

Polk County Public Schools

# Carlton Palmore Elementary School



2015-16 School Improvement Plan

## Carlton Palmore Elementary School

3725 CLEVELND HTS BLVD, Lakeland, FL 33803

<http://schools.polk-fl.net/carltonpalmore>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	64%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	51%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	D	C

*\*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 Polk 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>.

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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, 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
Focus	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**

Carlton Palmore Elementary is committed to meeting the individual needs of each child, developing responsible citizens, and challenging students to learn, think and perform at their highest level.

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

Carlton Palmore strives to connect students, parents and teachers by creating a learner today and a leader tomorrow.

#### School Environment

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

Our staff is focusing this year on building relationships with our students. As we talk to students and build those relationships, we will learn about their culture, life goals, etc. We will also, integrate text that has cultural traditions throughout the school year. Through the foundation of the 7 Habits of Happy Kids we learn to accept individuals and cultures. Through the skills of being proactive, beginning with the end in mind, putting first things first, thinking win-win, seeking first to understand and then be understood, synergizing and sharpening our saw we as a culture will learn to accept both cultural and individual differences.

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

Carlton Palmore Elementary Staff creates an environment where children feel safe and respected before, during and after school by setting clear school-wide procedures and expectations both academically and behaviorally. Academically we have a set of school-wide and high yield strategies that are followed by the teachers in each classroom and the children are introduced to these expectations and know what to expect during the learning day. Writing rubrics that are used consistently across the grade levels are implemented and built on the knowledge previously learned from one grade to the next. In every classroom "Thinking Maps" are used as our primary graphic organizers, writing expectations are posted in every classroom and followed in all writing across the curriculum. Journals are implemented in all academic areas at all grade levels and the procedures for the use of those journals stay consistent; therefore, students know the expectations and format as they matriculate from one grade to the next and the work becomes more rigorous in nature. We also have a school-wide Positive Behavior Support System with a manual that is sent home and signed by parents. All classrooms use the "Clip System" and the recognition of "Exemplary Leader" tickets. With consistency across the school in academic expectations and behavioral expectations children feel safe and respected.

##### **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**

We implement the "7 Habits of Happy Kids" school wide and follow the Positive Behavior Support (PBS) System that focuses on increasing positive behavior so that we can



focus on student achievement and learning. The PBS system includes a tracking form to collect data that is necessary to identify effective ways of changing inappropriate behavior (teacher managed) before it becomes an office discipline referral. The tracking Form assists in identifying the pattern of behavior and determining the interventions that will be most effective; the purpose is to modify behavior so that the focus can return to learning. Clear and consistent behavioral expectations are school-wide and all staff members are trained on the "7 Habits of Happy Kids" and the PBS system during the pre-planning week prior to the students return to school. Students are taught the 7 habits and the school-wide behavioral expectations during the first week of school. Each classroom also monitors behavior through a "clip system" that is described in a parent handbook that is sent home and reviewed by each parent.

**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**

Carlton Palmore Elementary (CPE) ensures the social-emotional needs of all students are being met by providing the following: counseling, mentoring, creating a safe atmosphere, meeting students individual needs, establishing a support network, and developing student character and academics. The guidance counselor provides counseling to students when students need someone to talk to or they cannot cope in the classroom because of psychological needs, social needs and the lack of resources that effect the student academically. The counselor provides the students with coping skills to help them get through their academic day. Teachers and administration provide counseling also when time permits. Mental Health services are also available when needed through Lakeland Behavioral Health.

CPE has joined forces with the Americorp, and after school Y-Read for mentoring. Teachers make sure the students feel safe and not insecure by providing specific strategies to create a safe atmosphere. Teachers meet students' individual needs through assessment prompts, small groups, Kagan, collaborative pairs, and Tier plans. CPE is great at providing a support team for the individual student. The teachers, administration, school psychologist, and guidance counselor work with parents and ensure the students are supported 100%. Students are taught social skills throughout the day and are praised for a job well done to help develop character along with academics.

**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**

Polk County Public Schools has an early warning system that automatically notifies the schools of students that are absent 10 or more days of enrollment regardless of whether the absence is excused or a result of out-of-school suspension, total number of in-school and out-of-school suspensions greater than three days, and students over age 2 or more years for the grade level. The principal reviews all report cards quarterly and notes course failures in English Language Arts and mathematics. She communicates with parents and meets with teachers to implement a plan for academic success. All level 1 scores on statewide, standardized assessments in English Language Arts and mathematics are analyzed and instructional adjustments are made to ensure success. The number of 3rd graders falling in the bottom 25% quartile of the FSA was 27 out of the 89 students tested. Thirty percent of our 3rd grade students were in the bottom 25% for the 2014-2015 school year.

**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	8	10	12	11	6	8	55
One or more suspensions	0	0	5	5	0	4	14
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**

Carlton Palmore Elementary (CPE) monitors students who are falling behind on academic knowledge and skills so that we can provide extra assistance and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for graduation. The attendance committee monitors attendance and the school social worker sends home letters when 5 and 10 absences have occurred. We meet with parents to assist the families with understanding the importance of attendance and to develop a plan of action to assist with attendance issues. CPE also monitors behavior through a school-wide behavioral tracking system and we refer children with constant discipline referrals to our MTSS team to be supported through a behavioral plan and/or Tier plan.

**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**

Carlton Palmore Elementary builds positive relationships with families to increase involvement by conducting three face to face conferences between teachers and parents in order to keep parents informed of their child's progress. Report cards are sent home every 9 weeks and interim reports are sent home once every 9 weeks. Every other month beginning in October, a school-wide newsletter is sent home stating the curriculum each grade level is teaching and other important school-wide information. The mission and vision is stated in the newsletter and is also displayed on the wall in the main entrance to the campus. We build positive relationships with our families by having a "Family Friendly" office staff. Once a month we have a "CPE events" that families are invited to attend. During these events we get parents

and students involved. Teachers use agendas as daily communication between home and school. The Positive Behavior Support System is also noted in the daily agendas. Parents receive daily behavioral feedback through the agendas. Teachers frequently communicate and document parent phone conferences on a conference log that is turned into administration every semester.

**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**

Evidence continues to be positive and convincing that students make great gains when schools engage families and community in their learning. CPE has established a great School Advisory Committee that involves our community members. We keep our community partners up to date on school events and school-wide data at every SAC Meeting. Our school marquee is also up to date with school functions and spirit nights that let everyone know of upcoming events. We also host an All Pro Dads monthly breakfast at the Cleveland Heights Golf Course.

**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
Dardis, Badonna	Principal
Jones, Nikki	Assistant Principal
Baker, Jamie	Teacher, K-12
Neilan, Debra	Teacher, K-12
Lilly, Heather	Instructional Technology
Roden, Edith	Administrative Support
Showers-Coy, Sommer	Guidance Counselor

**Duties**

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

Badonna M. Dardis: The principal provides a common vision for the use of data-based decision-making; models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities. Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display. The principal also develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and

implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and models/coaches teachers in areas that need development in order to better meet student educational needs.

Nikki Jones: Assists the principal in providing a common vision for the use of data-based decisionmaking;

assists in the development of a strong infrastructure of resources for the implementation of MTSS; further assists the principal in the assessment of MTSS skills, implementation of intervention support, and documentation; ensures and participates in professional learning; and communicates with parents concerning MTSS plans and activities. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision making activities.

Tonetta Morris-Freeman: Participates in student data collection; integrates core instructional activities/

materials/instruction in tiered interventions; and collaborates with administration and general education teachers.

Jamie Baker, Pamela Grant and Debra Neilan: Attend Teaching and Learning Content (TLC) Academy workshops throughout the year and bring that information back to assist with developing, leading and evaluating school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and models/coaches teachers in areas that need development in order to better meet student educational needs.

Heather Lilly – Manages existing instructional software; collects and reports data with the MTSS team; organizes testing and progress monitoring schedules and accommodations for student needs; coordinates and provides training of technology software to enhance learning in the classroom; facilitates the use of existing and emerging technology by staff and students; integrates technology use in order to increase student engagement throughout the school; and assists with STEAM integration.

Edie Roden: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; and assists in facilitation of data-based decision making activities. Assist with students with disabilities and their success.

Sommer Showers-Coy: Provides quality services and expertise on issues ranging from program design to assessment; guides and provides intervention with individual students, in small group, and in whole

classroom settings; communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

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

The MTSS/Rtl Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

The MTSS Team met with the School Advisory Council (SAC) and principal to help develop the SIP.

The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, and relationships); facilitated the development of a systematic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extended thinking, refining, and summarizing); and aligned processes and procedures.

\*\*Services are provided to ensure students requiring additional remediation are assisted through afterschool programs. The district coordinates with Title II and Title III in ensuring staff development.

\*\*Migrant Liaison provides services and support to students and parents. The liaison coordinates with

\*\*District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

\*\*District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. (Ex. Purchase new technology for classrooms.)

\*\*Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

\*\*District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act. Supplemental Academic Instruction (SAI)

\*\*The district coordinates funds to provide summer school for Level 1 readers. Funds will be used to expand the summer program to all Level 2 students.

\*\*Violence Prevention Programs -The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Kris Wells	Business/Community
Eddie Roden	Teacher
Sommer Showers Coy	Teacher
Nikki Jones	Education Support Employee
Badonna Dardis	Principal
Maria Walter	Teacher
Tonetta Morris-Freeman	Teacher
Martha Bell	Education Support Employee
Darlene Czerwinski	Education Support Employee
Kevin Gilds	Parent
Monica Phillipson	Parent
Jennifer Lenz	Parent
Christine Miller	Parent
Lori Robertson	Parent
Shireen Rivera	Parent
Lynette Freneire	Parent
Francesca Johnson	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*

\*\*Evaluation of last year's school improvement plan

\*\*Development of the current year's school improvement plan

\*\*SAC chair assisted with the foundational piece of the school improvement plan (SIP). The SAC made recommendations and approved the SIP.

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

\*\*Describe the use of school improvement funds allocated

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

Our SAC is involved in the development of our School Improvement Plan in many ways. Select members of our SAC Committee work with the school leadership team to identify barriers and develop strategies to increase student achievement.

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

Currently we do not have any funds allocated for projects.

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

Due to the new Florida standards, there will be professional development for teachers to deepen their understanding of the standards and the rigor of the intended instruction. We will also focus on increasing knowledge of the "7-Habits of Happy Kids" and professional development around the high yield strategies to improve student achievement.

### **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
Dardis, Badonna	Principal
Jones, Nikki	Assistant Principal
Baker, Jamie	
Teets, Ruthie	Administrative Support
Pierce, Audra	Teacher, K-12
Smith, Jennifer	Teacher, K-12
McClain, Meagan	Teacher, K-12
Leskis, Lindsey	Teacher, K-12
Morris-Freeman, Tonetta	Teacher, ESE
Franklin, Bonnie	Teacher, ESE
Maldonado, Kristen	Teacher, K-12

### Duties

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

Our Literacy Leadership Team will monitor the progress of reading and writing proficiency. They will ensure reading and writing is addressed in all of their grade level classrooms and provide their grade level teachers with the support and tools needed to successfully teach reading and writing skills across the curriculum. We will increase our analytical writing PD for our teachers to incorporate strategies to ensure success. We will encourage the implementation of daily read aloud activities using vocabulary in context focus and summarizing in all grade levels, AR with each student and continue to purchase books for the library to be used in teacher's daily lessons. Our LLT will also look at our school data to create and share activities to promote literacy in our school.

### 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**

CPE has a collaborative planning day on Thursday. The master schedule has been designed to provide consistent, non-negotiable times for teachers to meet. Each grade level will meet to break down the standards that they are planning for. Each Tuesday grade level teams and specials meet with the principal (or specified designee) for professional development during a Professional Learning Community (PLC).

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

- \*Utilize the Department of Recruitment and Retention to provide assistance on all hiring and placement procedures
- \*Recruitment of highly qualified instructional personnel by office interviews and checking references.
- \*Carlton Palmore organizes a common planning time, professional development for growth and mentoring/support as needed. The staff that are responsible for these strategies are the administration, teachers and leadership team.
- \*Administration meets monthly with new teachers. New teachers are partnered with a mentor (veteran teacher).

\*Administration works closely with college campus job fairs and recruiting at universities, as well as working with district personnel to hire highly qualified staff. We maintain and hire highly qualified interns.

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

We follow the district guidelines for beginning teachers and pair them with an experienced peer on the same grade level that they are teaching. Depending on their needs, the new teacher may shadow the peer to learn teaching styles or classroom management. Our grade chairs work very closely with their team members to provide support when necessary. Administrators will allow time for new teachers to observe in a model teachers classroom. We will then provide time for debriefing to occur.

## **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 school creates ongoing opportunities for teachers to unpack the Florida standards. Teachers plan using the Florida standards and the district curriculum maps. After looking at the standards, our teachers then retrieve the necessary materials to successfully teach that specific standard with mastery. Collaborative planning is built in to support the rigor needed for the standards and the collaboration between professionals to ensure that programs are aligned to the Florida standards. Lesson plans are reviewed by the Leadership Team and feedback is given to teachers as to whether the quality of instruction meets the demand and alignment of the Florida Standards.

#### **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***

CPE uses beginning of the year assessments to get a look at what our students come in knowing. Teachers then use formative assessments to provide differentiated instruction as the standards are taught. As students do not master the specific standard, that is when teachers pull small flexible groups to reteach or go deeper into the standard. Also, the students that master the standard quickly, our teachers accelerate them with taking the standard to the next level. We also have an uninterrupted, 120 minute reading block and an uninterrupted 90 minute math block along with an additional 30 minute iii Reading and Math block. We have departmentalized in 5th grade having 90 minute blocks across the day and a 40 minute writing block.

##### ***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:** 30

Since we added an additional 30 minutes on to our school day we have added more time for core academic instruction. Our teachers teach a full 120 minute reading block with an additional 30 minutes of reading iii. They also teach a full 90 minutes of math with an additional 30 minutes of math iii.

### **Strategy Rationale**

We feel that adding that additional 30 minutes on to our school day will help our teachers fully implement the Florida standards with fidelity. The additional time helps teachers slow down their teaching and go deeper in to the standards.

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

- Core Academic Instruction

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

Dardis, Badonna, badonna.dardis@polk-fl.net

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

Administration will be monitoring the end of unit assessments, formative assessments, FAIR and IMPROVE assessments with our teachers to check for effectiveness of our extended day.

## **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**

- Kindergarten Round-up is held in April every year. This is a time for parents to come and enroll their children for Kindergarten.
- We host a Patriot Preview in April for all parents of incoming Kindergarten students. At our preview our Administration introduces each Kindergarten teacher. The Kindergarten teachers narrate a slide show that provides parents with a great overview of our curriculum, school, and a day in the life of a kindergarten student. Parents are provided with brochures and other information about resources available in Polk County. Kindergarten expectations are explained and parents are given sample activities to work with their children ensuring a smooth transition from early childhood programs to elementary school programs.
- Two ESE PRE-K programs
- Within the first thirty days of school, the Florida Kindergarten Readiness Screening (FKLRS) is administered by Kindergarten Teachers. Students will also be assessed using the Florida Assessments for Instruction in Reading (FAIR). The results from FKLRS and FAIR are analyzed to group students according to specific skills in order to meet the individual needs of students. Students, who are identified by Child Find with special needs, participate in the ESE Pre-K program in order to provide service to students with low readiness rates.
- Standards Based Assessment Report Card is utilized in Kindergarten, first and second grade.
- Parents of outgoing 5th graders are invited to the local middle schools to an orientation and the 5th graders go on a field trip to the local middle schools prior to matriculation to 6th grade.
- The strings teacher teaches at our school and at the middle school.

- Guidance Counselors from the middle school come over prior to testing to discuss middle school options with the 5th graders and why they need to focus on learning and becoming proficient in math and reading.

### College and Career Readiness

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

N/A

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

N/A

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

N/A

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

## 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:

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#### 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.** Writing across all curriculum areas to support critical thinking in order to improve student proficiency levels in all academic areas.
  
- G2.** All teachers will implement effective teaching instruction aligned to the complexity level of the Florida State Standards.

## 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. Writing across all curriculum areas to support critical thinking in order to improve student proficiency levels in all academic areas. 1a**

G073306

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	69.0

**Resources Available to Support the Goal 2**

- Principal
- Collaborative planning time
- Anchor sets
- Learning maps
- District and Regional content area coaches
- Model classrooms
- Assistant Principal
- PLCs

**Targeted Barriers to Achieving the Goal 3**

- Teacher knowledge of different types of writing.

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

Journey Walk-through data will be collected noting writing across the curriculum areas.

**Person Responsible**

Badonna Dardis

**Schedule**

Monthly, from 9/1/2015 to 6/10/2016

**Evidence of Completion**

Journey walk-through data, with the primary focus being EPC 2F (integrating content reading and writing instruction).

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

Monitoring rubric use for "summary point writing" in science and math, and writing to text (opinion, narrative and expository in ELA).

**Person Responsible**

Badonna Dardis

**Schedule**

On 6/3/2016

**Evidence of Completion**

Rubric use for writing in math and science in journals, question number "11" on weekly tests and student writing portfolio.

**G2.** All teachers will implement effective teaching instruction aligned to the complexity level of the Florida State Standards. **1a**

G073307

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Math - All Students	71.0

**Resources Available to Support the Goal** **2**

- Solid Leadership Team
- No Teacher Vacancies
- Established Common Planning
- District and Regional Support
- Wide variety of technology resources available to teachers
- Regional and District support
- ESE Facilitator and Guidance Counselor as instructional support

**Targeted Barriers to Achieving the Goal** **3**

- Lack of understanding of the complexity level to the new standards

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

Student summative and formative assessment data.

**Person Responsible**

Badonna Dardis

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

IBTP student data, writing portfolio data, weekly ELA assessments, math lesson quizzes, and progress monitoring assessments.

## 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.** Writing across all curriculum areas to support critical thinking in order to improve student proficiency levels in all academic areas. **1**

 G073306

**G1.B1** Teacher knowledge of different types of writing. **2**

 B191557

**G1.B1.S1** Writing journals across the curriculum. **4**

 S203030

#### Strategy Rationale

Writing to text is a standard.

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

Teachers will gain knowledge of what high yield strategies should be implemented through the writing journals through professional development and professional learning communities.

#### Person Responsible

Badonna Dardis

#### Schedule

Quarterly, from 8/18/2015 to 6/10/2016

#### Evidence of Completion

Student writing in journals in all academic areas - vocabulary, graphic organizers noted and key concepts understood.

## Action Step 2 5

Teachers will become familiar with journal summary point writing rubrics and FSA writing rubrics for analytical, narrative and opinion writing through professional development and they will model the use of the rubrics with students.

### **Person Responsible**

Badonna Dardis

### **Schedule**

Quarterly, from 8/18/2015 to 6/10/2016

### **Evidence of Completion**

Student writing in journals in all academic areas - vocabulary noted and key concepts understood, weekly writing response question number 11 and student writing portfolios scored with the focused rubrics.

## Action Step 3 5

Justification of responses to text and concepts noted in the journals. Critical thinking noted.

### **Person Responsible**

Badonna Dardis

### **Schedule**

Quarterly, from 8/18/2015 to 6/10/2016

### **Evidence of Completion**

Student work samples of writing in science, math and ELA journals.

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

Journal entries will be monitored for rubric use and fidelity of summary point writing to show student knowledge of content in math and science.

### **Person Responsible**

Badonna Dardis

### **Schedule**

Every 6 Weeks, from 8/24/2015 to 6/10/2016

### **Evidence of Completion**

Student artifacts in journals will be evidence of content understanding and complexity level of task through writing.

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

Analytical, narrative and opinion writing to text with evidence to support students critical thinking and use of the FSA rubric in ELA.

**Person Responsible**

Badonna Dardis

**Schedule**

Triannually, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Student FSA writing portfolio will be evidence of growth in writing and the use of the FSA writing rubric.

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

Teacher self-reflection of writing across the curriculum, use of rubrics for "summary point" writing in science and math, and FSA writing rubric in ELA, and feedback "next step" sessions.

**Person Responsible**

Badonna Dardis

**Schedule**

Quarterly, from 9/1/2015 to 6/10/2016

**Evidence of Completion**

Teachers will complete self-reflection and next step forms that will be collected.

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

Data chats with teachers concerning writing to text and next steps to increase student writing proficiency.

**Person Responsible**

Badonna Dardis

**Schedule**

Triannually, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Individual student writing portfolios containing opinion, narrative and expository writing pieces. Evidence of teacher data chats and next steps for individual students form located in the portfolio.



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

Writing across curriculum to support critical thinking.

**Person Responsible**

Badonna Dardis

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016


**Evidence of Completion**

Student journals will be evidence of "summary point" writing to improve critical thinking and understanding of concepts in math and science. Weekly quiz question "11" will be evidence of opinion, narrative and expository writing in ELA.

**G2.** All teachers will implement effective teaching instruction aligned to the complexity level of the Florida State Standards. 1

 G073307

**G2.B2** Lack of understanding of the complexity level to the new standards 2

 B191564

**G2.B2.S2** Support and monitor the delivery of standards based instruction through best instructional practices and Webb's Depth of Knowledge to build complexity in student work. 4

 S203032

**Strategy Rationale**

Through high yield instructional strategies and rigor of student work to meet the complexity level of the standards students will make academic gains across all academics.

**Action Step 1 5**

Develop a Professional Development calendar to support the complexity level of the standards and instructional strategies needed to increase student achievement across curriculum areas..

**Person Responsible**

Badonna Dardis

**Schedule**

Monthly, from 9/3/2014 to 6/4/2015

**Evidence of Completion**

Principal Outlook Calendar - visible to all staff

**Action Step 2** 5

Provide differentiated coaching support through the utilization of district coaches when available and administrative feedback based on observations of instruction and lesson plans.

**Person Responsible**

Badonna Dardis

**Schedule**

Every 3 Weeks, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Evidence of instructional modeling

**Action Step 3** 5

Teachers will have collaborative planning multiple days during the week. PLC's with administration on Tuesdays and Collaborative planning with grade level on Thursdays.

**Person Responsible**

Badonna Dardis

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Teacher Instruction, Lesson plans, PLC forms and SBIT type forms will be collected.

**Action Step 4** 5

Administration will walk classrooms and provide written feedback with focus on standards based instruction and instructional strategies.

**Person Responsible**

Badonna Dardis

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Journey, Lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Monitor lesson plans and PLC forms in order to monitor the complexity level of the tasks students are being asked to complete in order to meet the complexity level of the standards.

**Person Responsible**

Badonna Dardis

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Lesson plans, SBIT type form and Team PLC forms

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Monitor student work samples to ensure that the alignment of the complexity level of the Florida Standards is evident through student work samples.

**Person Responsible**

Badonna Dardis

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Evidence of instructional feedback meeting notes and student work samples collected

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Walk- through data will provide feedback on the instruction of the Florida Standards and the complexity level of the student work based on the standards.

**Person Responsible**

Badonna Dardis

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Journey feedback in Domain 1 and 2

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Through administration and district based coaches, they will provide PD on the standards. Administration will conduct walk-throughs to ensure the delivery of best instructional practices and the complexity of the standards through instruction are being met.

**Person Responsible**

Badonna Dardis

**Schedule**

Every 3 Weeks, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Lesson plans, journey walk-through data, feedback sessions

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Collaborative planning

**Person Responsible**

Badonna Dardis

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Lesson plans, SBIT type form/PLC Collaborative Planning forms

**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	Teachers will gain knowledge of what high yield strategies should be implemented through the writing journals through professional development and professional learning communities.	Dardis, Badonna	8/18/2015	Student writing in journals in all academic areas - vocabulary, graphic organizers noted and key concepts understood.	6/10/2016 quarterly
G2.B2.S2.A1	Develop a Professional Development calendar to support the complexity level of the standards and instructional strategies needed to increase student achievement across curriculum areas..	Dardis, Badonna	9/3/2014	Principal Outlook Calendar - visible to all staff	6/4/2015 monthly
G1.B1.S1.A2	Teachers will become familiar with journal summary point writing rubrics and FSA writing rubrics for analytical, narrative and opinion writing through professional development and they will	Dardis, Badonna	8/18/2015	Student writing in journals in all academic areas - vocabulary noted and key concepts understood, weekly writing response question number 11	6/10/2016 quarterly

**Polk - 0061 - Carlton Palmore Elem. School - 2015-16 SIP**  
*Carlton Palmore Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	model the use of the rubrics with students.			and student writing portfolios scored with the focused rubrics.	
G2.B2.S2.A2	Provide differentiated coaching support through the utilization of district coaches when available and administrative feedback based on observations of instruction and lesson plans.	Dardis, Badonna	8/24/2015	Evidence of instructional modeling	6/10/2016 every-3-weeks
G1.B1.S1.A3	Justification of responses to text and concepts noted in the journals. Critical thinking noted.	Dardis, Badonna	8/18/2015	Student work samples of writing in science, math and ELA journals.	6/10/2016 quarterly
G2.B2.S2.A3	Teachers will have collaborative planning multiple days during the week. PLC's with administration on Tuesdays and Collaborative planning with grade level on Thursdays.	Dardis, Badonna	8/24/2015	Teacher Instruction, Lesson plans, PLC forms and SBIT type forms will be collected.	6/10/2016 weekly
G2.B2.S2.A4	Administration will walk classrooms and provide written feedback with focus on standards based instruction and instructional strategies.	Dardis, Badonna	8/24/2015	Journey, Lesson plans	6/10/2016 weekly
G1.MA1	Journey Walk-through data will be collected noting writing across the curriculum areas.	Dardis, Badonna	9/1/2015	Journey walk-through data, with the primary focus being EPC 2F (integrating content reading and writing instruction).	6/10/2016 monthly
G1.MA2	Monitoring rubric use for "summary point writing" in science and math, and writing to text (opinion, narrative and expository in ELA.	Dardis, Badonna	8/24/2015	Rubric use for writing in math and science in journals, question number "11" on weekly tests and student writing portfolio.	6/3/2016 one-time
G1.B1.S1.MA1	Teacher self-reflection of writing across the curriculum, use of rubrics for "summary point" writing in science and math, and FSA writing rubric in ELA, and feedback "next step" sessions.	Dardis, Badonna	9/1/2015	Teachers will complete self-reflection and next step forms that will be collected.	6/10/2016 quarterly
G1.B1.S1.MA4	Data chats with teachers concerning writing to text and next steps to increase student writing proficiency.	Dardis, Badonna	8/24/2015	Individual student writing portfolios containing opinion, narrative and expository writing pieces. Evidence of teacher data chats and next steps for individual students form located in the portfolio.	6/3/2016 triannually
G1.B1.S1.MA5	Writing across curriculum to support critical thinking.	Dardis, Badonna	8/24/2015	Student journals will be evidence of "summary point" writing to improve critical thinking and understanding of concepts in math and science. Weekly quiz question "11" will be evidence of opinion, narrative and expository writing in ELA.	6/3/2016 monthly
G1.B1.S1.MA1	Journal entries will be monitored for rubric use and fidelity of summary point writing to show student knowledge of content in math and science.	Dardis, Badonna	8/24/2015	Student artifacts in journals will be evidence of content understanding and complexity level of task through writing.	6/10/2016 every-6-weeks
G1.B1.S1.MA3	Analytical, narrative and opinion writing to text with evidence to support students critical thinking and use of the FSA rubric in ELA.	Dardis, Badonna	8/17/2015	Student FSA writing portfolio will be evidence of growth in writing and the use of the FSA writing rubric.	6/3/2016 triannually
G2.MA1	Student summative and formative assessment data.	Dardis, Badonna	8/24/2015	IBTP student data, writing portfolio data, weekly ELA assessments, math lesson quizzes, and progress monitoring assessments.	6/10/2016 monthly
G2.B2.S2.MA1	Through administration and district based coaches, they will provide PD on the standards. Administration will conduct walk-throughs to ensure the	Dardis, Badonna	8/24/2015	Lesson plans, journey walk-through data, feedback sessions	6/10/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	delivery of best instructional practices and the complexity of the standards through instruction are being met.				
G2.B2.S2.MA6	Collaborative planning	Dardis, Badonna	8/24/2015	Lesson plans, SBIT type form/PLC Collaborative Planning forms	6/10/2016 weekly
G2.B2.S2.MA1	Monitor lesson plans and PLC forms in order to monitor the complexity level of the tasks students are being asked to complete in order to meet the complexity level of the standards.	Dardis, Badonna	8/24/2015	Lesson plans, SBIT type form and Team PLC forms	6/10/2016 weekly
G2.B2.S2.MA2	Monitor student work samples to ensure that the alignment of the complexity level of the Florida Standards is evident through student work samples.	Dardis, Badonna	8/24/2015	Evidence of instructional feedback meeting notes and student work samples collected	6/10/2016 quarterly
G2.B2.S2.MA3	Walk- through data will provide feedback on the instruction of the Florida Standards and the complexity level of the student work based on the standards.	Dardis, Badonna	8/24/2015	Journey feedback in Domain 1 and 2	6/10/2016 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.** Writing across all curriculum areas to support critical thinking in order to improve student proficiency levels in all academic areas.

**G1.B1** Teacher knowledge of different types of writing.

**G1.B1.S1** Writing journals across the curriculum.

### PD Opportunity 1

Teachers will gain knowledge of what high yield strategies should be implemented through the writing journals through professional development and professional learning communities.

#### Facilitator

Mrs. Dardis

#### Participants

Teachers

#### Schedule

Quarterly, from 8/18/2015 to 6/10/2016

### PD Opportunity 2

Teachers will become familiar with journal summary point writing rubrics and FSA writing rubrics for analytical, narrative and opinion writing through professional development and they will model the use of the rubrics with students.

#### Facilitator

Mrs. Dardis

#### Participants

Teachers

#### Schedule

Quarterly, from 8/18/2015 to 6/10/2016

**PD Opportunity 3**

Justification of responses to text and concepts noted in the journals. Critical thinking noted.

**Facilitator**

Mrs. Dardis

**Participants**

Teachers

**Schedule**

Quarterly, from 8/18/2015 to 6/10/2016



## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Teachers will gain knowledge of what high yield strategies should be implemented through the writing journals through professional development and professional learning communities.	\$0.00
2	G1.B1.S1.A2	Teachers will become familiar with journal summary point writing rubrics and FSA writing rubrics for analytical, narrative and opinion writing through professional development and they will model the use of the rubrics with students.	\$0.00
3	G1.B1.S1.A3	Justification of responses to text and concepts noted in the journals. Critical thinking noted.	\$0.00
4	G2.B2.S2.A1	Develop a Professional Development calendar to support the complexity level of the standards and instructional strategies needed to increase student achievement across curriculum areas..	\$0.00
5	G2.B2.S2.A2	Provide differentiated coaching support through the utilization of district coaches when available and administrative feedback based on observations of instruction and lesson plans.	\$0.00
6	G2.B2.S2.A3	Teachers will have collaborative planning multiple days during the week. PLC's with administration on Tuesdays and Collaborative planning with grade level on Thursdays.	\$0.00
7	G2.B2.S2.A4	Administration will walk classrooms and provide written feedback with focus on standards based instruction and instructional strategies.	\$0.00
<b>Total:</b>			<b>\$0.00</b>