

# Palmetto Elementary



2014-15 School Improvement Plan

## Palmetto Elementary

2015 DUSKIN AVE, Orlando, FL 32839

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
100%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
98%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	F	D	C

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>22</b>
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	27
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>34</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
Yes		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community.

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The school learns about students' cultures and builds relationships in the classroom by learning as much as possible about students so that the school can structure activities, build curricular materials, and tap into resources that will help all students be academically successful. The classroom teachers are expected to conduct parent-teacher conferences at the end of each nine weeks to discuss academic and behavioral progress of their students. The teacher is encouraged to develop classroom expectations and rules with student input which affords them the opportunity to make connections with their students and build the classroom culture to reflect the diversity of the class.

The school schedules several different building capacity activities throughout the year, which helps the school to understand and embrace the cultural diversity of our students. We provide written and verbal translations when necessary to accommodate and improve the amount of participate of our families.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school has developed a school wide discipline and procedure plan which outline behavior expectations before, during, and after school. Parents and teachers review these expectations with the students. All parties commit to these expectations by signing an acknowledgement form that they understand, and will follow, the school's expectations for behaviors. The teacher will constantly review these expectations throughout the school year. Also, these expectations are reviewed with parents and students during parent/teacher conferences. The dean of students reviews the code of conduct with all students on a quarterly basis to address discipline trends based on referral data. The discipline committee reviews these discipline trends and develops additional procedures and/or consequences to minimize discipline problems.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school has a discipline committee that has developed a school wide discipline plan for addressing misconduct in the classroom. The discipline committee, which includes the Multi-Tiered System of Support Coach (MTSS), has carefully reviewed the individual teacher's classroom discipline plan and made suggestions or modifications to enhance their discipline plan to address disruptive behavior immediately. The dean of students will be called to address any severe or ongoing disruptive behaviors in the classroom. The students will be removed for a period of time to



redirect behavior without disrupting the instructional time of the other students in the classroom. If possible, the students will return to class within a reasonable amount of time to resume their learning.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school discipline committee, and the MTSS Coach, work closely with the classroom teachers to ensure the social-emotional needs of all students are met. The team works with the classroom teacher to develop and monitor the individual discipline plan of specific students. The team determines if the plan is working so that they can decide if they need to modify the plan in anyway. Parents are included in the development of the student's individual behavior plan. All student behavior plans are discussed during parent-teacher conferences so that the parent is always aware of the student's behavioral progress.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school's early warning system includes the monitoring of the following indicators:

1. Attendance of K-5 students for all absences and tardies.
2. Administrators monitoring the number of out of school suspensions per student.
3. Progress monitoring of K-5 students academic progress in all english language arts, math, writing and science.
4. Progress monitoring the lowest 30% of students who scored a Level 1 and 3 on statewide standardize assessments or district assessments.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	44	32	21	13	7	8	125
One or more suspensions	5	2	4	5	4	11	31
Course failure in ELA or Math	0	0	81	46	47	64	238
Level 1 on statewide assessment	0	0	0	43	22	58	123

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	13	33	15	39	103

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

By conducting progress monitoring meetings, the administrators are able to address all of the early warning indicators of students not making adequate academic progress and will provide the necessary interventions. In order to reduce the number of students who are absent or tardy, the

school requires that all teachers submit attendance by 8:30 a.m. every morning. Once attendance is submitted, the attendance clerk pulls attendance reports and proceeds to call parents of students who are absent or tardy to determine reason for student's absence, and re-emphasize the school and state attendance policy. If students are constantly absent or tardy, the attendance clerk will conduct a Child Study Team meeting which includes parent(s), social worker, administrator, teacher, counselor and attendance clerk to address issues by developing guidelines that the parent and student must adhere to.

Before students can be suspended from school, the principal must approve the suspension. Upon the student's return, the teacher and dean will develop a plan to monitor the behavioral progress of the student and provide additional interventions if necessary.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

The level of parental involvement at Palmetto Elementary School is lower than desired. During the school year, we provide multiple opportunities for parents to participate in meetings and events that will enhance the overall academic achievement of their child. We schedule activities and events based on the availability of our parents, based on the results from the previous year's School Effectiveness Survey. The meeting dates that are pre-planned and scheduled for the school year are shared with parents when school begins. Then, weekly and/or monthly reminders are sent home to parents. Parents receive a copy of the school's Parent Involvement Plan (PIP) and a copy is made available for parents to review in the main office. Last year, 28% of parents completed the School Effectiveness survey. Based on the feedback from the returned surveys, 54% indicated that they could not come to meetings or events because of work obligations. The targets for this year will be to increase the number of parents participating in school activities and the number of parents providing feedback through the School Effectiveness Survey, to support the efforts of the school.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Through the district's Community Resource Department we are able to build and promote our Volunteer and Partner In Education program. Once we establish a partnership with local agencies in the community we maintain communication with them through our volunteer coordinator about the specific needs of the school. We will identify the school's needs to support student achievement, and share our needs with them. The contact person for the local agencies will inform us of what they can do to help us meet our needs to enhance the learning of our students.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

## Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Murphy Osborne, Angela	Principal
Barber, Allison	Teacher, PreK
Borgerding, Jeana	Instructional Coach
Brown-Carpenter, Faythia	Assistant Principal
Hambrick, Alisa	Assistant Principal
Herber, Nicole	Instructional Coach
Inevil, Alphonse	Instructional Coach
Kelley, Shaun	Assistant Principal
Knight, Michael	Assistant Principal
Menelas, Gary	Other
Olszewski, Allison	Instructional Coach
Schade, Jennifer	Other

## Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Dr. Angela Osborne, Principal

Dr. Osborne provides guidance for the MTSS Leadership Team. Through her leadership, the team is able to make decisions about students. The team is then able to determine, and implement, the best practices based on the needs of the students. Dr. Osborne ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Dr. Osborne also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary Staff.

Mrs. Faythia Brown-Carpenter, Assistant Principal

Mrs. Brown-Carpenter provides guidance for the MTSS Leadership Team. Through her leadership, the team is able to make decisions about all third grade students. The team is then able to determine, and implement, the best practices based on the needs of the students. Mrs. Brown-Carpenter ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mrs. Brown-Carpenter also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary Staff. Mrs. Brown-Carpenter works closely with 3-5 grade teachers on the effective implementation of the core math series and helps to develop assessments that will be utilized to measure the students progress towards meeting the Florida Math standards. Mrs. Brown-Carpenter is a member of the Behavior Leadership Team which focus on student behavior by setting smart goals and monitoring the goals throughout the year. Mrs. Carpenter-Brown helps to support the 3-5 teachers and academic coaches during grade level common planning for math and science.

Mrs. Alisa Hambrick, Assistant Principal

Mrs. Hambrick provides guidance for the MTSS Leadership Team. Through her leadership, the team is able to make decisions about all first and fourth grade students. The team is then able to determine, and implement, the best practices based on the needs of the students. Mrs. Hambrick ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mrs. Hambrick also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary Staff. Mrs. Hambrick attends first and fourth grade common planning meetings to provide additional support during the planning process for instruction. Mrs.

Hambrick continue to monitor the School Improvement Plan goals and student progress to determine if the school is progressing towards meeting the goals throughout the year. Mrs. Hambrick helps to facilitate the School Advisory Council Meetings and share progress towards meeting the goals outlined on the School Improvement Plan. Mrs. Hambrick communicates with parents about opportunities for them to support the academic needs of their children and to reach the goals of the school.

Mr. Shaun Kelley, Assistant Principal

Mr. Kelley provides guidance for the MTSS Leadership Team. Through his leadership, the team is able to make decisions about all secondgrade students. The team is then able to determine, and implement, the best practices based on the needs of the students. Mr. Kelley ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mr. Kelley also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary Staff. Mr. Kelley monitors the effectiveness of instruction and learning for second grade. He attends second grade common planning meetings to provide additional support during the planning process for instruction. Mr. Kelley works closely with the dean and Behavior Leadership Team to monitor student behavior and provide discipline support to teachers. Mr. Kelley provide discipline data during progress monitoring meetings to address specific concerns about individual student behavior.

Mr. Michael Knight, Assistant Principal

Mr. Knight provides guidance for the MTSS Leadership Team. Through his leadership, the team is able to make decisions about kindergarten and fifth grade students. The team is then able to determine, and implement, the best practices based on the needs of the students. Mr. Knight ensures that the team is implementing MTSS for all students and interventions are implemented effectively. Mr. Knight also provides opportunities for MTSS Professional Development for the MTSS Team and Palmetto Elementary Staff. Mr. Knight attends all Kindergarten and fifth grade common planning to provide additional support during the planning process for instruction. Mr. Knight create schedules for resource and support staff to provide additional support for the teachers and students during instructional time. Mr. Knight coordinates the extended learning opportunities for students before, during, after and saturday school. Mr. Knight works closely with the school registrar to ensure students are placed in classes based on individual academic and behavior needs of students. He strategically places students based on their needs to balance out the academic and behavior issues in each class.

Ms. Allison Barber, MTSS Facilitator

Ms. Barber provides research-based suggestions for intervention and instruction. Ms. Barber supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Ms. Barber works with the curriculum resource teacher and teachers to implement Tier 1, Tier 2, and Tier 3 interventions.

Ms. Jennifer Schade, Curriculum Resource Teacher (CRT)

Ms. Schade provides various resources to the staff and parents regarding MTSS. Ms. Schade also analyzes data with teachers and researches scientifically-based curriculum and intervention programs. She collaborates with the instructional coaches to assess students early and ensure that interventions are in place. She also ensures that teachers have the necessary data to make informed decisions about students.

Mrs. Jeana Borgerding, Reading Coach

Mrs. Borgerding provides research-based suggestions for intervention and instruction. Mrs. Borgerding provides guidance on all reading curriculum and intervention programs. Mrs. Borgerding supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Mrs. Borgerding also works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions.

Miss Nicole Herber, Math Coach

Miss Herber provides research-based suggestions for intervention and instruction. Miss Herber provides guidance on all math curriculum and intervention programs. Miss Herber supports data collection, assists in data analysis, and provides professional development opportunities for all staff

members. Miss Herber also works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions.

Mr. Alphonse Inevil, Science Coach

Mr. Inevil provides research-based suggestions for intervention and instruction. Mr. Inevil provides guidance on all science curriculum. Mr. Inevil supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Mr. Inevil also works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions.

Mrs. Allison Olszewski, Writing Coach

Mrs. Olszewski provides research-based suggestions for intervention and instruction. Mrs. Olszewski provides guidance for process of writing in all content areas and intervention programs. Mrs. Olszewski supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Mrs. Olszewski also works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions.

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.

Ms. Mikerlande Gedeum, School Psychologist

Ms. Gedeum participates in the collection and analysis of student data. Ms. Gedeum collaborates with the CRT, Reading Coach, Principal, and teachers to develop and monitor student intervention plans.

All Palmetto Elementary instructional staff

The Palmetto Elementary instructional staff provide information about core instruction, participate in data meetings and data collection, and ensure that all intervention plans are being followed.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The teachers will be using the new core reading and math programs to teach the Florida Standards with rigor and fidelity. After diagnostic assessments are completed, students will be placed in intervention groups to address their individual needs. Instruction will be differentiated through teacher-led, small-group instruction to target specific skills with individual students. Throughout the MTSS process, data will drive the instructional delivery model and determine strategies that will be needed to prevent students from dropping below their current ability levels, as well as ensure students are able to perform on grade level. The tiered process will start immediately for students who are demonstrating minimal progress or working below grade level. The MTSS team will meet to discuss academic and behavioral data to determine the most effective strategies or interventions needed to support the student's academic and behavioral needs. The targeted skill deficits will be monitored and adjusted based on the progress of the student. The MTSS team will progress monitor the interventions over a 4-6 week period, or until enough data points have been collected to determine if the student's needs have improved, stagnated, or decreased. Additional support or scaffolding will be added based on the needs of the student.

Title I, Part A

Palmetto Elementary Title I funds are used to hire instructional support teachers in reading, math, and science. Additionally, funds are used for supplemental intervention materials, parental involvement activities, and professional development.

Title X- Homeless

The Palmetto Elementary Staffing Specialist and Social Worker are the contacts for this program and ensure parents are aware of services available to families.

Supplemental Academic Instruction (SAI)

Palmetto Elementary School provides free tutoring services for students. The tutoring focuses on



reading, math, science, and writing. Tutoring for students in grades 3-5 is provided before school, during school, after school, and on Saturdays.

**Violence Prevention Programs**

Violence Prevention Programs include Orange Count Public Schools character education curriculum. We also have a designated School Resource Officer (funded by both the Orange County Sheriff’s Office and the school budget) who comes on a weekly basis. She will teach the MAGIC program to all 5th graders. Teachers will also continue to hold weekly class meetings to enable students to communicate appropriately and effectively with their classmates.

**Nutrition Programs**

Palmetto Elementary is designated as a Provision 2 school which allows us to provide free breakfast and lunch to all students.

**Adult Education**

Mid Florida Tech’s adult education system includes a range of instructional programs that help adults get the basic skills they need to be productive workers, family members, and citizens. One such program is English for Speakers of Other Languages (ESOL), which is currently offered at several sites throughout OCPS, including Palmetto Elementary. This program emphasizes basic skills such as reading, writing and english language competency. Adult education programs also help adult learners gain the knowledge and skills they need to enter and succeed in post secondary education or the workplace. Adult ESOL is a non-credit course that covers the six adult ESL Educational Functioning Levels of the National Reporting System. Upon completion of levels, the program will report to the state the learning gain(s) achieved. Progress through levels is to be measured using only state-approved standardized assessment instruments. The content is compatible with principles of language acquisition for adult english language learners and includes skills useful in employment, educational and life skills applications. Skills are integrated into reading, writing, speaking and listening formats.

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sherika Valle	Parent
Dr. Angela Murphy-Osborne	Principal
Tiffany Payne	Teacher
Vickie Murphy	Business/Community
Melaine Morse	Teacher
Calvin Hill	Business/Community
Luis Rosado	Parent
Mistic McGee	Parent
Tiffany Gibson	Parent
Tiffany Inge	Education Support Employee
Faythia Carpenter	Teacher
Andre Williams	Business/Community
Elie Petion	Teacher

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

During the SAC Meetings scheduled from January through April, the SAC Committee reviewed the school improvement plan to determine what worked, or did not, and suggested ideas or recommendations for changing, or enhancing, the plan for the upcoming school year. The SAC committee develops and sends out a yearly needs assessment to parents, students and staff to determine needs for upcoming school year. That plan helps determine what needs to be revised or added to the school improvement plan. The results of the needs assessment are shared with the SAC committee to identify areas that support various parts of the school improvement plan.

*Development of this school improvement plan*

The SAC Committee conducts monthly meetings to discuss the School Improvement Plan (SIP) goals, budget, and the barriers to success, to ensure that the mission and vision goals are being met. Throughout the year, changes are made as needed to successfully meet goals as outlined in the SIP. A Needs Assessment was conducted to determine specific goals and focus areas that need to be addressed school wide. In order to make sure all stakeholders are given an opportunity to provide input on the development of the school improvement plan, results are shared and communicated to all stakeholders. Parents are invited to attend SAC meetings to review results and to send home copies of the SAC minutes. By using the mid-year data to complete the mid-year narrative, we are able to begin developing the SIP for the next school year. The end of year assessment data is used to determine overall performance of the school for the current year. The data is added to required annual goals on the state template.

*Preparation of the school's annual budget and plan*

Principal has an annual budget meeting with staff to discuss school needs and projected budget allocations. The principal sends out intent to return form to staff to determine how many possible vacancies for the upcoming school year. The new budget is shared at the School Advisory Council meeting in April.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School Improvement funds will be used to support before school, after school, and Saturday school tutoring opportunities in order to support student achievement in grades 2 -5. The amount allocated to this initiative will be approximately \$14,000.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Murphy Osborne, Angela	Principal
Borgerding, Jeana	Instructional Coach
Brown-Carpenter, Faythia	Assistant Principal
Hambrick, Alisa	Assistant Principal
Herber, Nicole	Instructional Coach
Inevil, Alphonse	Instructional Coach
Kelley, Shaun	Assistant Principal
Knight, Michael	Assistant Principal
Olszewski, Allison	Instructional Coach
Schade, Jennifer	Other

## Duties

### ***Describe how the LLT promotes literacy within the school***

One major initiative of the LLT will be to diligently monitor the technology tools that are used to support student academic achievement in order to enhance the delivery of instruction in the classroom. Additionally, the LLT will provide professional development for our staff that focuses on effective instructional reading literacy strategies and practices. We will also have a literacy night for parents, demonstrating effective strategies to increase literacy.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school will require all grade levels to meet for common planning at least three times per week to plan, revise, and reflect on the lessons planned for instruction. The teachers are required to bring their resources, standards, and planning tools to the meeting. The expectation is that all members of the team will learn how to deconstruct the standards, identify what the item specifications are addressing, and determine what tools that they are going to use to determine if students understand the content being taught.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Recruitment of Highly Qualified Teachers: All instructional applicants are pre-qualified as highly qualified before they are called in for an interview.

Persons Responsible: Angela Murphy-Osborne, Alisa Hambrick, Shaun Kelley, Michael Knight, Faythia Brown-Carpenter

Retaining of HQ Teachers: All teachers participate and contribute to Professional Learning Communities, focusing on student achievement and professional development.

Persons Responsible: Angela Murphy-Osborne, Alisa Hambrick, Shaun Kelley, Michael Knight, Faythia Brown-Carpenter

Identification of Teacher Leaders: Build capacity to support teaching and learning through maximizing expertise in leadership, content, and pedagogy among community stakeholders, in order to implement and sustain the OCPS framework.

Persons Responsible: Angela Murphy-Osborne, Alisa Hambrick, Shaun Kelley, Michael Knight, Faythia Brown-Carpenter



On-going staff development trainings.

Persons Responsible: Angela Osborne, Jennifer Schade, Joanna Brown, Aaron Badger, Jeana Borgerding, Allison Olszewski, Nicole Herber

Staff recognition awards

Persons Responsible: Angela Murphy-Osborne

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All new teachers to Palmetto Elementary School will be mentored by an experienced teacher on their grade level and/or by an instructional coach. The rationale for pairing mentees to specific mentors is to provide the most effective and consistent assistance with academic subject areas, benchmarks, expectations, and curriculum. All teachers will meet weekly in grade level Professional Learning Community meetings for common grade level planning.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school uses data to determine which skills the students have mastered along with identifying areas of deficiencies. The teachers utilize the data to drive instruction. Evidence of this is found in teacher lesson plans, whole and small group instruction, and intervention plans. Examples of how instruction is modified or supplemented to assist students having difficulty is provided through reteaching, remediation, and enrichment lessons, which are based on student specific data.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 0

Palmetto Elementary School provides free tutoring services for students. The tutoring focuses on Reading, Math, Writing, and Science. Tutoring for students in grades 3-5 is provided before school. Supplemental materials, as well as paying the teachers, will be funded through the school budget. Teachers will have planning time allocated for them to plan instruction and activities that will effectively meet the needs of all students in grades 3-5 during the extended learning times.

***Strategy Rationale***

Based on the number of Level 1 and 2 students that did not meet proficiency on the state standardized assessment, the school will focus on improving their level of understanding of content through smaller group instruction. The teachers will focus on skill deficits that may be impeding the student's ability to understand skills taught for reading, writing, math, and science.

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Murphy Osborne, Angela, [angela.murphy-osborne@ocps.net](mailto:angela.murphy-osborne@ocps.net)

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

A pretest will be administered to all students who are participating in the extended learning programs. A post test will also be administered to all students at the end of the extended learning programs. By using the results of the pretest, as well as teachers' input, students are arranged in tutoring groups to best meet their academic needs and to work on specific skills. The post test results will be used to determine the effectiveness of the strategies used to enhance the students' academic achievements.

**Strategy: After School Program**

**Minutes added to school year: 6,660**

Palmetto Elementary School provides free tutoring services for students. The tutoring focuses on Reading, Math, Writing, and Science. Tutoring for students in grades 3-5 is provided after school. Supplemental materials, as well as paying the teachers, will be funded through the school budget. Teachers will have planning time allocated for them to plan instruction and activities that will effectively meet the needs of all students in grades 3-5 during the extended learning times.

**Strategy Rationale**

Based on the number of Level 1 and 2 students that did not meet proficiency on the state standardized assessment, the school will focus on improving their level of understanding of content through smaller group instruction. The teachers will focus on skill deficits that may be impeding the student's ability to understand skills taught for reading, writing, math, and science.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Murphy Osborne, Angela, [angela.murphy-osborne@ocps.net](mailto:angela.murphy-osborne@ocps.net)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

A pre-test will be administered to all students who are participating in the extended learning programs. A post test will also be administered to all students at the end of the extended learning programs. By using the results of the pretest, as well as teachers' input, students are arranged in tutoring groups to best meet their academic needs and to work on specific skills. The post test results will be used to determine the effectiveness of the strategies used to enhance the students' academic achievements.

**Strategy:** Weekend Program

**Minutes added to school year:** 4,320

Palmetto Elementary School provides free tutoring services for students. The tutoring focuses on Reading, Math, Writing, and Science. Tutoring for students in grades 3-5 is provided on Saturdays. Supplemental materials, as well as paying the teachers, will be funded through the school budget. Teachers will have planning time allocated for them to plan instruction and activities that will effectively meet the needs of all students in grades 3-5 during the extended learning times.

**Strategy Rationale**

Based on the number of Level 1 and 2 students that did not meet proficiency on the state standardized assessment, the school will focus on improving their level of understanding of content through smaller group instruction. The teachers will focus on skill deficits that may be impeding the student's ability to understand skills taught for reading, writing, math, and science.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Murphy Osborne, Angela, [angela.murphy-osborne@ocps.net](mailto:angela.murphy-osborne@ocps.net)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

A pre-test will be administered to all students who are participating in the extended learning programs. A post test will also be administered to all students at the end of the extended learning programs. By using the results of the pretest, as well as teachers' input, students are arranged in tutoring groups to best meet their academic needs and to work on specific skills. The post test results will be used to determine the effectiveness of the strategies used to enhance the students' academic achievements.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

At Palmetto Elementary School, all of our Kindergarten classes begin the year with a full time para-professional for extra support in transitioning into kindergarten. On the first day of school, the students are given a tour of the campus. Our teachers begin the year with a focus on community building to make them feel welcome. At Palmetto Elementary School, all incoming Kindergarten students are assessed using the Florida Kindergarten Readiness Screening (FLKRS).

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** To increase the effectiveness of standards-based instruction through strategic common planning.
- G2.** Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. To increase the effectiveness of standards-based instruction through strategic common planning.** 1a

G037176

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	51.0
AMO Reading - African American	51.0
AMO Reading - ED	51.0
AMO Reading - ELL	50.0
AMO Reading - Hispanic	52.0
AMO Reading - SWD	39.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
AMO Math - All Students	51.0
AMO Math - African American	50.0
AMO Math - ED	51.0
AMO Math - ELL	51.0
AMO Math - Hispanic	53.0
AMO Math - SWD	42.0
Math Gains	93.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	51.0
FAA Writing Proficiency	0.0
FAA Science Proficiency	0.0
FAA Mathematics Proficiency	0.0
FAA Reading Proficiency	0.0

**Resources Available to Support the Goal** 2

- Common planning agendas, lesson plan template, Journey's teacher edition, Go Math teacher edition, test item specifications, the Florida Standards, Science Fusion, the district-adopted Social Studies curriculum, instructional coaches, Performance Matters data, FAIR data, Reading Plus, Lexia, Study Island, Core and PAST data, Reading A-Z, non-fiction informational articles, Readworks.org

**Targeted Barriers to Achieving the Goal** 3

- Teachers are learning how to create common assessments aligned with the new standards.

**Plan to Monitor Progress Toward G1. 8**

Analyze benchmark and Common Assessment data, Review lesson plans for rigor, relevance, and consistency. Focus on trends observed during classroom walk-throughs and iObservation feedback.

**Person Responsible**

Angela Murphy Osborne

**Schedule**

Biweekly, from 8/20/2014 to 6/3/2015

**Evidence of Completion**

PLC data meeting notebooks which include progress monitoring data with evidence of student progress, PLC and MTSS meeting notes which reflect discussions about student achievement on grade level standards.



**G2. Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.** 1a

G037177

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	51.0
AMO Reading - African American	51.0
AMO Reading - ED	51.0
AMO Reading - ELL	50.0
AMO Reading - Hispanic	52.0
AMO Reading - SWD	39.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
AMO Math - All Students	51.0
AMO Math - African American	50.0
AMO Math - ED	51.0
AMO Math - ELL	51.0
AMO Math - Hispanic	53.0
AMO Math - SWD	42.0
Math Gains	93.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	51.0
FAA Writing Proficiency	0.0
FAA Science Proficiency	0.0
FAA Mathematics Proficiency	0.0
FAA Reading Proficiency	0.0

**Resources Available to Support the Goal** 2

- Benchmark Data, Core and PAST, FAIR, Mini-Assessments; School/ District Support Staff, Teachers, Leadership Team, Researched-Based Core Reading and Math programs

**Targeted Barriers to Achieving the Goal** 3

- Teachers have an unclear understanding of the problem solving model.

**Plan to Monitor Progress Toward G2. 8**

Analyze data to determine effectiveness of MTSS implementation towards enhancing student achievement.

**Person Responsible**

Angela Murphy Osborne

**Schedule**

Monthly, from 9/2/2014 to 6/3/2015

**Evidence of Completion**

Weekly PLC data chat forms with new standards, evidence of increased student achievement using benchmark data, and MTSS data chats using the MTSS problem solving form.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase the effectiveness of standards-based instruction through strategic common planning. **1**

 G037176

**G1.B1** Teachers are learning how to create common assessments aligned with the new standards. **2**

 B089212

**G1.B1.S1** Professional development focused on common planning with a focus on creating common assessments. **4**

 S099860

### Strategy Rationale

Common assessments are used to evaluate the full extent of the new standards.

### Action Step 1 **5**

Provide professional development on common planning expectations, with a focus on creating common assessments.

#### Person Responsible

Angela Murphy Osborne

#### Schedule

Weekly, from 8/11/2014 to 6/3/2015

#### Evidence of Completion

Planning agenda, lesson plans, grade-level common planning expectations, CWT data

**Action Step 2** 5

Weekly common planning with coaching support, focusing on creating common assessments.

**Person Responsible**

Angela Murphy Osborne

**Schedule**

Weekly, from 8/11/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans incorporating standards and best practices, common planning agenda, focusing on trends observed during classroom walk-throughs, iObservation feedback

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Monitoring lesson plans for best practices, participate in common planning, monitor creation of common assessments, and focus on trends from classroom walk-through data .

**Person Responsible**

Angela Murphy Osborne

**Schedule**

Weekly, from 8/20/2014 to 6/3/2015

**Evidence of Completion**

Complete lesson plans with evidence of standards-based instruction, best practices, common assessments, and iObservation data.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Analyze and monitor benchmark data, common assessment data, and PLC data chat forms

**Person Responsible**

Angela Murphy Osborne

**Schedule**

Biweekly, from 8/20/2014 to 6/3/2015

**Evidence of Completion**

iObservation data that indicates rigor and effective planning, student data increases on benchmark assessments, and PLC data chat forms show progress towards meeting the standards.

**G2.** Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.

1

G037177

**G2.B1** Teachers have an unclear understanding of the problem solving model. 2

B089213

**G2.B1.S1** Provide professional development on the problem solving model and the MTSS process for tracking student data. 4

S099861

### Strategy Rationale

The MTSS process for tracking student data needed for student success is not embedded in the school culture.

### Action Step 1 5

Provide professional development on the problem solving model, the MTSS plan, and tracking student data.

#### Person Responsible

Angela Murphy Osborne

#### Schedule

Monthly, from 8/25/2014 to 6/3/2015

#### Evidence of Completion

MTSS Plan, sign-in sheets of professional development, MTSS meetings or data chats, PLC data notebooks with student data to monitor student progress.

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Conduct MTSS meetings, PLC data chats, observe Tier 2 and 3 instruction, and review lesson plans.

#### Person Responsible

Angela Murphy Osborne

#### Schedule

Monthly, from 9/2/2014 to 6/3/2015

#### Evidence of Completion

MTSS team notes, focusing on trends observed during classroom walk-throughs, lesson plan feedback, and progress monitoring data used during intervention.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Analyze student progress monitoring data

**Person Responsible**

Angela Murphy Osborne

**Schedule**

Monthly, from 9/2/2014 to 6/3/2015

**Evidence of Completion**

Mastery of targeted skills indicated in MTSS data notebooks, iObservation feedback, effective use of research -based interventions documented on lesson plans.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on common planning expectations, with a focus on creating common assessments.	Murphy Osborne, Angela	8/11/2014	Planning agenda, lesson plans, grade-level common planning expectations, CWT data	6/3/2015 weekly
G2.B1.S1.A1	Provide professional development on the problem solving model, the MTSS plan, and tracking student data.	Murphy Osborne, Angela	8/25/2014	MTSS Plan, sign-in sheets of professional development, MTSS meetings or data chats, PLC data notebooks with student data to monitor student progress.	6/3/2015 monthly
G1.B1.S1.A2	Weekly common planning with coaching support, focusing on creating common assessments.	Murphy Osborne, Angela	8/11/2014	Lesson plans incorporating standards and best practices, common planning agenda, focusing on trends observed during classroom walk-throughs, iObservation feedback	6/3/2015 weekly
G1.MA1	Analyze benchmark and Common Assessment data, Review lesson plans for rigor, relevance, and consistency. Focus on trends observed during classroom walk-throughs and iObservation feedback.	Murphy Osborne, Angela	8/20/2014	PLC data meeting notebooks which include progress monitoring data with evidence of student progress, PLC and MTSS meeting notes which reflect discussions about student achievement on grade level standards.	6/3/2015 biweekly
G1.B1.S1.MA1	Analyze and monitor benchmark data, common assessment data, and PLC data chat forms	Murphy Osborne, Angela	8/20/2014	iObservation data that indicates rigor and effective planning, student data increases on benchmark assessments, and PLC data chat forms show progress towards meeting the standards.	6/3/2015 biweekly
G1.B1.S1.MA1	Monitoring lesson plans for best practices, participate in common planning, monitor creation of common assessments, and focus on trends from classroom walk-through data .	Murphy Osborne, Angela	8/20/2014	Complete lesson plans with evidence of standards-based instruction, best practices, common assessments, and iObservation data.	6/3/2015 weekly
G2.MA1	Analyze data to determine effectiveness of MTSS implementation towards enhancing student achievement.	Murphy Osborne, Angela	9/2/2014	Weekly PLC data chat forms with new standards, evidence of increased student achievement using benchmark data, and MTSS data chats using the MTSS problem solving form.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Analyze student progress monitoring data	Murphy Osborne, Angela	9/2/2014	Mastery of targeted skills indicated in MTSS data notebooks, iObservation feedback, effective use of research - based interventions documented on lesson plans.	6/3/2015 monthly
G2.B1.S1.MA1	Conduct MTSS meetings, PLC data chats, observe Tier 2 and 3 instruction, and review lesson plans.	Murphy Osborne, Angela	9/2/2014	MTSS team notes, focusing on trends observed during classroom walk-throughs, lesson plan feedback, and progress monitoring data used during intervention.	6/3/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** To increase the effectiveness of standards-based instruction through strategic common planning.

**G1.B1** Teachers are learning how to create common assessments aligned with the new standards.

**G1.B1.S1** Professional development focused on common planning with a focus on creating common assessments.

### PD Opportunity 1

Provide professional development on common planning expectations, with a focus on creating common assessments.

#### Facilitator

Leadership Team

#### Participants

K-5 Teachers

#### Schedule

Weekly, from 8/11/2014 to 6/3/2015

**G2.** Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.

**G2.B1** Teachers have an unclear understanding of the problem solving model.

**G2.B1.S1** Provide professional development on the problem solving model and the MTSS process for tracking student data.

### PD Opportunity 1

Provide professional development on the problem solving model, the MTSS plan, and tracking student data.

#### Facilitator

MTSS Team, Leadership Team

#### Participants

K-5 Teachers, instructional coaches

#### Schedule

Monthly, from 8/25/2014 to 6/3/2015



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

# Budget Rollup

Summary	
Description	Total
Grand Total	0