

Orange County Public Schools

Camelot Elementary



2015-16 School Improvement Plan

Camelot Elementary

14501 WATERFORD CHASE PKWY, Orlando, FL 32828

www.ocps.net/lc/east/eca

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	57%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	73%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

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

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

The vision of Camelot Elementary School is 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

Camelot is a culturally diverse school. Prior to start of the school year, students and parents have 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 our Celebration of Learning Conferences to talk to the teacher every nine weeks. 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. Lastly, our ESOL Compliance Teacher holds 4 PLC's a year for our families of children who speak other languages.

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 staff has very specific duties and responsibilities assigned. Students have specific drop off and pick up points where adults are located. Students are fully aware that all areas of campus are supervised by administration. Each teacher is responsible for picking up their students at designated areas for arrivals. Also, they are responsible for walking students to their appropriate dismissal area at the end of the day. There is frequent communication between the teacher and the parents in regards to daily drop off and pick up. All exterior doors remain locked at all times. Anyone who attempts to enter the building after arrival time are viewed on a camera before they are allowed into the building. Throughout the year there are a variety of drills conducted to allow practice and to ensure students that they are safe in the classrooms regardless of circumstances. 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, there is a school wide behavioral system in place. Rules, expectations, procedures and routines exist throughout the school such as how to walk in the hallways, behave at an assembly, etc. As part of the behavioral incentive, students nominate a student from their class at each grade level who has exhibited characteristics of a Noble Knight. One student is then selected per grade level, by the admin team, to represent the Noble Knight for that month. These students will receive a Noble Knight Shirt, be recognized on morning announcements and will attend the Noble Knight Ceremony at the end of the year. Teachers view the Code of Conduct PowerPoint and have a class discussion each nine week period. The School Dean, Mrs. Hagans, ensures that students follow behavioral expectations. She has attended discipline trainings through the county and is well 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 the 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 by the school guidance counselor based on student needs. The Dean, Behavior Specialist, and Guidance Counselor work closely together to ensure the students have the support that they need. 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 Elementary's early warning system and indicators help for early intervention. Excessive absences and tardies are monitored by the School Registrar, Guidance Counselor, Teachers, and Administration. In addition, the Dean closely monitors students who have one or more suspensions, either in school or out of school. She then works with the student and the family to create a behavior plan to help the student to be successful in the classroom. Teachers and the Leadership Team are monitoring, and putting a plan into place for our students who are low performing or have non-proficient scores 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	2	2	2	2	0	3	11
Course failure in ELA or Math	16	21	27	63	21	24	172
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
	K	1	2	3	5	
Students exhibiting two or more indicators	1	1	1	1	2	6

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 identified as non-proficient or below grade level. Behavior interventions and strategies are implemented for those who are suspended or showing inappropriate behaviors. The Assistant Principal, Guidance Counselor, and the Social Worker, talk 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 in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive and 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 include, but are not limited to, membership and attendance at PTA meetings and events which are inclusive of: open and closed sessions, SAC meetings, Open House, Meet the Teacher, FSA Night, Curriculum Night, Conference Nights, monthly Camelot Family Movie Nights, and newsletters. We use phone messages, text messages, emails, school website, school marquee, teacher's blogs and letters sent home to increase parental awareness and involvement for school sponsored events. Parents also have the opportunity to become an approved ADDition Volunteer to assist in the school or chaperone an event. Parents have several ways to get involved at Camelot Elementary. They can join PTA, SAC, volunteer, and promote/support our newly created Camelot Technology Fund. Each organization supports the school in different ways including fundraising events and academic support.

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:

Name	Title
Irizarry, Yvette	Principal
Vaccaro, Jennifer	Instructional Coach
Hagans, Gina	Dean
Lipschutz, Lindsey	Assistant Principal

Duties

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

Principal- Provides a common vision for the use of data based decision making, differentiated and rigorous instruction, monitors iObservation, partners master teachers with teachers in need of improvement, and ensures that the school based team is implementing MTSS with fidelity. The principal also runs all data meetings, participates in any Tier 3 meeting and decision making and monitors teachers' data spreadsheets as well as appropriate use of intervention materials and quality of instruction.

Assistant Principal- Helps to run all data meetings and monitors teachers' data spreadsheets, supervises that the appropriate use of intervention materials and quality of instruction occurs, meets with teachers regarding data interpretation, participates in any Tier 3 meeting and decision making, provides support to teachers when participating in MTSS, trains teachers in graphing procedures and how to problem solve, monitors the size of each group that is participating in MTSS and organizes Tier 3 meetings to ensure completion of all paperwork.

CRT- Provides teachers with appropriate and grade level specific data and monitors appropriate use of intervention materials.

Staffing Specialist- Provides support to teachers when participating in MTSS, helps to organize and assist in Tier 3 paperwork and compliance, monitors the implementation of IEPs and 504 plans, and collaborates with teachers to ensure SWD are receiving differentiated rigorous instruction.

Dean/CCT-Provides support for behavioral MTSS decision making processes, helps to organize and assist in proper documentation and compliance, monitors discipline and implements BIPs as well as facilitates reward systems, expedites PLC meetings, reviews ELL data to ensure the students are being provided rigorous and differentiated instruction, and ensures all paperwork is in compliance with the District and the State.

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 establish clear expectations. Every 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 bi-weekly 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 in which we can provide small group instruction, 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 teacher and leadership team to insure the proper intervention is in place.

Students receive Tier 1 student instruction using an evidence based, scientifically researched, core reading program in reading and math. The school utilizes the programs and supplements them with Ready Florida. Camelot's teachers deliver high quality instruction with differentiated instruction.

Tier 2 instruction is provided for students who fall below expected levels and are at risk of academic failure. Instruction is provided by the classroom teacher in smaller group instruction or in the MTSS block. A Tier 2 component is embedded in the core programs yet additional support is provided using a district approved supplemental program.

Tier 3 instruction is provided to students who are considered to be at high risk for academic failure. These students are considered for pull-out resource intervention program. They receive additional small group instruction. Tier 3 instruction is provided by the classroom teacher using the Tier 3 component embedded in the core program, or by a resource teacher using the comprehensive reading program, Voyager.

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 occurs 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, 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yvette Irizarry	Principal
Todd Butler	Parent
Roberta Brandenburg	Business/Community
Jennifer Vaccaro	Teacher
Martha Martin	Parent
Tracy Reynolds	Parent

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

The SAC committee worked on reviewing the plan and providing feedback for the upcoming year.

Development of this school improvement plan

The SAC at Camelot will meet to develop and review the 2015-2016 school improvement plan at its 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 2016 to discuss successes and continuous improvement towards next year's goals. This will also include the AdvancED 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 in partnership with the Principal and Assistant Principal will act as an ongoing task force in developing Camelot's school budget .

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:

Name	Title
Irizarry, Yvette	Principal
Vaccaro, Jennifer	Instructional Coach
Lipschutz, Lindsey	Assistant Principal
Hagans, Gina	Dean

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the LLT will be to provide instructional support and to increase literacy. The LLT is dedicated to increasing independent reading levels. The LLT will support the instructional staff with ongoing professional development provided both at

the district and school level. The LLT will provide opportunities for teachers to model rigorous best practices.

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 planning days to work collaboratively on developing lesson plans using OCPS's Measurement Topic Plans and the scope and sequence and on creating formative assessments. 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:

1. Instructional coaching and mentoring will provide feedback to teachers on a weekly basis. Jennifer Vaccaro (CRT) and Regina Hagans (Dean/CT) will be responsible for conducting weekly walk-throughs and providing ongoing feedback for classroom teachers.
2. Camelot will continue to employ team building activities in order to retain highly qualified teachers.
3. Pair a veteran teacher with a new teacher.
4. Fill expected vacancies researching highly qualified applicants as well as administrator referrals of highly qualified teachers.
5. Encourage the placement of college Interns and then hire for quality as needed.
6. 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 and continuously practice on one specific instructional skill.
7. Administrators 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.
8. In order to recruit effective teachers to our school, the Leadership Team will continue their 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 mentor-mentee 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, the Leadership Team will provide MTSS support for teachers based on their competency of data desegregation, decision making plans, and graphing. This support will be given on an individual basis provided by a self-assessment of the 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

Teachers are given a district scope and sequence at the beginning of the school year that provides the direction in covering all of their content area standards. Our Grade Level teams will read and use the Florida State Standards as well as the relevant levels of Webb's Depth of Knowledge (1-4) in order to fully implement the instructional shifts of the ELA, Math, and Science standards. Teachers will align formative assessments and materials to each learning goal and provide remediation or enrichment 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 as well as school based professional development.

The Leadership Team will meet with teachers to check their progress towards teaching the standards and to ensure they are implemented with fidelity and rigor. 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 upon 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 in which we can provide small group instruction, we have MTSS scheduled at the same time for grades 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 and the Leadership Team to ensure 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 are recorded as well as continuous educational/intervention planning occurs 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 pathways of college and career readiness.

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, Mrs. Greene, 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 nine. Thus her strategy is to incorporate reading into a social skills book study group.

Our Music Teacher, Mrs. Hargrove, will be offering an after school chorus club once a week for our students in grades 2-5.

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)

- Enrichment
- 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 upon 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); PAST (K); 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

Each spring we sponsor Kindergarten Pre-registration drive. Parents are invited to come to school, register their child, pick up informational packet about Camelot and sign up for formative assessment. Formative assessment results are used to help with initial classroom placement and to give the school an idea of student curricular needs. 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 Registrar, Kindergarten Teachers and the current PK Teachers (which include VPK, PK VE, and PK ASD).

Current preschool teachers can provide the future kindergarten teachers 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).

Camelot will provide families with a description of the classroom environment and a typical day as well as help identify the curriculum and scope of the program. This event should occur during Kindergarten registration. Those 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). Those 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. When 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.

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 a 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

At this time, there are no certifications available at Camelot Elementary School; however, the school hosts Teach In and an Engineering Day to expose students to possible careers where certifications are required.

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

Camelot utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Provide Empowering Environments)

- G2.** Increase use of standards-based instruction which will lead to an increase in students achievement. (Division Priority: Accelerate Student Performance)

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. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Provide Empowering Environments) 1a

G072605

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0
FCAT 2.0 Science Proficiency	67.0
FSA Mathematics - Achievement	54.0

Resources Available to Support the Goal 2

- Leadership Team will be providing Professional Development on Creating Formative Assessments.
- Teachers will meet in weekly PLC's to deconstruct standards when planning lessons.
- Teachers will be provide planning days to work with their grade level team.
- Professional Development will be provided on SmartBoards and use of various technology.

Targeted Barriers to Achieving the Goal 3

- Teachers may have lack of knowledge in creating Formative Assessments.

Plan to Monitor Progress Toward G1. 8

Student Data on Teacher created Formative Assessments will be collected.

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teachers will meet weekly in PLC's to share progress of student data on Formative Assessments.

Plan to Monitor Progress Toward G1. 8

Observation data of teachers will be collected and analyzed.

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Reports will be run to analyzed the implementation of Marzano's Instructional Framework in classrooms.

Plan to Monitor Progress Toward G1. 8

Observation data of Exit slips will be collected and analyzed.

Person Responsible

Jennifer Vaccaro

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teacher Data will be check after Professional Development.

Plan to Monitor Progress Toward G1. 8

Leadership Team will meet and discuss development of Teacher Lesson Plans.

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Leadership will discuss Teacher Lesson Plan development at Leadership Team meetings.

G2. Increase use of standards-based instruction which will lead to an increase in students achievement.
(Division Priority: Accelerate Student Performance) 1a

G072606

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	69.0
AMO Reading - ELL	67.0
FCAT 2.0 Science Proficiency	67.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Knowledge of using data to drive standards based instruction

Plan to Monitor Progress Toward G2. 8

Progress will be monitored through the results of data.

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 9/15/2015 to 9/15/2015

Evidence of Completion

Student achievement data will include: STAR (K-5), MAP (K-2), iStation Assessments, Teacher created Formative Assessments, HMH Journeys skill based assessments, and student achievement on the FSA , Spring 2016.

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. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Provide Empowering Environments) **1**

 G072605

G1.B1 Teachers may have lack of knowledge in creating Formative Assessments. **2**

 B189444

G1.B1.S1 Leadership Team will attend district trainings on Formative Assessments and train staff on how to create Formative Assessments based on grade-level standards. **4**

 S200768

Strategy Rationale

Teachers may have a lack of knowledge in the areas of planning, creating and implementing Formative Assessments. Teachers require these assessments to track student progress.

Action Step 1 **5**

Trainings will be provided on creating Formative Assessments

Person Responsible

Lindsey Lipschutz

Schedule

Weekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Teacher made formative assessments

Action Step 2 5

Formative Assessments will be checked by Leadership Team members.

Person Responsible

Jennifer Vaccaro

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Leadership Team will be checking formative assessments

Action Step 3 5

Provide Professional Development to teachers on the Marzano Instructional Framework.

Person Responsible

Jennifer Vaccaro

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Leadership Team will observe use of the Instructional Framework in classrooms.

Action Step 4 5

Leadership Team will provide regular and timely feedback on rigorous standards based instruction.

Person Responsible

Lindsey Lipschutz

Schedule

Weekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Leadership Team will provide written feedback to teachers.

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

Leadership Team will check assessments weekly.

Person Responsible

Lindsey Lipschutz

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

The grade-level Formative Assessments will be uploaded to SharePoint

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

Leadership Team will conduct walkthroughs to monitor implementation of Marzano Instructional Framework.

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Classroom walkthroughs and observations will happen weekly.

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

Exit slips will be provided for staff after Formative Assessments Professional Development.

Person Responsible

Jennifer Vaccaro

Schedule

Monthly, from 10/6/2015 to 5/31/2016

Evidence of Completion

Teachers will provide feedback on Formative Assessments with the use of Google Docs.

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

Leadership Team will check Teacher Lesson Plans monthly.

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 9/22/2015 to 6/3/2016

Evidence of Completion

Lesson plans will be checked by Leadership Team.

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

Leadership Team will check formative assessments and provide support to teachers.

Person Responsible

Lindsey Lipschutz

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Formative Assessments will be reviewed weekly.

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

Feedback will be provided to teachers on effectiveness of Formative Assessments.

Person Responsible

Lindsey Lipschutz

Schedule

Every 3 Weeks, from 9/1/2015 to 5/31/2016

Evidence of Completion

Leadership Team will provide written and verbal feedback on Formative Assessments.

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

Feedback will be provided to teachers after classroom walkthroughs and observations.

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Written and verbal feedback as well as conferences will be provided to teachers.

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

Leadership Team will review exit slips from teachers after Professional Development.

Person Responsible

Jennifer Vaccaro

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Leadership Team will look at teacher comments and results of exit slips on Google Docs.

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

Leadership Team will provide written feedback to Teachers after reviewing lesson plans.

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 9/22/2015 to 6/3/2016

Evidence of Completion

Teachers will be provided specific feedback on standards-based lesson plans.

G1.B1.S2 To reduce the targeted barrier of "lack of rigor in lesson planning and instruction" in Camelot Elementary will provide professional development in PLC development. 4

 S200769

Strategy Rationale

Teachers may lack the full understanding of the PLC process.

Action Step 1 5

PLC creation and professional development

Person Responsible

Jennifer Vaccaro

Schedule

Monthly, from 8/17/2015 to 6/27/2016

Evidence of Completion

Teachers will meet in their first PLC during pre-planning to create team norms and begin looking at last year's data.

Action Step 2 5

Monitoring of PLC meetings with guided feedback from Leadership Team

Person Responsible

Lindsey Lipschutz

Schedule

Weekly, from 5/31/2016 to 6/1/2016

Evidence of Completion

PLC teams will be responsible for submitting PLC minutes of their meetings weekly. In addition, each member of the Leadership Team has a grade level they will meet with consistently every week. During weekly Leadership Team meetings, each team member will discuss data, best practices, common assessments, and curriculum .

Action Step 3 5

Teachers will receive constant feedback from the administration team on the use of DQ 2, 3, and 4 moving students towards more rigorous instruction.

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 9/9/2015 to 6/21/2016

Evidence of Completion

Through the use of iObservation, teachers will receive weekly feedback from either the principal or assistant principal on their effectiveness of using the elements of rigor in the Marzano Observation's system.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership Team will monitor for fidelity of implementation by reviewing PLC meeting minutes, providing feedback on PLC meetings, collecting and analyzing lesson plans for rigor and follow through of rigorous instruction in the classroom with bi-weekly observations.

Person Responsible

Lindsey Lipschutz

Schedule

On 6/28/2016

Evidence of Completion

PLC meeting minutes with feedback. Lesson plans collected and feedback provided to teachers. Weekly iObservation data focusing on Lesson Segments Addressing Content.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Lesson plans will be reviewed and monitored for program fidelity. Successful implementation will produce rigorous classroom instruction and ultimately an increase in learning gains. Improper implementation will produce less rigorous classroom instruction resulting in a lack of student achievement and a lack of student engagement.

Person Responsible

Lindsey Lipschutz

Schedule

On 6/6/2016

Evidence of Completion

Lesson plans collected and feedback provided to teachers. Noticeable patterns and trends from iObservation will be reviewed with staff and/or grade level teams.

G2. Increase use of standards-based instruction which will lead to an increase in students achievement. (Division Priority: Accelerate Student Performance) 1

 G072606

G2.B10 Knowledge of using data to drive standards based instruction 2

 B189458

G2.B10.S1 Provide professional development on analyzing data reports from: iStation and Imagine Learning. 4

 S200775

Strategy Rationale

Teachers will gain a better understanding on how to use data to differentiate and provided standards based instruction.

Action Step 1 5

We will provide professional development on analyzing data reports from iStation and Imagine Learning

Person Responsible

Lindsey Lipschutz

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

PLC Binders, Data Meeting Notes

Action Step 2 5

The Leadership Team will conduct bi-monthly data meetings to progress monitor student achievement and collaborate with teachers to facilitate an action plan. The action plan will identify students struggling to meet mastery. Teachers will then plan how to reteach these targeted students using standards-based instruction.

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Data Meeting Notes

Action Step 3 5

The Leadership Team will post monthly teacher iStation data in the mailroom to keep the focus on using data to drive standards based instruction.

Person Responsible

Lindsey Lipschutz

Schedule

Monthly, from 9/14/2015 to 6/8/2016

Evidence of Completion

Data Reports posted in mailroom

Action Step 4 5

The leadership team will conduct walkthroughs together to ensure callibrated specific feedback is provided to teachers to ensure effective standards based instruction.

Person Responsible

Yvette Irizarry

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Walkthrough Documents

Action Step 5 5

Differentiated professional development opportunities will be provided to support teachers in using data to drive standards based instruction.

Person Responsible

Lindsey Lipschutz

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

At PLCs, teachers will discuss students' growth.

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

iStation reports, Imagine Learning reports, MAP (K-2)

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

Analyzing student data

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Data shows growth for all students

G2.B10.S2 Instructional staff will need additional resources and intervention/enrichment to support instruction **4**

 S200776

Strategy Rationale

To track student achievement within the programs

Action Step 1 **5**

Hold data PLC meetings

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 9/7/2015 to 6/6/2016

Evidence of Completion

Teacher data reports, reports from iStation, MAP, Imagine Learning

Action Step 2 **5**

Review data to look for trends and patterns and how best to address them

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 9/7/2015 to 6/6/2016

Evidence of Completion

Teachers will group students for instruction based upon needs shown through the data

Action Step 3 **5**

Students will begin to track their own data

Person Responsible

Yvette Irizarry

Schedule

Daily, from 9/7/2015 to 6/13/2016

Evidence of Completion

Student tracking sheets, data notebooks, data walls, academic notebook

Plan to Monitor Fidelity of Implementation of G2.B10.S2 6

At weekly Leadership Team meetings, current action plan is discussed.

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 9/14/2015 to 6/13/2016

Evidence of Completion

Leadership Team meeting notes, agenda, and student data

Plan to Monitor Fidelity of Implementation of G2.B10.S2 6

At monthly SAC meetings, current action plan will be discussed.

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 9/14/2015 to 6/6/2016

Evidence of Completion

SAC meeting notes and agenda

Plan to Monitor Effectiveness of Implementation of G2.B10.S2 7

Analyze student data

Person Responsible

Yvette Irizarry

Schedule

On 6/6/2016

Evidence of Completion

Data shows growth for all students

Appendix 1: Implementation Timeline

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

Orange - 0217 - Camelot Elementary - 2015-16 SIP
Camelot Elementary

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	Trainings will be provided on creating Formative Assessments	Lipschutz, Lindsey	8/17/2015	Teacher made formative assessments	5/31/2016 weekly
G1.B1.S2.A1	PLC creation and professional development	Vaccaro, Jennifer	8/17/2015	Teachers will meet in their first PLC during pre-planning to create team norms and begin looking at last year's data.	6/27/2016 monthly
G2.B10.S1.A1	We will provide professional development on analyzing data reports from iStation and Imagine Learning	Lipschutz, Lindsey	8/24/2015	PLC Binders, Data Meeting Notes	5/31/2016 monthly
G2.B10.S2.A1	Hold data PLC meetings	Irizarry, Yvette	9/7/2015	Teacher data reports, reports from iStation, MAP, Imagine Learning	6/6/2016 biweekly
G1.B1.S1.A2	Formative Assessments will be checked by Leadership Team members.	Vaccaro, Jennifer	9/1/2015	Leadership Team will be checking formative assessments	5/31/2016 weekly
G1.B1.S2.A2	Monitoring of PLC meetings with guided feedback from Leadership Team	Lipschutz, Lindsey	5/31/2016	PLC teams will be responsible for submitting PLC minutes of their meetings weekly. In addition, each member of the Leadership Team has a grade level they will meet with consistently every week. During weekly Leadership Team meetings, each team member will discuss data, best practices, common assessments, and curriculum .	6/1/2016 weekly
G2.B10.S1.A2	The Leadership Team will conduct bi-monthly data meetings to progress monitor student achievement and collaborate with teachers to facilitate an action plan. The action plan will identify students struggling to meet mastery. Teachers will then plan how to reteach these targeted students using standards-based instruction.	Irizarry, Yvette	8/24/2015	Data Meeting Notes	6/8/2016 biweekly
G2.B10.S2.A2	Review data to look for trends and patterns and how best to address them	Irizarry, Yvette	9/7/2015	Teachers will group students for instruction based upon needs shown through the data	6/6/2016 biweekly
G1.B1.S1.A3	Provide Professional Development to teachers on the Marzano Instructional Framework.	Vaccaro, Jennifer	8/17/2015	Leadership Team will observe use of the Instructional Framework in classrooms.	5/31/2016 monthly
G1.B1.S2.A3	Teachers will receive constant feedback from the administration team on the use of DQ 2, 3, and 4 moving students towards more rigorous instruction.	Irizarry, Yvette	9/9/2015	Through the use of iObservation, teachers will receive weekly feedback from either the principal or assistant principal on their effectiveness of using the elements of rigor in the Marzano Observation's system.	6/21/2016 weekly
G2.B10.S1.A3	The Leadership Team will post monthly teacher iStation data in the mailroom to keep the focus on using data to drive standards based instruction.	Lipschutz, Lindsey	9/14/2015	Data Reports posted in mailroom	6/8/2016 monthly
G2.B10.S2.A3	Students will begin to track their own data	Irizarry, Yvette	9/7/2015	Student tracking sheets, data notebooks, data walls, academic notebook	6/13/2016 daily
G1.B1.S1.A4	Leadership Team will provide regular and timely feedback on rigorous standards based instruction.	Lipschutz, Lindsey	8/17/2015	Leadership Team will provide written feedback to teachers.	5/31/2016 weekly
G2.B10.S1.A4	The leadership team will conduct walkthroughs together to ensure callibrated specific feedback is provided to teachers to ensure effective standards based instruction.	Irizarry, Yvette	8/24/2015	Walkthrough Documents	6/8/2016 quarterly
G2.B10.S1.A5	Differentiated professional development opportunities will be	Lipschutz, Lindsey	8/24/2015		6/8/2016 monthly

Orange - 0217 - Camelot Elementary - 2015-16 SIP
Camelot Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	provided to support teachers in using data to drive standards based instruction.				
G1.MA1	Student Data on Teacher created Formative Assessments will be collected.	Irizarry, Yvette	9/1/2015	Teachers will meet weekly in PLC's to share progress of student data on Formative Assessments.	5/31/2016 weekly
G1.MA2	Observation data of teachers will be collected and analyzed.	Irizarry, Yvette	9/1/2015	Reports will be run to analyzed the implementation of Marzano's Instructional Framework in classrooms.	6/3/2016 monthly
G1.MA3	Observation data of Exit slips will be collected and analyzed.	Vaccaro, Jennifer	9/1/2015	Teacher Data will be check after Professional Development.	6/3/2016 monthly
G1.MA4	Leadership Team will meet and discuss development of Teacher Lesson Plans.	Irizarry, Yvette	9/28/2015	Leadership will discuss Teacher Lesson Plan development at Leadership Team meetings.	6/3/2016 monthly
G1.B1.S1.MA1	Leadership Team will check formative assessments and provide support to teachers.	Lipschutz, Lindsey	9/1/2015	Formative Assessments will be reviewed weekly.	5/31/2016 weekly
G1.B1.S1.MA4	Feedback will be provided to teachers on effectiveness of Formative Assessments.	Lipschutz, Lindsey	9/1/2015	Leadership Team will provide written and verbal feedback on Formative Assessments.	5/31/2016 every-3-weeks
G1.B1.S1.MA5	Feedback will be provided to teachers after classroom walkthroughs and observations.	Irizarry, Yvette	9/1/2015	Written and verbal feedback as well as conferences will be provided to teachers.	6/3/2016 weekly
G1.B1.S1.MA7	Leadership Team will review exit slips from teachers after Professional Development.	Vaccaro, Jennifer	9/1/2015	Leadership Team will look at teacher comments and results of exit slips on Google Docs.	6/3/2016 monthly
G1.B1.S1.MA9	Leadership Team will provide written feedback to Teachers after reviewing lesson plans.	Irizarry, Yvette	9/22/2015	Teachers will be provided specific feedback on standards-based lesson plans.	6/3/2016 monthly
G1.B1.S1.MA1	Leadership Team will check assessments weekly.	Lipschutz, Lindsey	9/1/2015	The grade-level Formative Assessments will be uploaded to SharePoint	5/31/2016 weekly
G1.B1.S1.MA3	Leadership Team will conduct walkthroughs to monitor implementation of Marzano Instructional Framework.	Irizarry, Yvette	9/1/2015	Classroom walkthroughs and observations will happen weekly.	6/3/2016 weekly
G1.B1.S1.MA6	Exit slips will be provided for staff after Formative Assessments Professional Development.	Vaccaro, Jennifer	10/6/2015	Teachers will provide feedback on Formative Assessments with the use of Google Docs.	5/31/2016 monthly
G1.B1.S1.MA8	Leadership Team will check Teacher Lesson Plans monthly.	Irizarry, Yvette	9/22/2015	Lesson plans will be checked by Leadership Team.	6/3/2016 monthly
G1.B1.S2.MA1	Lesson plans will be reviewed and monitored for program fidelity. Successful implementation will produce rigorous classroom instruction and ultimately an increase in learning gains. Improper implementation will produce less rigorous classroom instruction resulting in a lack of student achievement and a lack of student engagement.	Lipschutz, Lindsey	9/7/2015	Lesson plans collected and feedback provided to teachers. Noticeable patterns and trends from iObservation will be reviewed with staff and/or grade level teams.	6/6/2016 one-time
G1.B1.S2.MA1	Leadership Team will monitor for fidelity of implementation by reviewing PLC meeting minutes, providing feedback on PLC meetings, collecting and analyzing lesson plans for rigor and follow through of rigorous instruction in the classroom with bi-weekly observations.	Lipschutz, Lindsey	9/7/2015	PLC meeting minutes with feedback. Lesson plans collected and feedback provided to teachers. Weekly iObservation data focusing on Lesson Segments Addressing Content.	6/28/2016 one-time
G2.MA1	Progress will be monitored through the results of data.	Irizarry, Yvette	9/15/2015	Student achievement data will include: STAR (K-5), MAP (K-2), iStation	9/15/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Assessments, Teacher created Formative Assessments, HMH Journeys skill based assessments, and student achievement on the FSA , Spring 2016.	
G2.B10.S1.MA1	Analyzing student data	Irizarry, Yvette	8/31/2015	Data shows growth for all students	5/31/2016 weekly
G2.B10.S1.MA1	At PLCs, teachers will discuss students' growth.	Irizarry, Yvette	9/14/2015	iStation reports, Imagine Learning reports, MAP (K-2)	5/27/2016 biweekly
G2.B10.S2.MA1	Analyze student data	Irizarry, Yvette	9/14/2015	Data shows growth for all students	6/6/2016 one-time
G2.B10.S2.MA1	At weekly Leadership Team meetings, current action plan is discussed.	Irizarry, Yvette	9/14/2015	Leadership Team meeting notes, agenda, and student data	6/13/2016 weekly
G2.B10.S2.MA2	At monthly SAC meetings, current action plan will be discussed.	Irizarry, Yvette	9/14/2015	SAC meeting notes and agenda	6/6/2016 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. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Provide Empowering Environments)

G1.B1 Teachers may have lack of knowledge in creating Formative Assessments.

G1.B1.S1 Leadership Team will attend district trainings on Formative Assessments and train staff on how to create Formative Assessments based on grade-level standards.

PD Opportunity 1

Provide Professional Development to teachers on the Marzano Instructional Framework.

Facilitator

Jennifer Vaccaro

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2015 to 5/31/2016

G1.B1.S2 To reduce the targeted barrier of "lack of rigor in lesson planning and instruction" in Camelot Elementary will provide professional development in PLC development.

PD Opportunity 1

PLC creation and professional development

Facilitator

Leadership Team

Participants

Instructional Teachers

Schedule

Monthly, from 8/17/2015 to 6/27/2016

G2. Increase use of standards-based instruction which will lead to an increase in students achievement.
(Division Priority: Accelerate Student Performance)

G2.B10 Knowledge of using data to drive standards based instruction

G2.B10.S1 Provide professional development on analyzing data reports from: iStation and Imagine Learning.

PD Opportunity 1

Differentiated professional development opportunities will be provided to support teachers in using data to drive standards based instruction.

Facilitator

Leadership Team and Teacher Leaders

Participants

instructional staff

Schedule

Monthly, from 8/24/2015 to 6/8/2016

G2.B10.S2 Instructional staff will need additional resources and intervention/enrichment to support instruction

PD Opportunity 1

Hold data PLC meetings

Facilitator

Leadership Team

Participants

Instructional Teachers

Schedule

Biweekly, from 9/7/2015 to 6/6/2016

PD Opportunity 2

Students will begin to track their own data

Facilitator

Leadership Team

Participants

Instructional Teachers

Schedule

Daily, from 9/7/2015 to 6/13/2016

Technical Assistance Items

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

G1. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Provide Empowering Environments)

G1.B1 Teachers may have lack of knowledge in creating Formative Assessments.

G1.B1.S1 Leadership Team will attend district trainings on Formative Assessments and train staff on how to create Formative Assessments based on grade-level standards.

PD Opportunity 1

Trainings will be provided on creating Formative Assessments

Facilitator

Lindsey Lipschutz and Jennifer Vaccaro

Participants

Camelot Teachers

Schedule

Weekly, from 8/17/2015 to 5/31/2016

G2. Increase use of standards-based instruction which will lead to an increase in students achievement. (Division Priority: Accelerate Student Performance)

G2.B10 Knowledge of using data to drive standards based instruction

G2.B10.S1 Provide professional development on analyzing data reports from: iStation and Imagine Learning.

PD Opportunity 1

We will provide professional development on analyzing data reports from iStation and Imagine Learning

Facilitator

Lindsey Lipschutz

Participants

Instructional Staff

Schedule

Monthly, from 8/24/2015 to 5/31/2016

PD Opportunity 2

The Leadership Team will post monthly teacher iStation data in the mailroom to keep the focus on using data to drive standards based instruction.

Facilitator

Leadership Team

Participants

Instructional Teachers

Schedule

Monthly, from 9/14/2015 to 6/8/2016

Budget

Budget Data

1	G1.B1.S1.A1	Trainings will be provided on creating Formative Assessments				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	381099-OFFICE SUPPLIES NON CONSUMABLE 99	0217 - Camelot Elementary	General Fund		\$6,000.00
			<i>Notes: created formative assessment copies</i>			
2	G1.B1.S1.A2	Formative Assessments will be checked by Leadership Team members.				\$0.00
3	G1.B1.S1.A3	Provide Professional Development to teachers on the Marzano Instructional Framework.				\$0.00
4	G1.B1.S1.A4	Leadership Team will provide regular and timely feedback on rigorous standards based instruction.				\$0.00
5	G1.B1.S2.A1	PLC creation and professional development				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	341018-SUPPLIES - OFFICE - CONSUMABLE	0217 - Camelot Elementary	General Fund		\$0.00
6	G1.B1.S2.A2	Monitoring of PLC meetings with guided feedback from Leadership Team				\$0.00
7	G1.B1.S2.A3	Teachers will receive constant feedback from the administration team on the use of DQ 2, 3, and 4 moving students towards more rigorous instruction.				\$0.00
8	G2.B10.S1.A1	We will provide professional development on analyzing data reports from iStation and Imagine Learning				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	6400	341039-SUPPLIES - EDUCATIONAL	0217 - Camelot Elementary	General Fund		\$100.00
			<i>Notes: Copies and resources</i>			
9	G2.B10.S1.A2	The Leadership Team will conduct bi-monthly data meetings to progress monitor student achievement and collaborate with teachers to facilitate an action plan. The action plan will identify students struggling to meet mastery. Teachers will then plan how to reteach these targeted students using standards-based instruction.				\$0.00
10	G2.B10.S1.A3	The Leadership Team will post monthly teacher iStation data in the mailroom to keep the focus on using data to drive standards based instruction.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	341021-SUPPLIES - OFFICE - NON-CONSUMABLE	0217 - Camelot Elementary	General Fund		\$200.00
11	G2.B10.S1.A4	The leadership team will conduct walkthroughs together to ensure callibrated specific feedback is provided to teachers to ensure effective standards based instruction.				\$0.00
12	G2.B10.S1.A5	Differentiated professional development opportunities will be provided to support teachers in using data to drive standards based instruction.				\$0.00
13	G2.B10.S2.A1	Hold data PLC meetings				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	341018-SUPPLIES - OFFICE - CONSUMABLE	0217 - Camelot Elementary	General Fund		\$100.00
14	G2.B10.S2.A2	Review data to look for trends and patterns and how best to address them				\$0.00
15	G2.B10.S2.A3	Students will begin to track their own data				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	341042-SUPPLIES - TRAINING	0217 - Camelot Elementary	General Fund		\$100.00
Total:						\$6,500.00