Panther Lake Elementary

2022-23 Schoolwide Improvement Plan

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Panther Lake Elementary

10151 SUMMERLAKE GROVES STREET, Winter Garden, FL 34787

[no web address on file]

Demographics

Principal: Christine Szymanski

Start Date for this Principal: 8/17/2022

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)	20%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
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 was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	20%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways to 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
Szymanski, Christine	Principal	Instructional observations Teacher and classified staff evaluations Personnel hiring and professional standards issues Progress monitoring and data analysis Monitors and evaluate Deliberate Practice Plans Manages school budget and internal accounts SAC and PTO liaison Oversees professional development for leadership team Public Relations leader Monitors staff and student attendance Shares district initiatives Monitors instruction
Diederich, Amy	Assistant Principal	Instructional observations Teacher and classified staff evaluations Personnel hiring Progress monitoring and data analysis Monitors and evaluates Deliberate Practice Plans Student discipline/bullying investigations Monitors FTE Data collection and analysis Facilities manager/school safety plan and drills Monitors instruction Manages student schedules
Gray, Melissa	Curriculum Resource Teacher	Participates in classroom walk-thrus to identify trends Provides teacher and staff professional development Progress monitoring and data analysis Organizes peer to peer observations Testing coordinator Educator Access + grading system contact Organizing and managing school field trips Facilitates school participation in district academic competitions Organizes and manages all instructional materials Manages content and delivery of parent newsletter Manages the school website and social media content
Musselman, Elsie	ELL Compliance Specialist	Conducts coaching observations for teachers Participates in classroom walk-thrus to identify trends Provides teacher and staff professional development Progress monitoring and data analysis Organizes peer to peer observations MPLC facilitator Monitors ELL certify Manages ELL plans and accommodations

Name	Position Title	Job Duties and Responsibilities
		Facilitates ELL testing Imagine Learning Contact Organizes and facilitates parent conferences for ELL students
Schwartz, Katie	Instructional Coach	Conducts coaching observations Provides teacher and staff development Progress monitoring and data analysis Organizes peer to peer observations Coordinates grade-level ELA collaborative planning Monitors ELA instruction Contact for 3rd grade portfolios iReady facilitator Lead mentor supervisor Coordinates reading deficiency and retention letters.
Hoffman, Peggy	Staffing Specialist	ESE staffing Monitors ESE Certify errors Conducts ESE annual reviews Manages behavior plans Assists with ESE accommodations Gifted screenings Manages health care plans ESE transportation contact 504 plan facilitator
De La Torre, Carida	School Counselor	Provides guidance lessons K-5 Provides Child Safety Matters lessonsK-5 Conducts SEDNET referrals Facilitates DCF calls and visits Coordinator for the Threat Assessment Meetings McKinney Vento contact Title IX coordinator Social worker liaison

Demographic Information

Principal start date
Wednesday 8/17/2022, Christine Szymanski

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.*

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.*

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

610

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

0

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

41

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	93	108	85	114	111	97	0	0	0	0	0	0	0	608
Attendance below 90 percent	1	27	15	21	26	16	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	16	16	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	15	11	0	0	0	0	0	0	0	27
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	0	1	16	9	0	0	0	0	0	0	0	26

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	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/21/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of sutdents with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents 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	0	0	0	0	0	0	0	0	0	0	0	0	

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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		56%	56%					57%	57%
ELA Learning Gains								58%	58%
ELA Lowest 25th Percentile								52%	53%
Math Achievement		46%	50%					63%	63%
Math Learning Gains								61%	62%
Math Lowest 25th Percentile								48%	51%
Science Achievement		61%	59%					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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
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
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
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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

Based on the first progress monitoring ELA assessment (FAST), only 40% of the third, fourth, and fifth-grade students demonstrated proficiency on the ELA BEST standards. Based on the first progress monitoring Math assessment (FAST), only 11% of the third, fourth, and fifth-grade students demonstrated proficiency on the Math BEST standards.

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

Based on the first progress monitoring ELA assessment (FAST), only 40% of the third, fourth, and fifth-grade students demonstrated proficiency on the ELA BEST standards. Additionally, 72% of the 4th and 5th grade students scored a 3 or above on the FSA ELA 2022 assessment. Based on the first progress monitoring Math assessment (FAST), only 11% of the third, fourth, and fifth-grade students demonstrated proficiency on the Math BEST standards.

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

Based on the EWS data, 17% of the student population had less than 90% attendance the previous school year. Teachers and staff will need to consistently monitor student attendance and contact families as needed to increase attendance rates. It may be beneficial to create an attendance incentive program. Teachers will need to implement more close reads of texts during the ELA block and provide instruction in test-taking strategies.

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

As a new school, we do not have the previous year's data on which to determine an area that made the most improvement. However, we will continue to review the previous year's progress monitoring data for our individual students to create a plan that will address their deficits in ELA.

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

Our school is new for the 2022-2023 school year. There were no previous actions that led to an area of improvement. However, we will continue to review the previous year's progress monitoring data for our individual students to create a plan that will address their deficits in ELA.

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

Teachers will need to implement more close reading strategies and small group differentiated instruction along with purposeful center rotations that address the ELA BEST standards.

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.

Teachers will receive professional development regarding the new Florida BEST standards, small group differentiated instruction. effective use of the 90-minute reading block, close reading strategies, and text-dependent questioning.

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

Administrators will meet with teachers regularly to review progress monitoring data and address the current action plan. Tutoring will be offered for students that are performing below grade level expectations.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Upon review of the previous year's FSA ELA scores for the current 4th and 5th-grade students, 72% of the students tested were identified as proficient. The fall 2022 FAST ELA progress monitoring data indicated that only 40% of the students are proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The spring 2023 FAST ELA progress monitoring data will indicate 75% or higher proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring data will be reviewed regularly during the weekly PLC meeting with all teachers as well as during the weekly leadership team meeting.
Person responsible for monitoring outcome:	Christine Szymanski (christine.szymanski@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will implement differentiated small group instruction focused on close reading strategies for both informational and literary texts along with text-based questioning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Small group instruction will allow teachers to appropriately scaffold their instruction to meet the needs of individual students during the 90-minute reading block. Text-based questioning and modeling of close reading strategies will increase student comprehension of grade-level texts.

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.

The instructional coach will provide all teachers with professional development in teacher-led small groups in order to provide differentiated instruction through close reading, chunking, guided readings as well as text-based questioning. This PD will be conducted in small group rotations.

Person Responsible	Katie Schwartz (katie.schwartz@ocps.net)

Administration will conduct data chats quarterly with individual teachers to progress monitor individual students and analyze the class's growth on the iReady diagnostic. Intervention and instructional strategies will also be discussed during this time.

Person Responsible	Amy Diederich (amy.diederich@ocps.net)

The leadership team (Administrators and coaches) will meet with grade-level teams during PLCs to review common assessment data and progress monitor the growth of our students throughout the school year).

Person Responsible	Melissa Gray (melissa.gray@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.	Upon review of the previous year's FSA ELA scores for the current 4th and 5th-grade students, 72% of the students tested were identified as proficient. The fall 2022 FAST ELA progress monitoring data indicated that only 40% of the students are proficient. The fall 2022 FAST Math progress monitoring data indicated that only 30% of the students are proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The spring 2023 FAST ELA and FAST Math progress monitoring data will indicate 75% or higher proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring data will be reviewed regularly during the weekly PLC meeting with all teachers as well as during the weekly leadership team meeting. Additionally, weekly classroom walk-through data will be collected and analyzed to instruction is tied appropriately to the BEST standards.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will participate in weekly PLC meetings to plan instruction and analyze assessment data to ensure instruction is aligned to the grade level BEST standards. Teachers will implement a backward design for lesson planning. They will review the unit assessments for question content and type. They will deconstruct the standards and then plan instruction and activities to support the standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	An intense focus on the understanding the components of the BEST Standards will ensure an increase in student proficiency on the spring FAST assessment from the beginning of the year.

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.

The instructional coach will provide all teachers with professional development in standard deconstruction, backward planning, and how to ensure activities are aligned to the standards.

Person Responsible	Katie Schwartz (katie.schwartz@ocps.net)

Teachers will receive professional development regarding the new BEST standards and how they differ from the previous Florida Standards.

Person Responsible	Katie Schwartz (katie.schwartz@ocps.net)

The leadership team (Administrators and coaches) will meet with grade-level teams during PLCs to review common assessment data and progress monitor the growth of our students throughout the school year.

Person Responsible   Amy Diederich (amy.diederich@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.

Panther Lake Elementary (PLE) addresses building positive school culture and environment ensuring all stakeholders are involved through various methods. First, PLE holds monthly School Advisory Committee (SAC)
meetings which involves community members, parents, teachers, staff and administration. During SAC meetings, members discuss goals and their progress as they relate to the School Improvement Plan. The committee will vote on various budgetary proposals that aim toward meeting the SIP goals. PLE also participates in the Partners in Education Program. This program links businesses and organizations with schools to share resources, both people and materials. PLE also utilizes ADDitions, the Orange
County Public Schools volunteer program which allows parents and community members to volunteer at the school in various roles. Finally, PLE has a very active Parent Teacher Organization (PTO). This organization plans various family events at the school and works closely with administration to support the goals from the School Improvement Plan.

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

Leadership team- reviews Panorama data along with input from staff and students to determine what changes
may need to occur to promote a positive environment.
School Counselor - promotes SEL strategies through guidance lessons and student interactions.
Teachers - utilize positive Positive Behavioral Intervention and Supports (PBIS) as well as SEL strategies and lessons.
Students - participate in guidance lessons as well as the PBIS program.
PTO/SAC - meet monthly to review data and needs of the school as well as plan for future activities
Partners in Education - support the school's PBIS system by offering incentives and taking part in activities with the school.