Palmetto Elementary

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: C (46%) 2017-18: C (45%)
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	TSI
* 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.

Table of Contents

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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 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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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
Yount, Justin	Dean	Mr. Yount is the dean at Palmetto ES. He also provides administrative support to our administrative team and supports instruction during interventions and pullouts. Mr. Yount provides guidance on matters involving discipline, Title I, Title IX, Threat assessments, and facilities. He also provides professional development for all staff members. Mr. Yount's responsibilities include: Code of Conduct, Fire and Emergency Drills, facilities. Interventions, academic Support (small groups), and Mentoring.
Brown-Carpenter, Faythia	Principal	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.
Franklin, Chaquisha	Instructional Coach	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.
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

Name	Position Title	Job Duties and Responsibilities
		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.
Menelas, Gary	Staffing Specialist	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.
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.
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.

Demographic Information

Principal start date
Friday 8/16/2019, Faythia Brown Carpenter

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.*

2

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.*

10

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

803

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

6

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

7

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	34	119	128	181	103	122	0	0	0	0	0	0	0	687
Attendance below 90 percent	9	53	46	64	33	26	0	0	0	0	0	0	0	231
One or more suspensions	0	0	1	3	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	35	9	0	0	0	0	0	0	0	0	44
Course failure in Math	0	0	2	23	9	2	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	51	32	54	0	0	0	0	0	0	0	137
Level 1 on 2022 statewide FSA Math assessment	0	0	0	40	34	52	0	0	0	0	0	0	0	126
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	43	29	47	0	0	0	0	0	0	0	120

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

Date this data was collected or last updated

Tuesday 8/16/2022

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	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

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	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	1	0	3	52	0	0	0	0	0	0	0	0	0	56
Students retained two or more times	0	0	0	0	0	1	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	32%	56%	56%				38%	57%	57%
ELA Learning Gains	56%						51%	58%	58%
ELA Lowest 25th Percentile	49%						40%	52%	53%
Math Achievement	42%	46%	50%				55%	63%	63%
Math Learning Gains	67%						63%	61%	62%
Math Lowest 25th Percentile	53%						42%	48%	51%
Science Achievement	42%	61%	59%				32%	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	29%	55%	-26%	58%	-29%
Cohort Comparison		0%				
04	2022					
	2019	42%	57%	-15%	58%	-16%
Cohort Comparison		-29%				
05	2022					
	2019	33%	54%	-21%	56%	-23%
Cohort Comparison		-42%				

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	55%	62%	-7%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	60%	63%	-3%	64%	-4%
Cohort Comparison		-55%				
05	2022					
	2019	36%	57%	-21%	60%	-24%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	54%	-24%	53%	-23%
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	4	39	43	13	42	28	14				
ELL	25	50	51	38	60	49	34				
BLK	28	52	35	39	66	46	41				
HSP	35	58	58	46	63	58	40				
FRL	31	58	49	40	64	53	42				
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				

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)	TSI
OVERALL Federal Index – All Students	50
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	56
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	45
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	45
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	52
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	49
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?

In ELA, student proficiency decreased by 3 percentage points, from 35% in 2021 to 32% in 2022. In Math, student proficiency increased overall by 9 percentage points from 33% in 2021 to 42% in 2022. In Science, student proficiency increased from 37% in 2021 to 42% om 2022. This continues a 2-year trend of increased proficiency in science, since proficiency was at 32% in 2020.

ESSA Subgroup Data: 28% of African American students were proficient in ELA and 39% of students were proficient in Math. 35% of Hispanic students were proficient in ELA and 46% of students were proficient in Math. 25% of ELL students were proficient in ELA and 38% of students were proficient in Math. SWD 4% of students were proficient in ELA and 13% of students were proficient in Math. 31% of students on Free and Reduced Lunch were proficient in ELA and 40% were proficient in Math.

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

Student with Disabilities (SWD) Subgroup data demonstrate the greatest need for improvement: The subgroup, SWD Constantly below level 41% for three years.

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

Factors that contribute to the need for improvement include the demographic of Palmetto which is 56% Haitian Creole and 38% Hispanic. We have a large number of ELL students (44.1%) which contributes to trends across grade levels for the need to improve in the areas of vocabulary. In addition, the COVID Pandemic affected all students, but the greatest impact was for students that are ESE and ELL because it was a challenge for students to use manipulatives and receive proper monitoring. Targeted pull out support will begin sooner in the school year to address this need for improvement.

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

The students demonstrated great improvements in the area of Math on the FSA 2021-2022 assessment. Students in grades 3-5 scored at 33% proficient in 2021 and 42% proficient in 2022. Learning gains for students in grades 3-5 were 37% in 2021 and 56% in 2022. Learning gains in Math for the bottom 25% were 45% in 2021 and 67% in 2022.

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

This school year, grades K- 1 incorporated Heggerty and had specialized interventions. Students in grades 2-5 participated in a walk-to model for interventions and students were placed based on their individual needs and assessed often to assure proper placements. Students in the lower 25% were supported in pull out groups. Students close to achieving proficiency ("bubble students") attended Saturday School. After-school tutoring was offered to all students in the lowest 25% and ESOL.

Students participated in accelerated coursework following each unit of study for ELA and Math. Also, ESOL students participated in ESOL pullouts. We also offered after-school tutoring in writing, math and science for "bubble students" and students predicted to score 0 or 1 in writing. All students were required to complete 30-45 minutes of iReady based on their skill levels. Symphony Math was successful as we were selected to pilot this new program in 2021.

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

To accelerate learning, our leadership team will begin early pull out groups. Last year, pull out groups started in February, This year, pull out groups will begin in November. Student data will continue to be closely monitored and used to inform instructional decisions. Teachers will provide additional data to create a triangulation of data to better inform student grouping for foundational learning. Professional developments will include: MAO training, iReady, IMPACT, Symphony Math, Effective Monitoring, daily classroom sweeps and timely feedback.

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.

Professional development opportunities are provided based on teacher need. Last school year, we offered Choose Your Adventure PDS three times during the school year. This is where we offer up to five Professional developments and allow teachers to choose three areas that best fit their needs. Professional developments will include: MAO training, iReady, IMPACT, Symphony Math, Effective Monitoring, and best practices.

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

We will continue to implement a walk-to model for interventions and closely monitor classroom walkthroughs and teacher feedback. We will continue to review and disaggregate data in order to establish and implement instructional adjustments. The differentiated coaching cycle will continue to focus on the needs of our teachers. We will implement a tutoring program that focuses on the achievement of grade-level proficiency.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	On the most recent Florida Standards Assessment (FSA), data indicated that 50% of students scored below a level 3 in English Language Arts (ELA). In 3rd Grade 69% performed below grade level, 68% in 4th grade, and 68% in 5th grade. ESSA Subgroup Data: 28% of African American students were proficient in ELA and 39% of students were proficient in Math. 35% of Hispanic students were proficient in ELA and 46% of students were proficient in Math. 25% of ELL students were proficient in ELA and 38% of students were proficient in Math. SWD 4% of students were proficient in ELA and 13% of students were proficient in Math. 31% of students on Free and Reduced Lunch were proficient in ELA and 40% were proficient in Math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student proficiency in ELA will increase from 32% proficient to 42% proficient. In Math, student proficiency will increase back to where it was in 2019 with 55% of students scoring proficient, up from 42%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data from the i-Ready Doagnostics, Growth Monitoring, and SIPPS assessments will be used to provide student support. Classroom walkthroughs will be conducted to monitor instructional practice. Data from the Standards-Based Unit Assessments will be used to monitor student growth and inform instructional decision making. The MTSS problem solving team will routinely analyze data to make adjustments.
Person responsible for monitoring outcome:	Faythia Brown-Carpenter (faythia.brown-carpenter@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Walk to Interventions focus on providing instruction in ELA and Math at the instructional level of the student and aims to provide foundation to close achievement gaps in learning. Interventions were monitored through student data and demonstrate continuous growth. Resources include: Phonics for Reading, Corrective Math, Reflex Math, SIPP, and IReady.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	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. The following strategies/resources were selected because practices show a proven record of effectiveness for the target population.

**used for selecting
this strategy.**

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Positive School Climate	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School-based leadership will integrate and monitor resources and strategies that strengthen the culture to grow every student academically, socially, and emotionally. 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 enhance students' "Feeling of Belonging." This school year, Palmetto ES will implement the house system to create a positive school climate and fulfill the need for our students to belong to a group.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of students receiving behavioral referrals will decrease by 10% and participation in extra-curricular clubs will increase. Panorama data survey will indicate a 10% increase in the indicator of sense of belonging.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School-based leadership will monitor discipline referral data, club attendance, and will conduct informal surveys at checkpoints to ensure students feel a sense of belonging.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Use distributive leadership 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. 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: Explain the rationale for selecting this specific strategy.	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.

Describe the resources/criteria used for selecting this strategy.	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.

- Integrate 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)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Strengthen student intervention time by providing teachers with vetted content created by school-based coaches.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Strengthen student intervention time by providing teachers with vetted content created by school-based coaches. School-based leadership will also pull targeted groups of students starting earlier in the year to focus on improving reading skills for students close to achieving proficiency.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Grades K-2 will improve reading proficiency on the i-Ready EOY Diagnostic by at least 10%.

Grades 3-5: Measureable Outcome(s)

Student proficiency in ELA will increase from 32% proficient to 42% proficient.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Daily classroom sweeps will be conducted followed by timely actionable feedback. Teacher evaluation, frequent data meetings with teachers and grade levels, students data chats, and PLCs will be ongoing. District Standards Based Unit Assessments will be used to monitor progress to make adjustments as needed.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Brown-Carpenter, Faythia, faythia.brown-carpenter@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence based practices/programs include: All programs and practices align with the districts K-12 comprehensive based Reading plan.
Tier 3 (MTSS)
Interventions (Tier 2)

Guided Reading
Pull Out Groups
IReady
Tutoring
SIPPS

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence based practices listed below have proven to be effective. Data shows our students needed individualized instruction to reinforce the foundations to assist learning. The interventions assist students with foundational skills and closing learning gaps. Iready provides instruction as well as practice for students on an individualized basis. Pull out groups, target students learning to focus on specific skills and student needs. Tutoring allows for reteaching, remediation, and acceleration.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will receive individualized support in the areas of ELA and Math. This will include the Coaching Cycle for their Tier 3 Teachers, It also includes Side by Side teaching Tier 2, and Tier 1 monitoring and Feedback. This will be monitored using student data (SBUA, Common Assessment, iReady, STAR data will be analyzed and used to inform instruction and provide remediations. Professional Development will be provided as identified needed and identified by teacher evaluations and data.	Brown-Carpenter, Faythia, faythia.brown-carpenter@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.

In order to establish a positive school culture and climate using the Ron Clark House System, all schools engage in ongoing, district-wide professional learning on leveraging social skills as well as leadership for student success. Through a distributive leadership model, schools use social skills in 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 a common language to support a positive culture and connect cognitive and conative strategies to support student success. 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 school culture and environment.

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 through the Ron Clark House System. 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.