



## Camelot Elementary

14501 WATERFORD CHASE PKWY, Orlando, FL 32828

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
52%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
70%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

### 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>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Camelot's Elementary School mission is to lead our students to success with the support and involvement of families and the community.

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

Camelot's Elementary School vision is to be the top producers 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**

Camelot is a culturally diverse school. Prior to start of the school year, students and parents had the opportunity to meet their teacher. Parents are encouraged to share information regarding their child's personal and learning preferences to help the teacher better prepare for their individual emotional and academic needs. Throughout the year, teachers continue meeting with students and parents to discuss student progress. Parents are invited to attend Report Card Night Conference to talk to the teacher every nine weeks. Also, Open House is another avenue in which parents have the opportunity to build relationships with teachers by visiting the classrooms and learning more about their child's school day.

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

At Camelot Elementary, student safety is our number one concern. In order for all students to feel safe and respected before, during and after school, school staffs have very specific duties and responsibilities assigned. Students have specific drop off and pick up points where adults are located. Anyone who attempts to enter the building after arrival time must be viewed on a camera before they are allowed into the building. We also have a school Safety Plan in place. Camelot Elementary has zero tolerance for bullying and a "Hands on, you're gone" policy. Students feel safe and respected with their teachers and the administrative staff because they work all year to form personal, meaningful relationships with the students they encounter. In forming these relationships, trust is built between teachers, staff, and students, and this allows for everyone to work together toward the shared school vision.

##### **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**

In order to minimize distractions in the morning, there is school wide behavioral system in place. As part of the behavioral incentive students are nominate a student from each grade level who has earned characteristics o a Knight. Students can receive a Knight Shirt, stickers, Knight Certificate. Teachers view the Code of Conduct PowerPoint and have a class discussion each nine week period. We have very limited disciplinary incidents, but in the instances we do, teachers know that they are to phone the office in the event that a student becomes too much to handle in the classroom. The School Dean, Mrs. Hagans, will immediately go to the classroom to escort the student to the office.

Mrs. Hagans, will deal with the student in the proper manner. Mrs. Hagans has attended discipline trainings through the county and is versed at exactly how to handle differing situations. At any point during the day, if a student is picked up and brought to the office for behavioral reasons, the parents will always be contacted and made aware of the situation.

**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**

Camelot Elementary ensures that social-emotional needs of all students are being met. This is done by providing support for those students who need it. Support groups are created based on student needs. SEDNET services are also available to meet the social-emotional needs of the students.

**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**

Camelot's Elementary's early warning system and indicators help for early intervention. Excessive absences and tardies are monitored. In addition, we use the data to monitor if students have one or more suspensions, whether in school or out of school, low performing scores in English Language Arts or mathematics, or receive a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

**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	20	10	14	3	10	7	64
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students receive intervention in reading and math based on their needs. Before or after school tutoring is offered for those who are either failing and/or received a level 1 on the state assessment. Behavior interventions and strategies are implemented for those who are suspended or showing behavior issues. The Assistant Principal and the Social Worker talks with the families of the students with excessive absences or tardies to discuss the reasons for their absences. Students are assisted by our Guidance Counselor, Mrs. Minger, the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow.

## 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?

No

#### **PIP Link**

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

#### **Description**

Camelot would like to increase parental involvement for all activities. Opportunities and outreach for parents at Camelot includes, but is not limited to, membership and attendance at PTA meetings and events : open and closed sessions; SAC meetings; Open House; FSA Night; Curriculum Night; Conference Nights; monthly Camelot Family Movie Nights. We will use phone messages, emails, school website and teacher's blogs and letters sent home to increase parental awareness and involvement for school sponsored events. Parents also have the opportunity to become approved ADDition Volunteers to assist in the school or chaperone.

**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**

Our Partners in Education coordinator works to enroll multiple business partners to support our school. We work together with our Partners to build a strong community where we seek out resources, donations, and volunteer opportunities and in return we offer our support through continuous acknowledgment and active participation within their business. Our Partners attend and support multiple events throughout the year such as our annual Fall Festival, Open House, Teach In, Spirit Nights, and Celebration of Learning Conferences. We have partners who have even donated books to after school clubs and supported our teachers with supplies needed to support the instruction in the classroom. We also partner with our community high schools for special events.

## 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
Irizarry, Yvette	Principal
Vaccaro, Jennifer	Instructional Coach
Snarr, Sherry	Assistant Principal
Hagans, Gina	Dean
Lipschutz, Lindsey	Instructional Coach
Bielski, Heather	Other

## Duties

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

Principal- Runs all data meetings and monitors teacher's data spreadsheets, monitors appropriate use of intervention materials and quality of instruction, participates in any Tier 3 meeting and decision making

Assistant Principal- Helps to run all data meetings and monitor teacher's data spreadsheets, helps monitor appropriate use of intervention materials and quality of instruction, meets with teachers regarding data interpretation, participates in any Tier 3 meeting and decision making

CRT- Provides teachers will appropriate and grade level specific data, monitors appropriate use of interventional materials

MTSS Coach- Provides support to teachers when participating in MTSS, trains teachers in graphing procedures and how to problem solve, monitors size of each group that is participating in MTSS, organizes Tier 3 meetings and ensures completion of all paperwork

Staffing Specialist- Provides support to teachers when participating in MTSS, helps to organize and assist in Tier 3 paperwork and compliance

Dean-Provides support for behavioral MTSS decision making processes, helps to organize and assist in proper documentation and compliance

Math and Science Coach- Provides support to teachers with data analysis and Math/Science lesson planning and interventions through PLC's and lesson modeling

### ***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***

Each year we begin by training teachers on the MTSS process and set clear expectations. Each teacher is responsible for knowing and interpreting their classroom data as well as working with their team to analyze grade level data. Each grade level has a uniform spreadsheet that is reviewed with the leadership team twice a month at our data meetings.

Through multiple classroom observations and review of data, the leadership team monitors the effectiveness of the core instruction that is taking place in each individual classroom. In order to maximize the number of students we can provide small group instruction to, we have multiple grade levels participating in MTSS at the same time. Students who are participating in the MTSS process are identified using multiple assessments and then given instruction to meet their individual needs. After groups are formulated, individual student data is reviewed once a month by the MTSS teacher, MTSS Coach, and leadership team to insure the proper intervention is in place.

Student data and growth is also monitored regularly using our data room where each student has a card with his or her individual data. Learning gains are celebrated as students' data is recorded as well as continuous educational/intervention planning when we see a student's score drop.

The Title II mini-grant funding allocated to our school, based on our student enrollment, will be coordinated and integrated in the school to fund professional learning to improve teaching quality and thus, student learning. Camelot's highly qualified teachers need targeted professional development updates on the Florida State Standards and the rigorous instructional expectations and how they relate to Domains 1, 2, 3, & 4 of the Marzano's framework. In addition professional development is necessary for successful technology integration, as a fluid part of the classroom and assessments. Instructional teams will meet with the Principal to examine the State Assessment Test Item Specifications, and how they correlate to specific ELA and Math Florida State Standards. Teams will also parallel the Science Standards to Marzano Design Questions #6, #11, #12, #17, #18, #20, & #22. These design questions have been specified as crucial for an increase in rigorous divergent and convergent classroom instruction. During planning, teams will focus on the district-wide definition of

rigor as the basis for analyzing rigorous lesson components. Teams will also use Webb's Depth of Knowledge as a framework for content/subject specific levels of instructional activities. Teams will also examine the connection to the newly adopted Journeys and Go Math online components and assessments for progress monitoring of their learning goals/benchmarks. The funding will provide substitute coverage for instructional teams to receive the described professional development. We will gather evidences to determine the success of the Title II program through bi-weekly review of the student data to review growth and mastery of the benchmarks/standards. In addition, teachers will track their level of improved classroom instruction through a pre- and post- survey, which will also include input from their informal and formal observations based on the Marzano Instructional Framework. We expect to have a 3% increase in the number of students that are performing at or above grade level, in math and reading, as a results of the Title II funding and professional development. We also expect to see a decrease in the number of students that require additional testing for ESE programs.

SAI funding will be allocated to directly support intervention curriculum and instruction. It will focus on our MTSS Tier 2 and Tier 3 students, which includes our Reading Level 1 and Level 2 students, as identified by the April 2014 FCAT 2.0 assessment.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Yvette Irizarry	Principal
Tara Van Dyke	Parent
Todd Butler	Parent
Julienne Tirone	Parent
Roberta Brandenburg	Business/Community
Jennifer Vaccaro	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*

After all state test scores were released, the SAC committee met to discuss if all goals were met and what some possible new goals could be for the upcoming year.

##### *Development of this school improvement plan*

Camelot's SAC will meet to develop and review the 2014-2015 school improvement plan at it's inception in September. The SAC will base their meeting focal points on the action steps needed by all parties involved to achieve the goals set in our school improvement plan. The SAC will conduct a mid-year review of the school improvement plan in January. At this time the SAC will evaluate the progress towards successfully achieving the goals set in the school improvement plan and determine next best steps to support the completion of these goals. The SAC will again review the school improvement plan in the Spring of 2015 to discuss successes and continuous improvement towards next year's goals. This will also include the SAC 'Learning Environment Survey.

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

School data and goals are discussed with the SAC members prior to the year's budget being finalized.

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

At this time the state has not released the school improvement funds. The SAC will act as an ongoing task force with Camelot's school budget, in partnership with the Principal and Assistant Principal.

**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
Irizarry, Yvette	Principal
Snarr, Sherry	Assistant Principal
Vaccaro, Jennifer	Instructional Coach
Lipschutz, Lindsey	Instructional Coach
Hagans, Gina	Dean
Bielski, Heather	Dean

**Duties**

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

The major initiative for the LLT this year will be to provide instructional support to the increased level of rigor through the new Common Core aligned, core ELA/Reading series, Houghton Mifflin Harcourt's Journeys. The LLT will support the instructional staff with ongoing professional development provided both at the district and school level. The LLT will highlight classroom teachers who display evidences of fluency in the new series and provide opportunities for teachers to model rigorous best practices based on the new series. In addition, the LLT will provide ongoing support for the alignment of the new ELA/Reading Journeys series and the correlation to the 2014-2015 K-12 OCPS Literacy Plan.

**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**

Camelot provides teachers with a planning day to work collaboratively on developing lesson plans using OCPS's Measurement Topic Plans and the scope and sequence. Grade level PLC meetings are held weekly for teachers to discuss best practices across all content areas.

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

In order for Camelot Elementary to recruit and retain highly qualified, certified-in-field, effective teachers to our school, the following plan will be executed:

Instructional coaching and mentoring will provide feedback to teachers on a weekly basis. Jennifer Vaccaro (CRT), Regina Hagans (Dean/CT), Lindsey Lipschutz (Math/Science Coach) and Heather Bielski (Behavior Specialist) will be responsible for conducting weekly walk throughs and providing ongoing feedback for classroom teachers.

Deliberate Practice, as a district initiative, includes self reflection and peer observation/evaluation. Teachers will observe one another using the Marzano iObservation protocols and provide constructive feedback to one another as they focus on, and continuously practice, one specific instructional skill. Our Principal, Dr. Yvette Irizarry, and Assistant Principal, Sherry Snarr, will work with the district office during the hiring process to ensure that candidates are highly qualified before being placed in instructional positions. The principal and assistant principal will also retain our current teachers who are highly effective by continuously building instructional skills through ongoing professional development, courageous classroom conversations, valid and reliable observation feedback, and mentoring/coaching of instructional leadership.

In order to recruit effective teachers to our school, the Principal, Dr. Yvette Irizarry, Assistant Principal, Sherry Snarr, and the CRT, Jennifer Vaccaro will continue our relationship with the University of Central Florida to place interning teachers.

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

Camelot's teacher mentoring program/plan includes the following pairings, rationale, and planned mentoring activities. First year teachers are paired with an experienced teacher based on background, experiences and student achievement data. The pairs will meet weekly one-on-one and attend team planning meetings together. They will be provided with opportunities to observe each other and mentor teachers will provide instructional feedback. First year teachers and new teachers to Camelot will be invited to the New Knights Meetings where support is provided weekly in areas such as; progress reports, report cards, curriculum, Marzano, Webbs DOK and behavior. In addition, Heather Bielski (Behavior Specialist/RTI Coach) will provide MTSS support for teachers based on their competency of data desegregation, decision making plans, and graphing. This will be conducted on an individual basis provided by a self-assessment of their MTSS scale rating.

## **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***

Our Grade Level teams will read and use the Florida State Standards and the relevant levels of Webb's Depth of Knowledge (1-4) in order to fully implement the instructional shifts of the ELA, Writing, Math and Science standards. Teachers will align formative assessments and materials to each learning and goal and remediate or enrich as needed.

The Leadership Team will support teachers with implementing core instructional programs with fidelity which includes support for MTSS, small group and differentiated centers. Instructional Staff will attend OCPs trainings and well as school based professional development. PLC's and Grade Level Teams will also support one another with the core curriculum through collaborative team planning.

#### **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***

Data is collected and analyzed to determine the effectiveness of the strategies. The instructional staff meets every other Wednesday to analyze, discuss and create action steps based on on-going student data. Each teacher is responsible for knowing and interpreting their classroom data as well as working with their team to analyze grade level data. Each grade level has a uniform spreadsheet that is reviewed with the leadership team at our bi-weekly data meetings. Through multiple classroom observations and review of data, the leadership team monitors the effectiveness of the core instruction that is taking place in each individual classroom. In order to maximize the number of students we can provide small group instruction to, we have the same MTSS time for K-3. Students who are participating in the MTSS process are identified using multiple assessments and then given instruction to meet their individual needs. After groups are formulated, individual student data is reviewed once a month by the MTSS teacher, MTSS Coach, and leadership team to insure the proper intervention is in place. Student data and growth is also monitored regularly using our data room where each student has a card with his or her individual data. Learning gains are celebrated as students' data is recorded as well as continuous educational/intervention planning when we see a student's score drop.

***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:** Extended School Day

**Minutes added to school year:** 1,350

Camelot's research based strategies used to increase the amount and quality of learning time to help provide an enriched and accelerated curriculum are based on before and after school programs. Several of these activities are built upon an enriched and accelerated curriculum focused on the visual and performing arts. This research based strategy helps increase ten rigorous convergent and divergent skills to support academic and social student growth. The focus skills are: creativity, confidence, problem-solving, perseverance, focus, non-verbal communication, receiving constructive feedback, collaboration, dedication, accountability. These skills align with the common core initiative to prepare students for paths of college and career readiness. Our Music Teacher, Mr. Ramos, provides additional opportunities for students to enrich their musical abilities. He leads a Choir, Guitar, and Cuatro Club after school from 2:45-3:45PM on Mondays, Tuesdays, and Thursdays (respectively) every other week. Ms. Go, our Visual Arts Teacher, leads a Young Creators Club from 2:45-3:45PM on the third Friday of every month. Mrs. Cassidy, our Physical Education Teacher, is leading a Fitness and Running Club on Wednesday from 2:00-3:00PM once a month. In addition, our Guidance Counselor, Nicole Minger, is leading a group of 4th/5th grade girls through a self esteem building book study. Research shows that a girl's self esteem peaks at the age of 9. Thus her strategy is to incorporate reading into a social skills book study group. Mrs. Minger's Mighty Girl Book Club will meet twice a week from 7:45-8:15AM.

Teachers also receive before and after school support through collaborative planning sessions and professional development. Teachers receive professional development from 2:00-3:00 every other Wednesday. Instructional teams also meet after school on the 'off' Wednesdays from 2:00-3:00 for collaborative planning sessions. The leadership team provides support through ongoing instructional feedback, weekly lesson plan review, data desegregation and instructional materials.

### ***Strategy Rationale***

Enrichment activities contribute to a well-rounded education, Teacher collaboration, planning and professional development.

### ***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

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

Irizarry, Yvette, yvette.irizarry@ocps.net

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

Data is collected and analyzed to determine the effectiveness of the strategies. The instructional staff meets every other Tuesday to analyze, discuss, and create action steps based on on-going student data. The fine arts teachers, school counselor, and classroom teachers collaborate together through this process, and will provide feedback on the academic successes and concerns of the students who participate in the extended learning activities. This is based on progress monitoring tools: STAR (K-5); SRI (2nd-5th); PAST (K); DRA (K-2nd) Performance Matters Reading, Math, & Science (3rd-5th); Journeys Reading Assessments (K-5th), Go Math Assessments (K-5th), FSA (3rd-5th) and Core Connections. It also includes ongoing Music, Art, PE, and Social Skills formal and informal assessments.

## **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***

Children and families have opportunities to visit the neighborhood elementary school individually or as a group during the year before school entry. The visit(s) may include an introduction to kindergarten teachers, a school tour, and lunch in the cafeteria. This event should occur at the beginning of May. The person(s) responsible for this strategy will be the Kindergarten Teachers and the current PK Teachers (which include VPK, PK VE, and PK ASD).

Current preschool teachers can provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool. This event should occur at the end of the school year (June). The person(s) responsible for this strategy will be the current PK Teachers (which include VPK, PK VE, and PK ASD).

Provide families with a description of the classroom environment and a typical day. Identify the curriculum and scope of the program. This event should occur during Kindergarten registration. The person(s) responsible for this strategy will be the Kindergarten Teachers.

Plan an orientation and open house at the beginning of the year, separate from the school's "Meet the Teacher", that sets the tone for good communication between school personnel and family. Have a translator available, when possible. This event should occur at the start of the school year (August). The person(s) responsible for this strategy will be the Kindergarten Teachers.

School will provide a "Preschool to Kindergarten Workshop" during the third 9-weeks of school where the Kindergarten Team, along with the Preschool team, can provide information about the upcoming Kindergarten school year and answer questions from families regarding the "transition" process. This event should occur at the end of March. The person(s) responsible for this strategy will be the Kindergarten Teachers and the current PK Teachers (which include VPK, PK VE, and PK ASD).

## 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***

Camelot establishes partnerships with business, industry and community organizations. Camelot celebrates Engineering Day. This is a day in which Engineers come to Camelot to talk about their career. The Dave Schmitt Engineering, Inc. in Avalon Park comes to our school and does a rotation of science/engineering lessons/activities.

Also, we partner with the community members and parents to educate our students on different career and technical opportunities through Teach-In. We work diligently to provide multiple presentations and speakers for each class and grade level. The day is full of learning opportunities for students to be exposed to unique and viable career choices.

The school counselor works with all fifth grade students to help them complete the PATHS E-Portfolio, CHOICES, online. This program gives students the opportunity to take a Career Interest Inventory and the counselor will support students in exploring and identifying their likes, dislikes, hobbies and interests, and how their interests connect to their future coursework and careers. Once students have identified a potential career field, the school counselor will help them to determine the education and/or training needed to succeed in the particular field. This year, Camelot Elementary will also hold its first 'College Day' in which each fifth grade student will complete a research-type project on a post-secondary school affiliated with his or her field of interest, and then present the information to third and fourth grade students. The goal of this project is to have every fifth grade student familiar with a potential career that fits his or her interests as well as an awareness of at least one post-secondary program that will prepare the student for success in a field of interest.

Teachers and staff will also be reinforcing college awareness by indicating where they went to college as well as their specific degree earned, on each of their classroom doors. Students will become familiar with the logos of the different colleges, as many teachers display pennants and other school-spirit items from their colleges. The school counselor will also put together a school-wide graph that identifies all of the colleges that staff members attended, to be displayed across the wall atop the staircase at the entrance to the school.

The school has designated wall in the main second floor landing dedicated for staff members to exhibit their college pennants. This is another opportunity to create college awareness for our students.

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

NA

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

Camelot takes a proactive and targeted role in identifying, guiding, fostering, and advising individual students in academic and early career planning. All instructional and administrative teams review student academic progress and goals on a disaggregated basis. PLCs meet biweekly to discuss individual student gains and to identify strengths/opportunities for growth across core academics, including (but not limited to) reading, math and science (for every student, on all grades). Additionally, the 5th grade team, partners with Avalon Middle School to plan each students' course (and levels) of study for entry into the 6th grade.

***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.** Increase student performance on the Florida Standards Assessments.

## 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. Increase student performance on the Florida Standards Assessments.** 1a

G039720

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - ELL	64.0
AMO Reading - ELL	63.0
Math Lowest 25% Gains	68.0
ELA/Reading Lowest 25% Gains	68.0
FSA - English Language Arts - Proficiency Rate	0.0

**Resources Available to Support the Goal** 2

- Journeys Curriculum
- IMS Curriculum Support/Pacing
- Imagine Learning
- Go Math
- Voyager
- Technology: PC's, Software

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent implementation of Core Connections
- Student mobility
- Consistency of Florida State Standards and instructional shifts
- Lack of parental understanding of Florida State Standards
- Lack of instructional resources aligned to FSA test items specs

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

Progress will be monitored through the results of data.

**Person Responsible**

Yvette Irizarry

**Schedule**

Biweekly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Student achievement data will include: STAR (K-5), DRA (K-1), SRI (2nd-5th), Performance Matters Reading and Math, HMH Journeys skill based assessments, and student achievement on the FSA , Spring 2015.

## 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.** Increase student performance on the Florida Standards Assessments. **1**

 G039720

**G1.B1** Inconsistent implementation of Core Connections **2**

 B095977

**G1.B1.S1** Focus on Professional Development on Core Connections to provide instructional and curriculum support. **4**

 S107165

### Strategy Rationale

Instructional staff participation in professional development will support them increase their knowledge and confidence with the Core Connections. In addition, teachers will support one another through collaborative team planning and during Professional Learning Communities.

### Action Step 1 **5**

Instructional staff will participate in professional development to increase their knowledge and confidence with Core Connections. PLC's and Grade Level Teams will also support one another with the core curriculum, Core Connections through collaborative team planning and data desegregation for differentiated instruction.

### Person Responsible

Yvette Irizarry

### Schedule

Biweekly, from 9/15/2014 to 5/29/2015

### Evidence of Completion

PLC Meeting Notes, Instructional Team Meeting Notes, Leadership Team Meeting Notes, Instructional Data Meeting Notes. LT Walkthroughs Observations Data Driven Instructional Planning Professional Development: MTSS Review Training, Go Math Center Training, New User HMH Trainings, Core Connections Trainings, Core Connections Vertical Meetings Monthly, Think Central training for all staff, Instructional Rounds Student achievement based on ongoing progress monitoring of the following assessments: STAR (K-5), DRA (K-1), SRI (2nd-5th), Performance Matters Reading and Math (3rd-5th), OC Writes, HMH Journeys skill based assessments, and FSA (3rd-5th) Spring 2015.

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

PLC Meetings, Instructional Data Meetings, Student Data, Lesson Plans, Classroom Observations

**Person Responsible**

Yvette Irizarry

**Schedule**

Biweekly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

PLC Meeting Notes, Instructional Data Meeting Notes, Lesson Plan Documentation, Classroom Observations via iObservation. Student data will include: STAR (K-5), DRA (K-1), SRI (2nd-5th), Performance Matters Reading and Math (3rd-5th), OC Writes, HMH Journeys skill based assessments, and student achievement on the FSA , Spring 2015.

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

PLC Meetings, Instructional Data Meetings, Student Data, Classroom Observations

**Person Responsible**

Yvette Irizarry

**Schedule**

Biweekly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

PLC Meeting Notes, Instructional Data Meeting Notes, Classroom observations. Student achievement data will include: STAR (K-5), DRA (K-1), SRI (2nd-5th), Performance Matters Reading and Math, HMH Journeys skill based assessments, and student achievement on the FSA , Spring 2015.

**G1.B2 Student mobility** 2

 B095978

**G1.B2.S1** Immediate, consistent initial, and ongoing, progress monitoring of newly enrolled students through assessments, data analysis, and Tier 2/3 intervention support. 4

 S107166

**Strategy Rationale**

The ongoing assessment and progress monitoring will help to identify newly enrolled students to support and intervene.

**Action Step 1** 5

Initial base-line assessments followed by ongoing progress monitoring of newly enrolled students throughout the school year.

**Person Responsible**

Yvette Irizarry

**Schedule**

Monthly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Baseline and ongoing data on newly enrolled students.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

PLC Meetings, Instructional Data Meetings, Attendance Reports

**Person Responsible**

Yvette Irizarry

**Schedule**

Monthly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

PLC Notes, Data reports, Attendance Report

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

PLC Meetings, Instructional Data Meetings, MTSS Team Meetings, Student Data, MTSS Documentation, Attendance Reports

**Person Responsible**

Yvette Irizarry

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

PLC Meeting Notes, Instructional Data Meeting Notes, MTSS Team Meeting Notes, MTSS Graphs and Documentation of Instructional Change (time/instructional shift) Data will include STAR (K-5), DRA, SRI (2nd-5th), Performance Matters Reading and Math (3rd-5th), OC Writes, HMH Journeys skill based assessments, and student achievement on the FSA, Spring 2015, attendance Reports, Parental Conference notes and Truancy notes

**G1.B3 Consistency of Florida State Standards and instructional shifts 2**

 B106377

**G1.B3.S1 Identify common core instructional shifts and embed common core standards within the curriculum. 4**

 S117666

**Strategy Rationale**

To expose students to writing that requires the citing of evidence

**Action Step 1 5**

Provide opportunities for PLC to discuss the instructional shifts and the identification of standards based on students needs.

**Person Responsible**

Lindsey Lipschutz

**Schedule**

Monthly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

PLC notes, data, iObservation, FSA Writing Professional Development: Deliberate Practice Training, IMS/MTP Training for New Teachers, Differentiated Instructional Training, STEM Training and Modeling, Math-Based Writing and Small group training, MTP Tool Training,

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Grade Level team meets with Administrators to discuss the status of the instructional shifts and common core standards. Classroom observation will assist in the process of providing insights about the implementations of standards and the common core instructional shifts.

**Person Responsible**

Lindsey Lipschutz

**Schedule**

Monthly, from 9/15/2014 to 5/29/2015

***Evidence of Completion***

PLC notes, iObservation

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Hold meeting with grade level teachers.

**Person Responsible**

Lindsey Lipschutz

**Schedule**

Monthly, from 9/15/2014 to 5/29/2015

***Evidence of Completion***

iObservation, PLC notes

**G1.B4** Lack of parental understanding of Florida State Standards **2**

 B106379

**G1.B4.S1** Parents need to be familiarized with the new Florida State Standards and the new Florida Standards Assessments. **4**

 S130976

**Strategy Rationale**

Parental meetings will increase the understanding about Florida State Standards and the new Florida Standards Assessments.

**Action Step 1** **5**

FSS and FSA information night as well as other information will be sent home and posted on our school website.

**Person Responsible**

Jennifer Vaccaro

**Schedule**

Quarterly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Flyers, Written Communication

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** **6**

Schedule information night and increase communication

**Person Responsible**

Gina Hagans

**Schedule**

On 5/29/2015

**Evidence of Completion**

Attendance Sheet

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Parents will be invited to the FSS and FSA information night.

**Person Responsible**

Gina Hagans

**Schedule**

On 4/30/2015

**Evidence of Completion**

Flyers and posting about FSA information night will be sent home. School Messenger message will be sent via phone and text . Message about the the event will be posted on the school website and marquee.

**G1.B5 Lack of instructional resources aligned to FSA test items specs** 2

 B115131

**G1.B5.S1** Provide professional development and support for grade level teams as they create reading and math assessments. These assessments will be aligned to standards and contain FSA question types. 4

 S128481

**Strategy Rationale**

Students need to be exposed to FSA question types and HMH Resources only contain multiple choice and written response. Exposure to different question types will allow for critical thinking and test prep.

**Action Step 1** 5

The leadership team will provide professional development on the test item specs and provide support in creating assessments.

**Person Responsible**

Jennifer Vaccaro

**Schedule**

Biweekly, from 9/24/2014 to 5/29/2015

**Evidence of Completion**

Data meeting notes, copies of assessments created, vertical planning meetings, lesson plans Professional Development: Test-Item Spec Planning Days for grades 3rde, 4th and 5th Test-Based Evidence Writing Support, Support to 3-5 grade to help create Mini-assessments for upcoming FSA, FSA Training, 5th Grade P-SELL Training

**Plan to Monitor Fidelity of Implementation of G1.B5.S1 6**

Teachers will work in grade level teams to support each other in creating assessments. During data meetings the leadership team will monitor the assessments created and how they are used to drive instruction.

**Person Responsible**

Jennifer Vaccaro

**Schedule**

Biweekly, from 9/24/2014 to 5/29/2015

**Evidence of Completion**

Data Meeting Notes, Grades in ProgressBook, PLC notes

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

During data meetings the leadership team in collaboration with grade level teams will compare student performance on Performance Matters and the teacher created assessments to monitor effectiveness of teacher created assessments.

**Person Responsible**

Jennifer Vaccaro

**Schedule**

Semiannually, from 9/24/2014 to 5/29/2015

**Evidence of Completion**

ProgressBook grades, Performance Matters results, teacher created assessments

**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	Instructional staff will participate in professional development to increase their knowledge and confidence with Core Connections. PLC's and Grade Level Teams will also support one another with the core curriculum, Core Connections through collaborative team planning and data desegregation for differentiated instruction.	Irizarry, Yvette	9/15/2014	PLC Meeting Notes, Instructional Team Meeting Notes, Leadership Team Meeting Notes, Instructional Data Meeting Notes, LT Walkthroughs Observations Data Driven Instructional Planning Professional Development: MTSS Review Training, Go Math Center Training, New User HMM Trainings, Core Connections Trainings, Core Connections Vertical Meetings Monthly, Think Central training for all staff, Instructional Rounds Student achievement based on ongoing	5/29/2015 biweekly

**Orange - 0217 - Camelot Elementary - 2014-15 SIP**  
Camelot Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				progress monitoring of the following assessments: STAR (K-5), DRA (K-1), SRI (2nd-5th), Performance Matters Reading and Math (3rd-5th), OC Writes, HMH Journeys skill based assessments, and FSA (3rd-5th) Spring 2015.	
G1.B2.S1.A1	Initial base-line assessments followed by ongoing progress monitoring of newly enrolled students throughout the school year.	Irizarry, Yvette	9/15/2014	Baseline and ongoing data on newly enrolled students.	5/29/2015 monthly
G1.B3.S1.A1	Provide opportunities for PLC to discuss the instructional shifts and the identification of standards based on students needs.	Lipschutz, Lindsey	9/15/2014	PLC notes, data, iObservation, FSA Writing Professional Development: Deliberate Practice Training, IMS/MTP Training for New Teachers, Differentiated Instructional Training, STEM Training and Modeling, Math-Based Writing and Small group training, MTP Tool Training,	5/29/2015 monthly
G1.B5.S1.A1	The leadership team will provide professional development on the test item specs and provide support in creating assessments.	Vaccaro, Jennifer	9/24/2014	Data meeting notes, copies of assessments created, vertical planning meetings, lesson plans Professional Development: Test-Item Spec Planning Days for grades 3rde, 4th and 5th Test-Based Evidence Writing Support, Support to 3-5 grade to help create Mini-assessments for upcoming FSA, FSA Training, 5th Grade P-SELL Training	5/29/2015 biweekly
G1.B4.S1.A1	FSS and FSA information night as well as other information will be sent home and posted on our school website.	Vaccaro, Jennifer	9/15/2014	Flyers, Written Communication	5/29/2015 quarterly
G1.MA1	Progress will be monitored through the results of data.	Irizarry, Yvette	9/15/2014	Student achievement data will include: STAR (K-5), DRA (K-1), SRI (2nd-5th), Performance Matters Reading and Math, HMH Journeys skill based assessments, and student achievement on the FSA , Spring 2015.	5/29/2015 biweekly
G1.B1.S1.MA1	PLC Meetings,Instructional Data Meetings, Student Data, Classroom Observations	Irizarry, Yvette	9/15/2014	PLC Meeting Notes, Instructional Data Meeting Notes, Classroom observations. Student achievement data will include: STAR (K-5), DRA (K-1), SRI (2nd-5th), Performance Matters Reading and Math, HMH Journeys skill based assessments, and student achievement on the FSA , Spring 2015.	5/29/2015 biweekly
G1.B1.S1.MA1	PLC Meetings, Instructional Data Meetings, Student Data, Lesson Plans, Classroom Observations	Irizarry, Yvette	9/15/2014	PLC Meeting Notes, Instructional Data Meeting Notes, Lesson Plan Documentation, Classroom Observations via iObservation. Student data will include: STAR (K-5), DRA (K-1), SRI (2nd-5th), Performance Matters Reading and Math (3rd-5th), OC Writes, HMH Journeys skill based assessments, and student achievement on the FSA , Spring 2015.	5/29/2015 biweekly
G1.B2.S1.MA1	PLC Meetings, Instructional Data Meetings, MTSS Team Meetings, Student Data, MTSS Documentation, Attendance Reports	Irizarry, Yvette	9/5/2014	PLC Meeting Notes, Instructional Data Meeting Notes,/MTSS Team Meeting Notes, MTSS Graphs and Documentation of Instructional Change (time/instructional shift) Data will include STAR (K-5), DRA , SRI (2nd-5th), Performance Matters Reading and Math	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				(3rd-5th), OC Writes, HMH Journeys skill based assessments, and student achievement on the FSA, Spring 2015, attendance Reports, Parental Conference notes and Truancy notes	
G1.B2.S1.MA1	PLC Meetings, Instructional Data Meetings, Attendance Reports	Irizarry, Yvette	9/15/2014	PLC Notes, Data reports, Attendance Report	5/29/2015 monthly
G1.B3.S1.MA1	Hold meeting with grade level teachers.	Lipschutz, Lindsey	9/15/2014	iObservation, PLC notes	5/29/2015 monthly
G1.B3.S1.MA1	Grade Level team meets with Administrators to discuss the status of the instructional shifts and common core standards. Classroom observation will assist in the process of providing insights about the implementations of standards and the common core instructional shifts.	Lipschutz, Lindsey	9/15/2014	PLC notes, iObservation	5/29/2015 monthly
G1.B5.S1.MA1	During data meetings the leadership team in collaboration with grade level teams will compare student performance on Performance Matters and the teacher created assessments to monitor effectiveness of teacher created assessments.	Vaccaro, Jennifer	9/24/2014	ProgressBook grades, Performance Matters results, teacher created assessments	5/29/2015 semiannually
G1.B5.S1.MA1	Teachers will work in grade level teams to support each other in creating assessments. During data meetings the leadership team will monitor the assessments created and how they are used to drive instruction.	Vaccaro, Jennifer	9/24/2014	Data Meeting Notes, Grades in ProgressBook, PLC notes	5/29/2015 biweekly
G1.B4.S1.MA1	Parents will be invited to the FSS and FSA information night.	Hagans, Gina	1/5/2015	Flyers and posting about FSA information night will be sent home. School Messenger message will be sent via phone and text . Message about the the event will be posted on the school website and marquee.	4/30/2015 one-time
G1.B4.S1.MA1	Schedule information night and increase communication	Hagans, Gina	9/15/2014	Attendance Sheet	5/29/2015 one-time

## 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. Increase student performance on the Florida Standards Assessments.

#### G1.B1 Inconsistent implementation of Core Connections

**G1.B1.S1** Focus on Professional Development on Core Connections to provide instructional and curriculum support.

##### PD Opportunity 1

Instructional staff will participate in professional development to increase their knowledge and confidence with Core Connections. PLC's and Grade Level Teams will also support one another with the core curriculum, Core Connections through collaborative team planning and data desegregation for differentiated instruction.

##### Facilitator

Jennifer Vaccaro, Heather Bielski, and Lindsey Lipschutz

##### Participants

Instructional Teams and Support Staff

##### Schedule

Biweekly, from 9/15/2014 to 5/29/2015

#### G1.B3 Consistency of Florida State Standards and instructional shifts

**G1.B3.S1** Identify common core instructional shifts and embed common core standards within the curriculum.

##### PD Opportunity 1

Provide opportunities for PLC to discuss the instructional shifts and the identification of standards based on students needs.

##### Facilitator

Leadership Team, District Coach

##### Participants

Teachers

##### Schedule

Monthly, from 9/15/2014 to 5/29/2015

## **G1.B4** Lack of parental understanding of Florida State Standards

**G1.B4.S1** Parents need to be familiarized with the new Florida State Standards and the new Florida Standards Assessments.

### **PD Opportunity 1**

FSS and FSA information night as well as other information will be sent home and posted on our school website.

#### **Facilitator**

Vaccaro, Snarr, Hagans

#### **Participants**

Parents

#### **Schedule**

Quarterly, from 9/15/2014 to 5/29/2015

## **G1.B5** Lack of instructional resources aligned to FSA test items specs

**G1.B5.S1** Provide professional development and support for grade level teams as they create reading and math assessments. These assessments will be aligned to standards and contain FSA question types.

### **PD Opportunity 1**

The leadership team will provide professional development on the test item specs and provide support in creating assessments.

#### **Facilitator**

Leadership team

#### **Participants**

Third-Fifth Grade

#### **Schedule**

Biweekly, from 9/24/2014 to 5/29/2015

## 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