Palmetto Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Palmetto Elementary

2015 DUSKIN AVE, Orlando, FL 32839

https://palmettoes.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
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 development.
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, organizes all school-wide test administration, and provides writing support to all grade levels. Ms. Murray's job responsibilities include mentoring, coaching instructional best practices, teacher incentives/positive recognition in conjunction with school-based administration (Carpenter), testing, school resources, school calendar updates, and professional development for writing and testing procedures.
Menelas, Gary	Staffing Specialist	Mr. Menelas is the staffing specialist and 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.
Hall, Melissa	Other	Ms. Hall supports ESE (K-1) and provides behavior and social skills support for all of our students. She is also in charge of the Love Pantry, ADDitions, and Serves as our Partners in Education contact. Ms. Hall is the PTO Liaison, Backpack for food, and Homeless liaison. She serves as our mental health designee, SEDNET contact, member of the School Threat Assessment Team, and assists with the Threat to Suicide and Harm to Self or Others Protocols, and follows up re-entry meetings to create Student Mental Health Safety Plans. Ms. Hall's Job responsibilities include ESE Support (K-2) and Social Skills, Guidance Resources (Lessons, set up counseling, A-4 involvement when services are needed, PTO Liaison, Partners in Education, Love Pantry, Vision and Hearing, Backpack Food, and Homeless Liaison.
Smith, Erin	Math Coach	Ms. Smith is the math coach. She provides research-based suggestions for intervention and instruction. Ms. Smith provides guidance on all math curriculum and intervention programs. She also supports data collection 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 planning, intervention block planning, academic support (small groups), mentoring and facilitating PLCs.

Name	Position Title	Job Duties and Responsibilities
Saintil, Sandra	Assistant Principal	Ms. Saintil 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. Saintil ensures that the team is implementing MTSS for all students and that interventions are implemented effectively. Mrs. Gurgone also provides professional development for the MTSS Team and Palmetto Elementary staff. Ms. Saintil attends kindergarten, first, and third-grade common planning meetings to provide additional support during the planning process for instruction. Ms. Saintil communicates with parents about opportunities to support the academic needs of their children and to reach the goals of the school. Ms. Saintil's job responsibilities include teacher evaluations, SAC, creating the master schedule, Tier II and Tier III, technology, Safe School Plan, participating in PLCs, scheduling, and lesson plan checks.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The support provided to the students at Palmetto was determined by assessment scores from the 2022-2023 administration. The ELA scores fall below the 50% proficiency which allows RAISE support. Our students also receive Read 2 Succeed support for students in grades K-2. Teachers are provided pre-planning and an additional 5 days of planning to support the delivery of high-quality instruction. ESSA funding was also used to purchase ELA and Math resources (Multi-sensory, SIPPS, Becoming a Reading, Math manipulatives, and additional content support). The school leadership members review all school data and provide input as it relates to school goals and areas needing attention.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Palmetto will conduct classroom walkthroughs on a daily basis and provide actionable feedback. Grade-level PLCs are held each week to review and discuss content and data. We host quarterly data meetings to review SBUA data and plan for improvements. The leadership team meets weekly to discuss class walkthroughs, determine trends, and adjust instruction based on data. Teachers are held accountable for their data by keeping a tracking sheet that is used in planning each week to determine the next steps. The leadership team meets regularly to review and adjust goals as needed. The SIP is also reviewed and discussed with the School Advisory Committee to allow for review, input, and monitoring of progress.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	8	46	44	0	0	0	0	0	0	98
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	20	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	44	0	0	0	0	0	0	0	44

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	20	15	55	49	40	0	0	0	179

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	30	0	0	0	0	0	31
Students retained two or more times	0	0	0	1	2	0	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	53	46	64	33	26	0	0	0	231
One or more suspensions	0	0	1	3	1	1	0	0	0	6
Course failure in ELA	0	0	0	35	9	0	0	0	0	44
Course failure in Math	0	0	2	23	9	2	0	0	0	36
Level 1 on statewide ELA assessment	0	0	0	51	32	54	0	0	0	137
Level 1 on statewide Math assessment	0	0	0	40	34	52	0	0	0	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	43	29	47	0	0	0	120

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	53	46	64	33	26	0	0	0	231
One or more suspensions	0	0	1	3	1	1	0	0	0	6
Course failure in ELA	0	0	0	35	9	0	0	0	0	44
Course failure in Math	0	0	2	23	9	2	0	0	0	36
Level 1 on statewide ELA assessment	0	0	0	51	32	54	0	0	0	137
Level 1 on statewide Math assessment	0	0	0	40	34	52	0	0	0	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	43	29	47	0	0	0	120

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	57	53	32	56	56	35		
ELA Learning Gains				56			46		
ELA Lowest 25th Percentile				49			48		
Math Achievement*	45	60	59	42	46	50	33		
Math Learning Gains				67			45		
Math Lowest 25th Percentile				53			34		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	52	63	54	42	61	59	37		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	50	59	59	56			35		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	225
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	4	4
ELL	40	Yes	1	
AMI				
ASN				
BLK	43			
HSP	46			
MUL				
PAC				
WHT				
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	3
ELL	45			
AMI				
ASN				
BLK	45			
HSP	52			
MUL				
PAC				
WHT				
FRL	49			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			45			52					50
SWD	10			12			6				5	37
ELL	33			40			48				5	50
AMI												
ASN												
BLK	37			41			46				5	54
HSP	39			49			62				5	44
MUL												
PAC												
WHT												
FRL	38			44			53				5	48

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	32	56	49	42	67	53	42					56
SWD	4	39	43	13	42	28	14					50
ELL	25	50	51	38	60	49	34					56
AMI												
ASN												
BLK	28	52	35	39	66	46	41					51
HSP	35	58	58	46	63	58	40					60
MUL												
PAC												
WHT												
FRL	31	58	49	40	64	53	42					53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	46	48	33	45	34	37					35
SWD	8	33	45	11	29	33	19					41
ELL	27	47	47	32	45	29	29					35

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	36	52	50	33	49	42	40					33
HSP	29	42	50	32	42	31	27					36
MUL												
PAC												
WHT												
FRL	33	46	50	30	44	32	36					34

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	54%	-16%	54%	-16%
04	2023 - Spring	43%	60%	-17%	58%	-15%
03	2023 - Spring	31%	52%	-21%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	59%	-20%	59%	-20%
04	2023 - Spring	45%	62%	-17%	61%	-16%
05	2023 - Spring	40%	55%	-15%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	59%	-11%	51%	-3%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Third-grade ELA was an area of concern. Many of the students in grade 3 were the students in 2022 who started their kindergarten year at home due to the COVID-19 pandemic. Many of these students struggled with participating in class. Additionally, these students struggled with building comprehension and retaining key information.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

One area that showed a decline was 5th-grade math. There was a 3 percentage point decrease from 43% to 40% from the 2022 school year to 2023. The 2022-2023 school year was the first year our teachers were learning the new standards. In addition, 3 of the 6 teachers were new to our school.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The state average for 3rd grade ELA was 48%, and Palmetto scored 31%. Many students entered third grade having not mastered second-grade standards. Although, we made a little growth our students struggled with vocabulary and reading comprehension. We have a high English Language Learner population. In addition, we have a high mobility rate. Our teachers were also learning the new State standards.

Which data component showed the most improvement? What new actions did your school take in this area?

Fourth-grade ELA data showed tremendous growth increasing by 11 percentage points. In 2022, 4th grade ELA proficiency was 32% and in 2023 ELA proficiency was 43%. As a team, we altered our PLCs to guide teachers through the process of using the data to lead and guide the instructional practices in their classrooms. We provided an intense focus on how to teach the standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The areas of concern are the number of EWS students scoring Substantial Reading Deficiencies across the grade levels, especially in grade 3.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

-We will focus on delivering High-Quality Instruction
-We aim to score 10% above our current overall score in ELA.
-We aim to score 10% above our current overall score in Math.
-We aim to score 10% above our current overall score in Science.
-We will focus on the identification and MTSS process and data to better support student progress.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 21-22 "Know Your School Report Card grade," our Students with Disabilities were identified as a low-performing subgroup on the Federal Index. Our score was 29 percent which is below the 32 percent threshold.

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

Our Students with Disabilities will be proficient in ELA by increasing from 29% to 32% proficient. In math, we will increase 10% points from 37% to 47%, and in science, student proficiency will increase by 10% points from 48% to 58%.

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

Data from FAST PM 2 and 3, SIPPS assessments, and Standards-Based Unit Assessments will be used to monitor the progress of our SWDs. Classroom walkthroughs will be conducted to monitor instructional practice.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Walk to Interventions focuses on providing instruction in ELA and Math at the instructional level of the student and aims to provide a foundation to close achievement gaps in learning. Interventions were monitored through student data and demonstrated continuous growth. Resources will include Phonics for Reading,
Corrective Math, Reflex Math, Success Maker for Math, SIPP, and Exact Path.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. We will start with providing PD on the different programs and curricula we are using in the school.

Person Responsible: Chaquisha Franklin (chaquisha.franklin@ocps.net)

By When: September

We will facilitate data meetings with all grade levels and our coaches will be responsible for reviewing and sharing SWD subgroup data and reporting the progress to the leadership team

Person Responsible: Chaquisha Franklin (chaquisha.franklin@ocps.net)

By When: During our PLCs on a a bi-weekly basis.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 the subject material. By strengthening our school's culture for social and emotional learning, we will enhance students' "Feeling of Belonging." This 61% for the school year (2023) which is up 2% from 2022. 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 percentage of students receiving behavioral referrals will decrease by 10% and participation in extracurricular clubs will increase. In the 2022 school year, we had 135 students participating in clubs last year. For the 2023 school year, we are adding two more clubs to get more students connected to the school.

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

School-based leadership will monitor discipline referral data, and club attendance, and will conduct informal surveys at checkpoints to ensure students feel a sense of belonging.

Person responsible for monitoring outcome:

Sandra Saintil (sandra.saintil@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
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 support necessary for collective organizational improvement and change.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Adding additional clubs

Person Responsible: Sandra Saintil (sandra.saintil@ocps.net)

By When: September 2023.

-Integrate aligned instructional and social 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: Sandra Saintil (sandra.saintil@ocps.net)

By When: This action step will take place throughout the school year. It will be monitored by the administration specifically Ms. Saintil monthly as she works closely with our social worker and behavior support to ensure social-emotional needs are being are being met.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Based on the 21-22 "Know Your School Report Card grade," our Students with Disabilities were identified as a low-performing subgroup on the Federal Index. Our score was 29 percent which is below the 32 percent threshold.

We plan to use our funding to hire more personnel like daytime tutors and to train our teachers in the ASD unit on proper strategies to support our students with special needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The percentage of students in grades K-2 who scored below the proficiency level on the Star Reading assessment on PM3 in 2023 was 52% for kindergarten, 55% for 1st grade, & 71% in 2nd grade.

Based on this data these students will receive strong foundational skill practice and instruction in developing awareness of the segments of sounds in speech and how they link to letters, additional instruction in decoding words, analyzing word parts, and writing and recognizing words, and academic language skills, including the use of inferential and narrative language and vocabulary.

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

The percentage of students in grades 3-5 who scored below the proficiency level of a 3 on the FAST ELA Assessment on PM3 in 2023 was 68% in 3rd grade, 54% in 4th grade, & 60% in 5th grade.

Based on this data these students will receive decoding skills so they can read complex multisyllabic words, purposeful fluency-building activities to help students read effortlessly, and comprehension-building practices to help students make sense of the text. In addition, students will consistently be provided the opportunity to ask and answer questions to better understand the text they read.

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 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 Measurable Outcomes

Grades K-2 will improve reading proficiency on the Star Early Literacy Assessment EOY Diagnostic by at least 10 to 25%.

Kindergarten: 48% increase to 58%
1st grade: 45% increase to 55%
2nd grade 29% increase to 50%

Grades 3-5 Measurable Outcomes

Third-grade student proficiency in ELA will increase from 31% proficient to 41% proficient.
Fourth-grade student proficiency in ELA will increase from 43% proficient to 53% proficient.
Fifth-grade student proficiency in ELA will increase from 38% proficient to 48% proficient.

Monitoring

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 impact student achievement outcomes.

Weekly reading walkthroughs by administrators. Monthly data meetings by area including the MTSS Problem-Solving Teams and Cadre leadership to review FAST progress monitoring assessments, K-1 DIBELS progress
monitoring data, SIPPS progress monitoring data, and district-created standard-based unit assessments to monitor response to intervention.

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

Description:
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. §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 we will be implementing to achieve measurable outcomes are those recommended and backed by Orange County Public Schools. We will be using Exact Path, SIPPS, and Being a Reader resources. These evidence-based programs do align with the district's K-12 Comprehensive Evidence-based Reading Plan and they align with the B.E.S.T. ELA Standards.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

These programs have been selected because they build students' world and word knowledge. Thus helping students to make sense of the text and consistently providing students with opportunities to ask and answer questions to better understand the text they are reading. These programs also teach students to improve their metacognition as they read thus helping them to make meaning and connections to what they are reading.

Exact Path may be used to help students develop awareness of the segments of sounds in speech and how they link to letters. Students will be taught to decode words, analyze word parts, and write and recognize words. By building decoding skills to enable students to read multisyllabic words, students will become more fluent readers through the use of fluency-building activities. Students will also be taught to use a set of comprehension-building practices to help students make sense of the text being read.

In addition, SIPPS is used to teach students to decode words, analyze word parts, and write and recognize words. Building decoding skills helps students read complex multisyllabic words. Being a Reader Small Group Curriculum helps students develop an awareness of the segments of sounds in speech and how they link to letters. This teaches students to decode words, analyze word parts, and write and recognize words. By building decoding skills through this program, students will be able to read complex multisyllabic words which will improve fluency and comprehension. Students will be provided with fluency-building activities to help them read better as they use comprehension-building practices to help them make sense of the text.

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
Literacy Leadership Teams: Monthly Literacy leadership team meetings, where data are analyzed and action steps implemented and monitored.	Franklin, Chaquisha, chaquisha.franklin@ocps.net
Literacy Coaching: The literacy coach will attend district coach meetings. The coach uses data to identify personnel and areas of need and will implement coaching cycles, modeling, and PLC planning support.	Saintil, Sandra, sandra.saintil@ocps.net
Use of data to determine interventions and support needs of students from the following programs/resources: -FAST -Heggerty Assessments -DIBELS (K-1) -Being a Reader Formative Data (K-3) -SIPPS Formative Data (K-5) -District created Standards-Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades 2)	Brown-Carpenter, Faythia, faythia.brown-carpenter@ocps.net
· Professional Learning Palmetto ES will tailor our professional learning plans based on the needs of our school walkthrough data. These plans will include specific support for teachers based on progress monitoring data. District PD options available include the Instructional Literacy Institute, literacy coach meetings, K-5 ELA Impact Series, Being a Reader PD, SIPPS PD, and Making Sense of Multisensory Instruction PD.	Brown-Carpenter, Faythia, faythia.brown-carpenter@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be shared with all stakeholders during Staff and School Advisory Committee Meetings. We will send invites to parents via Connect Orange and Talking Points that our SIP is up and ready to be viewed on our school's website. We will also invite parents to our SAC meeting to review the SIP and we will reference the progress of our goals at each SAC meeting.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We plan to host a few family engagement events to educate our parents on literacy and math skills that will benefit their student's academic progress. We will have a one-page family engagement flyer located in our front office and we will also have a family engagement announcement added to the slide show for parents to view on the large TV monitor in the front office. We will also share the monthly family engagement calendar with our families and stakeholders via our website, Talking Points, and Connect Orange.

We will host the following events that will engage our parents and stakeholders:

Academic Parent-Teacher Conference Nights
Doughnuts with Dad
Regular SAC meetings to review SIP progress
Family Literacy Night
Family Math Night
Holiday Concert
Cultural Explosion
Family Science Night
Muffins with Mom
FAST Information Night

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

We plan to support our teachers during their PLCs where we will focus on student data and instructional best practices. In addition, the leadership team will walk classrooms every day during the reading and math instructional times to monitor the teaching and learning while providing teachers with immediate feedback.

In addition, we will offer Reading and Math tutoring for students in grades 3-5. Our tutoring program will be on Mondays, Tuesdays and Wednesdays. Our goal is to strengthen student's reading comprehension through vocabulary instruction, close reading strategies, and standards-based performance tasks and questions.

In addition, we will offer Coding Clubs for students, Music Club, Drama Club, Gardening, and Panther Pacers. The goal of our clubs is to help students get connected with school and learn more about teamwork, critical thinking, problem-solving, and perseverance.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/a

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

As a team, the Student Success team which consist of the school based Mental health lead social worker, Assistant principal, both behavior deans, and ESE support personnel meet on a bi-weekly bases to discuss students with behavior or social- emotional concerns. As a team, we discuss the target behaviors of concern and then we prescribe a four-six weeks of behavior intervention supports.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We invite different members from the occupations to visit our school to talk to students about the different opportunities and the workforce. We take students on field trips to provide them of exposure to the different trade and professional fields.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

As a team, student data is reviewed to determine areas of concern or students to target. Then students are assessed with different resources to dig deeper and to determine deficient academic areas. The Tier 2 and 3 data is reviewed every 4 to 6 weeks to determine progress.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers are provided opportunities to attend professional learning activities that are facilitated by their peers. Teachers are encouraged to use their student data to determine a professional area to focus and target their professional development learning. As a school, we review classroom walkthrough data and student data to provided targeted school wide professional learning opportunities.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We invite incoming kindergarten students to attend summer school at our school. We allow our pre-k students to eat in the cafeteria. This allows the students the opportunity to become familiar with the school campus.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No