL	34	55		39	45		20				
ASN	57			52							
BLK	43	50		37	42		47				
HSP	47	68		51	61		69				
MUL	67			100							
WHT	76	69		72	80		79				
FRL	49	62	45	47	51	36	66				
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	29	48	41	33	36	16	39				
ELL	60	70	64	55	71	52	67				
ASN	69	91		81	91						
BLK	67	65		30	35	60					
HSP	70	70	55	68	70	50	67				
MUL	75			70							
WHT	80	79		78	72	40	90				
FRL	65	66	61	50	56	43	66				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	67
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	67
Total Points Earned for the Federal Index	537

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
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	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
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	65
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

Multiracial Students	
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	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Comparing our 2021-2022 data to 2018-2019 data, our achievement level is down. However, our learning gains are consistent. In ELA, our achievement level decreased by 10 percentage points; and in learning gains, we decreased by two percentage points. In Math, our achievement level decreased by one percentage point, and in learning gains, we increased by eight percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is our achievement level in ELA. Our ELA achievement only increased by three percentage points. Overall in ELA, we saw modest gains in achievement. This was outpaced by the rate of achievement in all other areas.

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

Contributing factors include increased absenteeism and missed instructional time. An enhanced focus on SEL, as well as adding intervention teachers will help make up learning losses.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our most improvement was Math learning gains. We improved by 10 percentage points in 2021-2022.

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

Contributing factors included after-school tutoring and acceleration during the school day. Professional development focused on academic conversations related to mathematics.

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

In order to accelerate learning, our reading interventionist will push-in to the classroom and our tutors during the school day will use the acceleration model.

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.

The professional development opportunities that will be provided at the school to support teachers and leaders include an introduction to the Orton-Gillingham Approach, and teacher-led professional development focusing on reading strategies and ESOL strategies.

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

The acceleration model will be used before, during, and after school.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:
 1. Closing achievement gap and increasing learning gains in Math for all students
 2. Closing achievement gap and increasing learning gains for our English Language Learners
 3. Closing achievement gap and increasing learning gains of SWD students

Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

Improvement in Early Warning Systems indicator data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Social Emotional Learning will be monitored through:
 1. Classroom Walkthrough trend data
 2. Qualitative data from students, staff, and families
 3. Evaluative instructional and leadership practice observational data
 4. Culture and Climate continuum data
 5. Survey data

Person responsible for monitoring outcome:

James Weis (james.weis@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being

Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. We 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.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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 organizational improvement and change. 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and staff will understand how social and emotional learning is connected to instructional strategies.

Person Responsible James Weis (james.weis@ocps.net)

Establish a common language to support a culture of social and emotional learning with adults and students.

Person Responsible Lauren Akesson (lauren.akesson@ocps.net)

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture.

Person Responsible Lauren Akesson (lauren.akesson@ocps.net)

Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts.

Person Responsible James Weis (james.weis@ocps.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

We would like to increase overall proficiency in ELA and Math. Data shows our overall achievement was lower than expected. Progress Monitoring data indicates many of our students, especially English Language Learners and Students with Disabilities are below proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase overall proficiency in ELA and math by five percent.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress Monitoring through the use of Standards Based Unit Assessments, FAST Progress Monitoring Assessments, i-Ready, and teacher made common assessments.

Person responsible for monitoring outcome:

James Weis (james.weis@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers and students will focus on examining reasoning. This includes examining their own reasoning, examining peers' reasoning, restating peers' reasoning, and articulating their reasoning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will utilize academic conversations and ELA and mathematical discourse to facilitate student engagement in the above strategy. We believe this will be effective because it requires students to demonstrate levels of understanding and allows teachers to effectively monitor levels of understanding.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will focus on increasing engagement during ELA and math time through the use of Kahoot, Nearpod, and other technology platforms.

Person Responsible

James Weis (james.weis@ocps.net)

Focus on vocabulary strategies during acceleration small groups and pull out.

Person Responsible

James Weis (james.weis@ocps.net)

Collaboration between Exceptional Student Education teachers and general education teachers will be increased through monthly ESE inclusion child chats. Collaboration between ESOL Compliance Specialist and classroom teachers will be increased through PLC meetings.

Person Responsible

James Weis (james.weis@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Communication is essential in building positive relationships with parents, families, and other community stakeholders. Palm Lake Elementary School focuses on ways to provide timely and accurate information to our parents, families, and other community stakeholders by sending a weekly newsletter called the "Bobcat Blast," and frequently updating social media outlets such as Facebook and Twitter. Events such as BooHoo/Yahoo Breakfast, Family Tailgate, Book Fair Family Nights, and Volunteers/Partners in Education Celebration are held throughout the school year to give parents, families, and other community stakeholders a way to connect to the school.

Known as the school with a heart, Palm Lake has a K through five comprehensive guidance program that teaches students to care for and respect others and appreciate our differences. Students are taught to have Palm Lake PRIDE, which stands for Purpose, Respect, Integrity, Determination, and Excellence. Character Club recognizes students in grades K through three who exhibit good behavior each week. We have a Character Hall of Fame for students in fourth and fifth grade who have demonstrated all of the character traits for the entire year. Kids Who Care is a service-learning club for third, fourth, and fifth graders where students learn leadership skills, how to serve others, and help improve our school, community, and world. We also have the Mighty Mentor program that encourages adults to become a mentor for some of our at-risk students at Palm Lake.

These plans are contingent on district, county, state, and federal guidelines and restrictions.

Identify the stakeholders and their role in promoting 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. This year a Kindness Committee was developed to promote acceptance of all students.